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2. First Revision: (07 Agustus 2022)

Development of EFL Sociolinguistics Material Based on Project-Based Learning: A Need Analysis Study

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ABSTRACT

Sociolinguistics is a branch of science that studies the use of English as a foreign language (EFL) in society and how society utilized the EFL language. The purpose of this research is to identify models of teaching materials required by students and lecturers in learning EFL sociolinguistics courses. A survey method was applied to 57 students and three instructors of the English Education Program Faculty of Teacher Training and Education Muhammadiyah University of Mataram. 30 questions in the form of questionnaires distributed for collecting data which consisted of **five variables** e.g., purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercises, learning evaluation, and project-based learning. The results show lecturers and students required clear learning objectives, topics that focused on varieties of language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, varieties of English, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, and language and ideology, exercises are undertaken by individuals or in groups, evaluation can be carried out after each topic, and project-based learning can be employed in teaching EFL sociolinguistics. Therefore, designing teaching material for EFL sociolinguistics based on Project-based learning is necessary to load these findings.

1. Introduction

Sociolinguistics is one part of the linguistics course which aims to develop students' linguistic awareness and provide knowledge related to the use of language in society. Saputra et al. (2019) define sociolinguistics as a branch of linguistics that specifically examines the use of language in society, which was originally called the sociology of language or language in society. Sociolinguistics is described also as a term that is generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Whereas, sociolinguistic mastery is important because it is a science studying the correlation between language and the speaking community as well as it discusses on the aims and function of language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that sociolinguistic competencies determine EFL lecturers' ability to select language variations, such as standard, official, casual and familiar varieties, variations typical to students according to their situation, and using of appropriate variations and registers.

As implied in the definition, the sociolinguistic study is very broad because the use of language in society can include the use of language in the city, in

the village, in government, in the world of economy, education, politics, the world of art, the world of film, the world of farmers, the world of fishermen. or other. Therefore, the researcher will limit the sociolinguistic study materials in this research, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019; Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015), 2) dialect, sociolect, idiolect, and register (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and non-standard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10)

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language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015), and 12) language and ideology (Subhan, 2004; Wardhaugh & Fuller, 2015), which will become many topics in designing sociolinguistics teaching material.

xxx

Teaching material is everything that is applied in the language learning process (Tomlinson, 2013), including reading texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), to facilitate linguistics, visual, auditory, and kinesthetic learning processes that are presented in printed form, live performances and the use of information and technology communication (Ismail et al., 2021). Teaching material is a key component in language learning whether they are designed by the instructors themselves or by institutions (Richard, 2001), and good teaching materials can improve student learning outcomes (Wainwright, 2006). For this reason, researchers will design project-based learning-based teaching materials.

Project-based learning (PBL) is a student-centered learning model, in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PBL aims to help students gain a deep understanding of knowledge and skills and increase motivation to learn through finding problems, planning, and investigating. PBL has been recognized to be effective and fruitful in 21st century education (Pham, 2018).

The implementation of the project-based learning model in learning can improve student learning outcomes as the results of research conducted by many researchers who conclude that the implementation of the PBL model in learning can increase learning motivation (Duke et al., 2020), have high independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce communication anxiety (Pham, 2018), and acquire new competencies, improve teamwork experience, increase motivation to learn, and develop creativity (Shuhailo & Derkach, 2021). Therefore, the researcher is interested in conducting a research entitled needs analysis on the development of project-based learning-based sociolinguistic teaching materials. xxx

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular group of study (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to

classify between what the learners have to know and what the learners feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states need analysis as a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on identified needs. Gass (2012) says that need analysis is the basis of training programs and aid development programs.

2.2 Teaching Material

Teaching materials in English are known by three terms, namely instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials. material (Richard, 2001) which is considered a key component in the learning process, especially in the sociolinguistic EFL learning process, whether it has been designed by lecturers who teach courses or designed directly by institutions that function as a learning foundation for students in the face-to-face classroom learning process, online, and blended learning.

Teaching materials are a set of materials in the form of reading texts, exercises, assignments, and other activities to facilitate the linguistic, visual, auditory, and kinesthetic learning process presented in print, live performances, and the use of information and communication technology (Ismail et al., 2021). Teaching materials are also defined as everything that is used in the language learning process (Tomlinson, 2013). Harwood (2010) states that teaching materials include reading texts, exercises, assignments, and other activities given to students. Teaching materials are also considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) argues that there are six roles of teaching materials in language learning, namely 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

In designing teaching materials, there are six things that required to be considered by the designer of teaching materials (Richard, 2001), namely; 1) simple to complex, 2) chronology, 3) need, 4) prerequisite learning, 5) whole to part or part to whole, 6) (spiral sequencing). Meanwhile, according to Tomlinson (2013), there are eight steps taken by a teaching material developer, namely text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities.

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- Revealing a gap in existing research.
- Stating the intent of your study,
- Outlining the key characteristics of your study,

Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating the teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

2.3 Sociolinguistics

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language in society (Saputra et al., 2019), which examines in depth two things, namely the use of language in society and the organization of social behavior that includes attitudes, views, and tendencies of a group of people towards a language to be used, studied or developed its status in a society or country. (Subhan, 2004). Meanwhile, according to (2013), sociolinguistics is the study of the purpose and function of language in society. Then, Mairi (2017), Faizin (2015), and Yule (2006) asserts that sociolinguistics is also defined as a term that is generally used to study the relationship between language and society.

There are many authors undertook research about sociolinguistics, such as Albirini & Chakrani, (2017) carried out a research entitled switching codes and registers: an analysis of heritage Arabic speakers' sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The sociolinguistic analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A sociolinguistic study of nonstandard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based sociolinguistics instruction on EFL University students' sociolinguistics competence (Mujiono & Herawati, 2021). Developing sociolinguistic competence through an intercultural online exchange

(Ritchie, 2011). The impact of social media on the sociolinguistics practices of the peripheral post-socialist contexts (Tankosic & Dovchin, 2021). A sociolinguistic perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosic & Dovchin, 2021). Code mixing in Arabic conversation of college students: a sociolinguistic study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to sociolinguistic inequalities (Duchêne, 2020). A case-study in historical sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Many other researchers performed sociolinguistic study, likes; Zibin & AL-Tkhayneh (2019) about a sociolinguistics analysis of the use of English loanwords inflected with Arabic morphemes as slang in Amman, Jordan. T-tapping in standard southern British English: an 'elite' sociolinguistics variants? (Alderton, 2022). Language use in EFL classroom interaction: A sociolinguistic study (Agustine et al., 2021). The effect of gender on language use in British novels: A sociolinguistic study (Hussein & Kadhim, 2021). Linguistic hybridization in a television talk show: A sociolinguistic analysis (Mostafizar Rahman & Mahbuber Rahman, 2021). A sociolinguistic study of code switching among overseas Indonesian students on Facebook comments (Simatupang & Amalia, 2019). Sociolinguistic variation at the grammatical/discourse level demonstrative clefts in spoken British English (Calude, 2017). All of the previous research above does not carry out a research about PJBL model in EFL sociolinguistics. Therefore, the research will be focused on it.

2.4 Project-Based Learning

Project-based learning (PJBL) is a learning model that is supported by constructivist learning theory which states that students can build their own knowledge in the context of their own experiences. According to Shuhailo & Derkach (2021), PJBL is a student-centered learning model, in which students acquire knowledge and skills through project design, development, and completion. Meanwhile, Al-busaidi & Al-seyabi (2021) stated that PJBL aims to help students gain a deep understanding of knowledge and skills and increase learning motivation through finding problems, planning, and investigating. Furthermore, Kettanun (2015) describes that PJBL is implemented in learning, namely to develop intellectual and social abilities because students are required to actively participate in the process of acquiring knowledge and skills with teacher supervision. PJBL is also defined as an important method that is applied to make students acquire the necessary knowledge, vital skills, and citizenship values for the 21st century including portfolios, performance assessments, and rapport writing, as well as PJBL engages the students allowing them to learn

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in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with project-based learning are connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). Other steps to applying PJBL are started with essential questions, designing projects, creating a schedule, monitoring the students and the progress of a project, assessing the outcome, and evaluating of experience. Then, Alan and Stoller (2005) put forward ten steps process of PJBL, namely students and an educator agrees on a topic for the project, determine the final outcome, structure the project, an educator prepares students for the language demands of information gathering, students collect information, an educator prepares students for the language demands of compiling and analyzing data, students compile and analyze information, an educator prepares students for the language demands of the culminating activity, students present the final product, and students evaluate the project. Whereas other steps of PJBL are

PJBL has eleven the common features (Simpson, 2011), they are complex explorations over a period of time, a student-centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, hands-on activities and the utilize of authentic resources and technologies, complex explorations over a period of time, a learner-centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, and hands-on activities and the applying of authentic resources and technologies.

Several researchers found out that PJBL has many benefits such as developing data collection and presentation skills, thinking skills, suiting personal learning styles, enhancing independent learners (Orevi & Dannon, 1999), and increasing the motivation and satisfaction of students (Frank et al., 2003; Kamp, 2012). Thomas (2000) points out other advantages of PJBL as building students' knowledge by active learning, interacting with the environment, working independently, and collaborating in teams. PJBL encourages higher-order thinking skills and promotes meaningful learning from the projects that connect the students' new learning to their past performances (synthesis) and encourages students' self-assessment

of their own learning (evaluation) (Moylan, 2008). the projects undertaken in PJBL can improve their real-world skills such as research, scientific thinking, creative and critical thinking, and communication and presentation abilities (Ilhan, 2014). Whereas collaboration can make it easier to get a solution to problems (Krajcik et al., 1999; Rodríguez et al., 2015). Applied PJBL also can give those who fail a chance of performing better and encourage those with high academic achievement in a course taught traditionally to enhance additional expertise (Frank et al., 2003). Based on their findings, the researcher suggests that PJBL can be adopted in teaching and learning because it has many usefulness that is gained by learners and instructors.

3. Method

This research employs a survey study at the English Education Program Faculty of Teacher Training and Education Muhammadiyah University of Mataram. The respondents in this study are 30 students who will take a sociolinguistics course and 27 who have joined the course and three lecturers who have taught sociolinguistics courses. The number of respondents is 60. The students respondents were taken by applying disproportionate stratified random sampling because the population is stratified and not proportional (Sugiyono, 2009). The instrument distributed to collect data on students' needs was a questionnaire as one of strategy for gathering the data as recommended by Long (2005) for increasing the validity of results. The instrument consists of 30 questions that focused on five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The description of the score on each item is one is not needed, two is less needed, three is needed, and four is very needed. Then, the data will be analyzed to identify what percentage of each question. At the end of the data analysis will be read which items in the questionnaire fall into the needed, less needed, needed, and very needed.

4. Result

The results of the needs analysis of 30 questionnaires obtained from respondents 3 lecturers who have taught sociolinguistics courses and 57 students can be clarified into five variables, namely: the purpose of sociolinguistic teaching material focused on five statements, topics of sociolinguistic teaching materials focused on eleven statements, sociolinguistics exercises focused on five statements, learning evaluation concentrated on four statements, and PJBL focused on six statements.

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Commented [-10]: An Introductory context for understanding the results by restating the research problem underpinning your study. This is useful in re-orientating the reader's focus back to the research problem after having read a review of the literature and your explanation of the methods used for gathering and analyzing information.

4.1 The Purpose of Sociolinguistics Teaching Material



The variable consists of five questionnaires distributed to the participants can be described that the students comprehend the concept of sociolinguistics, 91.7 % responded with very required and 8.3% required. Then, the students comprehend how to use English in society, 83.3% is very required and 16.7 % is required. Whereas the students comprehend and analyze sociolinguistics concepts, 66.7% is very required and 33.3% is required. And, the students comprehend the variety of English, 75% is very required and 25 % is required. Afterward, the students comprehend and have the ability to conduct research on sociolinguistics, 50 % is very required and 50 % is required.

Chart 1 shows that the respondents require comprehension about five statements on the purpose of sociolinguistics material to support their understanding of an EFL sociolinguistics course. On the other hand, it also illustrates that during the learning process, comprehension as stated in the questionnaire above has not fully become the focus of attention of the previous lecturers.

4.2 Topic of Sociolinguistic Teaching Materials

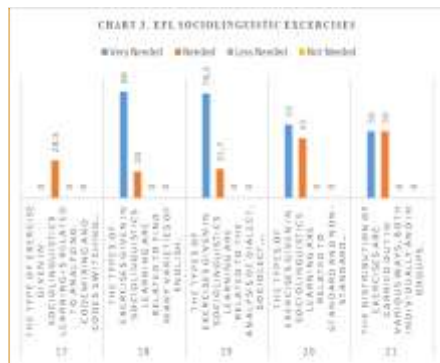


The variable of topics of sociolinguistic teaching materials can be pointed out that the students need material about the variety of Language, 93.3 % is very required and 6.7% is required; dialect, sociolect, idiolect, and register, 91.7% is very required and 8.3% is required; Standard and non-standard varieties, 55% is very required and 45% is required; codeswitching, 38.3% is very required and 61.7% is required;

codemixing, 36.7% is very required and 63.3% is required; bilingualism, multilingualism, and diglossia, 56.7% is very required and 43.3% is required; verbal and non-verbal communication, 57.3% is very required and 42.7% is required; speech act, 66.7% is very required and 33.3% is required; language planning, 70% is very required and 30% is required; language and identity, 71.7% is very required and 28.3% is required; language and ideology, 76.7% is very required and 23.3% is required.

Char 2 stresses that the respondents require eleven topics (variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology) that discussed on an EFL sociolinguistics course. It can be known from the correspondents' responses to the questionnaires distributed to them.

4.3 Sociolinguistics Exercises



The variable of sociolinguistics exercises can be described that the students responded to the type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English, 71.7% is very required and 28.3% is required; finding many varieties of English, 80% is very required and 20% is required; the analysis of dialect, sociolect, idiolect, and register, 78.3% is very required and 21.7% is required; standard and non-standard languages, 55% is very required and 45% is required; and, the distribution of exercises are carried out in various ways, both individually and in groups, 50% is very required and 50% is required.

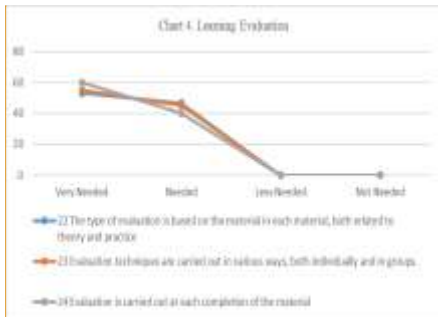
Chart 3 points out that respondents need many exercises related to codemixing, codeswitching, language varieties, dialect, sociolect, idiolect, register, standard language, and nonstandard language that is carried out in various ways both individual and in groups.

4.4 Learning Evaluation

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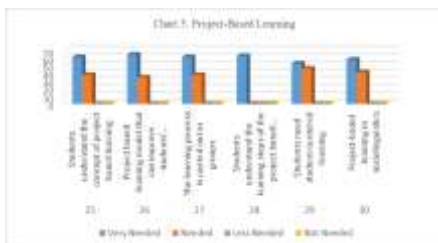
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The participant responded to the variable of evaluation of learning in the questionnaire of the type of evaluation is based on the material in each material, both related to theory and practice, 53.3% is very required and 46.7% is required; Evaluation techniques are carried out in various ways, both individually and in groups, 55% is very required and 45% is required; and Evaluation is carried out at each completion of the material, 60% is very required and 40% is required.

Chart 4 puts forward three types of learning evaluation that are required in the EFL sociolinguistic course, namely the evaluation is undertaken based on theory and practice in each material, distributed both individually and in groups, and carried out at each completion of the material.

4.5 Project-Based Learning



The variable of project-based learning, the participants responded that students understand the concept of project-based learning, 61.7% is very required and 38.3% is required; project-based learning model that can improve students' understanding of sociolinguistics, 65% is very required and 35% is required; the learning process is carried out in groups, 61.7% is very required and 38.3% is required; students understand the learning steps of the project-based learning model, 63.3% is very required and 36.7% is required; students need student-centered learning, 53.3% is very required and 46.7% is required; and, project-based learning in sociolinguistics, 58.3% is very required and 41.7% is required.

Chart 5 asserts six things that respondents need about PJBL so that they can comprehend and implement it in EFL sociolinguistics learning, such as

the concept of PJBL, steps of PJBL, a model that can improve students' understanding on EFL sociolinguistics, learning is undertaken in group, and model PJBL in EFL sociolinguistics.

5. Discussion

The overarching purpose of this study was to carry out a survey study of requirement analysis of EFL sociolinguistic teaching material based on PJBL. There are five variables of the questionnaire, the purpose of sociolinguistics teaching material, the topic of sociolinguistics teaching material, sociolinguistic exercises, learning evaluation, and PJBL.

The purpose of the sociolinguistic teaching material variable consisted of five statements. All of them are required by the respondents to be loaded and the impact of the accompaniment in designing the model of teaching materials, they are the students comprehend the concept of sociolinguistics, use English in society, analyze sociolinguistics concepts, variety of English, and the ability to conduct research on sociolinguistic.

The five questions in the objective variable can motivate students to focus on developing sociolinguistics knowledge (Al-busaidi & Al-seyabi, 2021; Duke et al., 2020), for example an understanding of EFL sociolinguistic concepts can make it easier for them to conduct research related to it. Another example is that when students understand the variations of English, it will be easy for them to distinguish the various English variations used in society.

The topics of sociolinguistic teaching materials covered eleven topics required, they are the students need material about the variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology.

Variety of language is one of the topics discussed in EFL sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the students' comprehension of many types of English such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean English, and New Zealand English. A variation of language also describes style and styling, Critical language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). As well as discussed the distinction of pronunciations (sounds), vocabularies (words), and grammar (sentences). Dialect, sociolect, idiolect, and register are topics of sociolinguistics that are concentrated into four terms in language variation (Subhan, 2004 and Wardhaugh & Fuller, 2015), that have different definitions and examples. Dialect can be defined as a language

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- Analyzing vs. Summarizing. Department of English Writing Guide. George Mason University; Discussion. The Structure, Format, Content, and Style of a Journal-Style Scientific Paper. Department of Biology. Bates College;
- Hess, Dean R. "How to Write an Effective Discussion." *Respiratory Care* 49 (October 2004);
- Kretchmer, Paul. Fourteen Steps to Writing to Writing an Effective Discussion Section. San Francisco Edit, 2003-2008; Read and understand it, before constructing your discussion sections

variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others that appear distinguishing in sounds, vocabularies, and sentences. Sociolect is a variation of language that is caused by social stratification and social status so, in Indonesia, we recognized three speech levels, namely low level, middle level, and high level. Idiolect is a variation of language that is caused by individual character differences. While the register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism, English for economics, English for medicine, and others.

Standard and non-standard focused are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters to check or test the language is whether standard or non-standard language, they are autonomy, standardization, historicity, and vitality (Subhan, 2004). If a language does not meet these four features, then the language is called a non-standard language. Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, 1) a speaker finds the social status of the interlocutor, 2) there is a new situation, 3) a speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating. In a certain language or another. Whereas codemixing events often occur in a society where a speaker in one language mixes several words in another language (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are the topics of EFL sociolinguistics that can be focused on bilingualism as a term to refer to a condition of people who master two languages or two language variations (Subhan, 2004; Yule, 2016). Then, Multilingualism is a term that refers to a condition of people who master more than two languages or two variations of the language, and diglossia is a term that refers to the permanent use of several languages in society. Verbal and non-verbal communication is a topic that discuss two things, namely functions of language and forms of language (Subhan, 2004). Successful communication depends on the mutual intelligibility between two speakers (the sender of the message and the receiver of the message). While the forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses certain languages such as English, Indonesian, Chinese, and others whereas non-verbal communication is communication that employs gestures, symbols, pictures, and body language.

The speech act is an interesting topic in sociolinguistics that focuses on an action that is carried out via utterances (Subhan, 2004; Yule, 2016) which consists of three types, namely the locutionary (the act of producing meaningful utterances), the

illocutionary (undertaken via the communication force of an utterance, such as promising, apologizing, and offering), and the perlocutionary (an action that is performed by a speaker when making an utterance causes in certain effect on the hearer and others (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. At the first level, the policymakers are the government and the government officials, therefore language planning is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). This topic focuses on three dimensions of language planning steps, namely corpus planning (refers to the intervention of a language), status planning (refers to the allocation of the function of a language), and acquisition planning (refers to language teaching and learning, it be a national language, second language, or foreign language).

Language and identity is a topic of EFL sociolinguistics that portrays two key terms, namely identity and language (Hornberger & McKay, 2010). This topic focuses on what is identity, how we present our identities to the world, types of identities, identity formation, and how language and identity intersect. Language and ideology is a topic of EFL sociolinguistics that relates to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The Sociolinguistics exercises concentrated on the type of exercise given in sociolinguistics learning is related to analyzing codemixing and code-switching that occurs in learning English, finding many varieties of English, the analysis of dialect, sociolect, idiolect, and register, standard and non-standard languages, and the distribution of exercises are carried out in various ways, both individually and in groups. The exercises are extremely important in designing teaching material EFL sociolinguistic because they can be used effectively and efficiently depending on the exercises that have been designed. This is supported by several researchers (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021) who say that exercises are very important in teaching material. Even several points in the feasibility questionnaire ask three questions relating to exercises such as comprehensibility of exercises, credibility of exercises, and achievability of exercises.

According to the discussion about exercises in teaching materials, researchers in designing PJBL-based sociolinguistic teaching materials will refer to five variables about exercises needed by the respondents.

Learning evaluation was needed the type of evaluation is based on the material in each material both related to theory and practice, Evaluation techniques are carried out in various ways both individually and in groups, and Evaluation is carried out at each completion of the material. In evaluating the teaching materials, a designer must pay attention to 14 things, namely clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In designing teaching materials, it is necessary to evaluate them in order to find out the advantages and disadvantages so that they can be corrected in the next material. This is supported by Tomlinson (2013) and Littlejohn (2011) who stated that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. So, in the learning material. So in designing teaching materials, researchers will include three learning evaluation variables needed by respondents, namely the type of evaluation is based on the material in each material both related to theory and practice, Evaluation techniques are carried out in various ways both individually and in groups, and Evaluation is carried out at each completion of the material.

Six statements of the PJBL variable are needed by respondents. Students' understanding of the concept of PJBL can motivate students in learning. This is appropriate with the results of research conducted by Duke et al. (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL also can improve students' understanding. It is in line with the study that is undertaken by Al-busaidi & Al-seyabi (2021) and Shuhailo & Derkach (2021) who made sum up that PJBL can improve a deep understanding of knowledge and skill. It also develops intellectual and social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process is carried out in a group as an approach to enhancing students' self-confidence (Shuhailo & Derkach, 2021). Students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005), and using PJBL in EFL sociolinguistics can improve students' understanding of sociolinguistics (Thomas, 2000).

Based on the result of the discussion about PJBL variable, the researcher will apply six statements in PJBL variable to design EFL sociolinguistic teaching

material based on PJBL. They are the students understand the concept of project-based, model can improve students' understanding of sociolinguistics, the learning process is carried out in groups, the students understand the steps of PJBL model, the students need students-centered learning, and PJBL in sociolinguistics.

The Limitations of the study only involved 60 respondents. It is hoped that future research will involve many participants and expand the topics because only eleven topics were applied as the focus of this study.

6. Conclusions

PJBL is a model that implements student center learning. The major finding of the need analysis is the respondents need a model of teaching material that has a clear purpose to increase students' comprehension of EFL sociolinguistic learning, eleven interesting topics, appropriate exercises carried out individually or in groups, and suitable evaluation that supported their EFL sociolinguistics comprehension which performs after completing each topic, and also they required project-based learning model that is applied in teaching and learning EFL sociolinguistic because student center learning, learning is carried out in heterogeneous teams to achieve the goals, easy ways utilized by students, encourage students to apply critical thinking, problem-solving, improve content knowledge to real-world problems and issues, an educator as a facilitator, and help students to make hypotheses, carry out projects, and conclude results. The positive contribution of this research is other researchers can utilize this finding as a reference in designing EFL sociolinguistic teaching material by adding other topics and different exercises.

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Development of EFL Sociolinguistics Material Based on Project-Based Learning: A Need Analysis Study

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ABSTRACT

Sociolinguistics is concentrated on how language is used in society and how people utilize the language. The purpose of this research is to identify models of teaching materials required by students and lecturers in learning EFL sociolinguistics courses. The quantitative and qualitative methods were applied in this study. Instruments employed for collecting the data was questionnaire and interview. Participants involved in the study were 57 students and three instructors of the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The results show that students and lectures required teaching material that has clear objectives, contains 11 topics starting with language variations and ending with language and ideology, the exercises are undertaken by individuals or in groups, the evaluation was carried out after each topic, and project-based learning can be employed in teaching EFL sociolinguistics. Therefore, designing a model of teaching material for EFL sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL sociolinguistic teaching materials. This study has the potential to bridge the gap by providing knowledge about students' and educators' needs as well as recommended for follow-up in designing EFL sociolinguistic teaching materials.

1. Introduction

Sociolinguistics is one part of the linguistics course which aims to develop students' linguistic awareness and provide knowledge related to the use of language in society. Saputra et al. (2019) define sociolinguistics as a branch of linguistics that specifically examines the use of language in society, which was originally called the sociology of language or language in society. Sociolinguistics is described also as a term that is generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Whereas, sociolinguistic mastery is important because it is a science studying the correlation between language and the speaking community as well as it discusses on the aims and function of language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that sociolinguistic competencies determine EFL lecturers' ability to select language variations, such as standard, official, casual and familiar varieties, variations typical to students according to their situation, and using of appropriate variations and registers.

As implied in the definition, the sociolinguistic study is very broad because the use of language in society can include the use of language in the city, in the village, in government, in the world of economy,

education, politics, the world of art, the world of film, the world of farmers, the world of fishermen, or other. Therefore, the researcher will limit the sociolinguistic study topics in this research, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019; Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015), 2) dialect, sociolect, idiolect, and register (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and non-standard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), 11) language and identity (Subhan,

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2004; Wardhaugh & Fuller, 2015), and language and ideology (Subhan, 2004; Wardhaugh & Fuller, 2015).

The eleven topics have become priority topics taught by linguists around the world when teaching sociolinguistics to their students. Therefore, the topic will be included in designing EFL sociolinguistics teaching material.

Teaching material is everything that is applied in the language learning process (Tomlinson, 2013), including reading texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), to facilitate linguistics, visual, auditory, and kinesthetic learning processes that are presented in printed form, live performances and the use of information and technology communication (Ismail et al., 2021). Teaching material is a key component in language learning whether they are designed by the instructors themselves or by institutions (Richard, 2001), and good teaching materials can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the students' and educators' needs for teaching materials that can increase their sociolinguistic understanding by applying a project-based learning model.

Project-based learning (PBL) is a student-centered learning model, in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PBL aims to help students gain a deep understanding of knowledge and skills and increase motivation to learn through finding problems, planning, and investigating. PBL has been recognized to be effective and fruitful in 21st century education (Pham, 2018).

The implementation of the project-based learning model in learning can improve student learning outcomes as the results of research conducted by many researchers who conclude that the implementation of the PBL model in learning can increase learning motivation (Duke et al., 2020), have high independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce communication anxiety (Pham, 2018), and acquire new competencies, improve teamwork experience, increase motivation to learn, and develop creativity (Shuhailo & Derkach, 2021). Therefore, the researcher is interested in conducting research entitled "development of EFL sociolinguistic teaching material based on project-based learning" which is provide positive benefits for other researchers because they can employ the result of this study as a source if they feel like performing similar research. In addition, students will gain teaching material that suits their needs related to EFL sociolinguistics.

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular group of study (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states need analysis as a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on identified needs. Gass (2012) says that need analysis is the basis of training programs and aid development programs.

Based on the explanation above, the writer can point out that need analysis is an activity undertaken to collect information as a foundation for designing teaching material. Therefore, this study is focused on analyzing the needs of teaching materials.

2.2 Teaching Material

Teaching materials in English are known by three terms, namely instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials. material (Richard, 2001) which is considered a key component in the learning process, especially in the sociolinguistic EFL learning process, whether it has been designed by lecturers who teach courses or designed directly by institutions that function as a learning foundation for students in the face-to-face classroom learning process, online, and blended learning.

Teaching materials are a set of materials in the form of reading texts, exercises, assignments, and other activities to facilitate the linguistic, visual, auditory, and kinesthetic learning process presented in print, live performances, and the use of information and communication technology (Ismail et al., 2021). Teaching materials are also defined as everything that is used in the language learning process (Tomlinson, 2013). Harwood (2010) states that teaching materials include reading texts, exercises, assignments, and other activities given to students. Teaching materials are also considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) argues that there are six roles of teaching materials in language learning, namely 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

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In designing teaching materials, there are six things that required to be considered by the designer of teaching materials (Richard, 2001), namely; 1) simple to complex, 2) chronology, 3) need, 4) prerequisite learning, 5) whole to part or part to whole, 6) (spiral sequencing). Meanwhile, according to Tomlinson (2013), there are eight steps taken by a teaching material developer, namely text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating the teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate EFL sociolinguistics teaching and learning process.

2.3 Sociolinguistics

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language in society (Saputra et al., 2019), which examines in depth two things, namely the use of language in society and the organization of social behavior that includes attitudes, views, and tendencies of a group of people towards a language to be used, studied or developed its status in a society or country. (Subhan, 2004). Meanwhile, according to (2013), sociolinguistics is the study of the purpose and function of language in society. Then, Mairi (2017), Faizin (2015), and Yule (2006) asserts that sociolinguistics is also defined as a term that is generally used to study the relationship between language and society.

There are many authors undertook research about sociolinguistics, such as Albirini & Chakrani, (2017) carried out a research entitled switching codes and

registers: an analysis of heritage Arabic speakers' sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The sociolinguistic analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A sociolinguistic study of nonstandard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based sociolinguistics instruction on EFL University students' sociolinguistics competence (Mujiono & Herawati, 2021). Developing sociolinguistic competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the sociolinguistics practices of the peripheral post-socialist contexts (Tankosić & Dovchin, 2021). A sociolinguistic perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a sociolinguistic study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to sociolinguistic inequalities (Duchêne, 2020). A case-study in historical sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Many other researchers performed sociolinguistic study, likes; Zibin & AL-Tkhayneh (2019) about a sociolinguistics analysis of the use of English loanwords inflected with Arabic morphemes as slang in Amman, Jordan. T-tapping in standard southern British English: an 'elite' sociolinguistics variants? (Alderton, 2022). Language use in EFL classroom interaction: A sociolinguistic study (Agustine et al., 2021). The effect of gender on language use in British novels: A sociolinguistic study (Hussein & Kadhim, 2021). Linguistic hybridization in a television talk show: A sociolinguistic analysis (Mostafizar Rahman & Mahbuber Rahman, 2021). A sociolinguistic study of code switching among overseas Indonesian students on Facebook comments (Simatupang & Amalia, 2019). Sociolinguistic variation at the grammatical/discourse level demonstrative clefts in spoken British English (Calude, 2017). All of the previous study above does not carry out research about the PJBL model in EFL sociolinguistics but they are focused on the analysis of part of sociolinguistics such as codemixing, codeswitching, and gender of language. Therefore, the research is concentrated on using the model of PJBL on EFL sociolinguistic.

Sociolinguistic in study is a branch of linguistics that studies how language is used in society and how society applies language. In addition, in EFL sociolinguistic teaching and learning process will be utilized a Project-based learning model.

2.4 Project-Based Learning

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Project-based learning (PJBL) is a learning model that is supported by constructivist learning theory which states that students can build their own knowledge in the context of their own experiences. According to Shuhailo & Derkach (2021), PJBL is a student-centered learning model, in which students acquire knowledge and skills through project design, development, and completion. Meanwhile, Al-busaidi & Al-seyabi (2021) stated that PJBL aims to help students gain a deep understanding of knowledge and skills and increase learning motivation through finding problems, planning, and investigating. Furthermore, Kettanun (2015) describes that PJBL is implemented in learning, namely to develop intellectual and social abilities because students are required to actively participate in the process of acquiring knowledge and skills with teacher supervision. PJBL is also defined as an important method that is applied to make students acquire the necessary knowledge, vital skills, and citizenship values for the 21st century including portfolios, performance assessments, and rapport writing, as well as PJBL engages the students allowing them to learn in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with project-based learning are connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). Other steps to applying PJBL are started with essential questions, designing projects, creating a schedule, monitoring the students and the progress of a project, assessing the outcome, and evaluating of experience. Then, Alan and Stoller (2005) put forward ten steps process of PJBL, namely students and an educator agrees on a topic for the project, determine the final outcome, structure the project, an educator prepares students for the language demands of information gathering, students collect information, an educator prepares students for the language demands of compiling and analyzing data, students compile and analyze information, an educator prepares students for the language demands of the culminating activity, students present the final product, and students evaluate the project. Whereas other steps of PJBL are

PJBL has eleven the common features (Simpson, 2011), they are complex explorations over a period of time, a student-centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, hands-on activities and the utilize of authentic resources and technologies, complex explorations over a period of time, a learner-centered

approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, and hands-on activities and the applying of authentic resources and technologies.

Several researchers found out that PJBL has many benefits such as developing data collection and presentation skills, thinking skills, suiting personal learning styles, enhancing independent learners (Orevi & Dannon, 1999), and increasing the motivation and satisfaction of students (Frank et al., 2003; Kamp, 2012). Thomas (2000) points out other advantages of PJBL as building students' knowledge by active learning, interacting with the environment, working independently, and collaborating in teams. PJBL encourages higher-order thinking skills and promotes meaningful learning from the projects that connect the students' new learning to their past performances (synthesis) and encourages students' self-assessment of their own learning (evaluation) (Moylan, 2008). the projects undertaken in PJBL can improve their real-world skills such as research, scientific thinking, creative and critical thinking, and communication and presentation abilities (Ilhan, 2014). Whereas collaboration can make it easier to get a solution to problems (Krajcik et al., 1999; Rodríguez et al., 2015). Applied PJBL also can give those who fail a chance of performing better and encourage those with high academic achievement in a course taught traditionally to enhance additional expertise (Frank et al., 2003). Based on their findings, the researcher suggests that PJBL can be adopted in teaching and learning because it has many usefulness that is gained by learners and instructors.

3. Method

This research employs quantitative and qualitative methods. The respondents in this study are 30 students who will take a sociolinguistics course and 27 who have joined the course and three lecturers who have taught sociolinguistics courses at the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The number of respondents is 60. The students' respondents were taken by applying disproportionate stratified random sampling because the population is stratified and not proportional (Sugiyono, 2009).

The instrument distributed to collect data was questionnaire and interview. The questionnaire is the first instrument for gathering the data as recommended by Long (2005) for increasing the validity of results. The instrument consists of 30 questions that focused on five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and

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calculating the average number of each variable. The description of the score on each item is one is not needed, two is less needed, three is needed, and four is very needed. Then, the data will be analyzed to identify what percentage of each question. At the end of the data analysis will be read which items in the questionnaire fall into the needed, less needed, needed, and very needed. The interview is the second instrument that is utilized as an addition to complement the findings that have been obtained using questionnaires. The interview was conducted by communicating directly with the participants to gain more detailed information and clarify any potential ambiguity or misunderstood questions.

4. Result

This section sets out the finding from data collected to answer the research question about what is the form of the EFL sociolinguistics teaching material model needed by students and educators, which is concentrated on five variables, namely; the purpose of sociolinguistic teaching material focused on five statements, topics of sociolinguistic teaching materials focused on eleven statements, sociolinguistics exercises focused on five statements, learning evaluation concentrated on four statements, and PJBL focused on six statements.

4.1 The Purpose of Sociolinguistics Teaching Material

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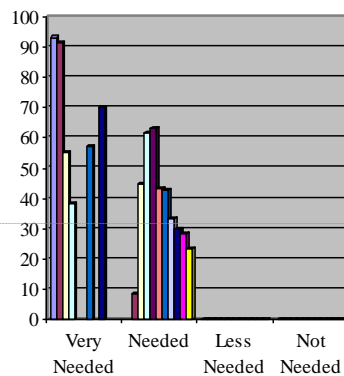
The variable consists of five questionnaires distributed to the participants can be described that the students comprehend the concept of sociolinguistics, 91.7 % responded with very required and 8.3% required. Then, the students comprehend how to use English in society, 83.3% is very required and 16.7 % is required. Whereas the students comprehend and analyze sociolinguistics concepts, 66.7% is very required and 33.3% is required. And, the students comprehend the variety of English, 75% is very required and 25 % is required. Afterward, the students comprehend and have the ability to conduct research on sociolinguistics, 50 % is very required and 50 % is required.

Chart 1 shows that the respondents require comprehension about five statements on the purpose of sociolinguistics material to support their understanding of an EFL sociolinguistics course. On the other hand, it also illustrates that during the learning process, comprehension as stated in the questionnaire above has not fully become the focus of attention of the previous lecturers.

4.2 Topic of Sociolinguistic Teaching Materials

The variable of topics of sociolinguistic teaching materials can be pointed out that the students need material about the variety of Language, 93.3 % is very required and 6.7% is required; dialect, sociolect, idiolect, and register, 91.7% is very required and 8.3% is required; Standard and non-standard varieties, 55% is very required and 45% is required; codeswitching, 38.3% is very required and 61.7% is required; codemixing, 36.7% is very required and 63.3% is required; bilingualism, multilingualism, and diglossia, 56.7% is very required and 43.3% is required; verbal and non-verbal communication, 57.3% is very required and 42.7% is required; speech act, 66.7% is very required and 33.3% is required; language

Chart 2. Topics of sociolinguistics teaching Material



- Students need material about the variety of language
- Dialect, sociolect, idiolect, and register
- Standard and non-standard varieties
- Codeswitching
- Codemixing
- Bilingualism, multilingualism, and diglossia
- Verbal and non-verbal communication
- Speech acts (Speech act)
- Language planning
- Language and identity

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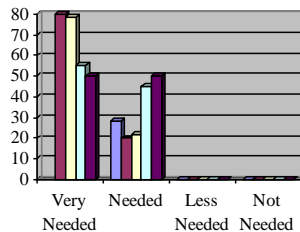
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planning, 70% is very required and 30% is required; language and identity, 71.7% is very required and 28.3% is required; language and ideology, 76.7% is very required and 23.3% is required.

Char 2 stresses that the respondents require eleven topics (variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology) that discussed on an EFL sociolinguistics course. It can be known from the correspondents' responses to the questionnaires distributed to them.

4.3 Sociolinguistics Exercises

Chart 3. Exercises



- The type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English.
- The types of exercises given in sociolinguistics learning are related to find many varieties of English.
- The types of exercises given in sociolinguistics learning are related to the analysis of dialect, sociolect, idiolect, and register.
- The types of exercises given in sociolinguistics learning are related to standard and non-standard languages.
- The distribution of exercises are carried out in various ways, both individually and in groups.

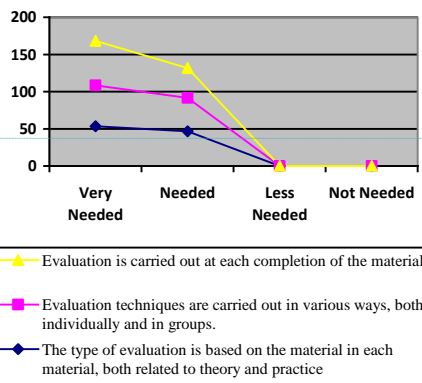
The variable of sociolinguistics exercises can be described that the students responded to the type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English, 71.7% is very required and 28.3% is required; finding many varieties of English, 80% is very required and 20% is required; the analysis of dialect, sociolect, idiolect, and register, 78.3% is very required and 21.7% is required; standard and non-standard languages, 55% is very required and 45% is required; and, the distribution of exercises are carried out in various ways, both individually and in groups, 50% is very required and 50% is required.

Chart 3 points out that respondents need many exercises related to codemixing, codeswitching,

language varieties, dialect, sociolect, idiolect, register, standard language, and nonstandard language that is carried out in various ways both individual and in groups.

4.4 Learning Evaluation

Chart 4. Learning Evaluation



The participant responded to the variable of evaluation of learning in the questionnaire of the type of evaluation is based on the material in each material, both related to theory and practice, 53.3% is very required and 46.7% is required; Evaluation techniques are carried out in various ways, both individually and in groups, 55% is very required and 45% is required; and Evaluation is carried out at each completion of the material, 60% is very required and 40% is required.

Chart 4 puts forward three types of learning evaluation that are required in the EFL sociolinguistic course, namely the evaluation is undertaken based on theory and practice in each material, distributed both individually and in groups, and carried out at each completion of the material.

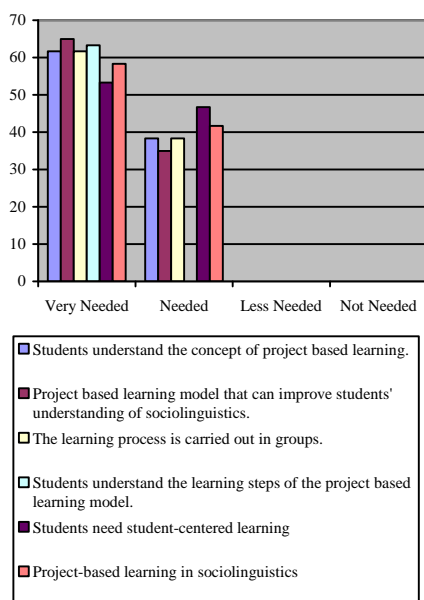
4.5 Project-Based Learning

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Chart 5. Project-based learning



The variable of project-based learning, the participants responded that students understand the concept of project-based learning, 61.7% is very required and 38.3% is required; project-based learning model that can improve students' understanding of sociolinguistics, 65% is very required and 35% is required; the learning process is carried out in groups, 61.7% is very required and 38.3% is required; students understand the learning steps of the project-based learning model, 63.3% is very required and 36.7% is required; students need student-centered learning, 53.3% is very required and 46.7% is required; and, project-based learning in sociolinguistics, 58.3% is very required and 41.7% is required.

Chart 5 asserts six things that respondents need about PJBL so that they can comprehend and implement it in EFL sociolinguistics learning, such as the concept of PJBL, steps of PJBL, a model that can improve students' understanding on EFL sociolinguistics, learning is undertaken in group, and model PJBL in EFL sociolinguistics.

The interview results are applied to strengthen and complement the findings that have been obtained from 10 questions asked to 15 students related to understanding sociolinguistic concepts, comprehending how language is used in society, studying a topic related to language variations, studying a topic related to codeswitching and

codemixing, the task carried out individually and in groups, the evaluations are performed at the end of each topic, the task carried out individually and in groups, understanding the concept of PJBL, comprehend PJBL steps, and apply students-center learning.

Based on the results of the interview, all students answered "yes" to the 10 questions asked by the researcher and none of the students answered "no". Therefore, it can be pointed out that students need all statements consisting of five variables to design a model of EFL sociolinguistic teaching material based on PJBL.

5. Discussion

In this point

In general, it can be decided that students and educators need the model of EFL sociolinguistics teaching material based on project-based learning to serve as a guide in designing teaching materials and contribute positive to developing skills and knowledge related to EFL sociolinguistics, in particular, which covers five variables in the questionnaires, namely the purpose of sociolinguistics teaching material, the topic of EFL sociolinguistics teaching material, sociolinguistic exercises, learning evaluation, and implementation of project based learning model.

The five statements in the purpose variable, namely the students comprehend the concept of sociolinguistics, use English in society, analyze sociolinguistics concepts, variety of English, and the ability to conduct research on sociolinguistic are needed. By inform the purpose of the course it can motivate students to focus on developing sociolinguistics knowledge. The statement is supported by many researchers (e.g. Al-busaidi & Al-seyabi, 2021; Duke et al., 2020) and by understanding of EFL sociolinguistic concepts can make it easier for students to conduct research related to sociolinguistic as well as by understanding the variations of English, it will be easy for students to distinguish the various English variations used in society.

The variable of topics covered eleven topics required, they are the students need material about the variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology.

Variety of language is one of the topics discussed in EFL sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the students' comprehension of many types of English such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean English, and New Zealand English. A variation of language also describes style and styling, Critical

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language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). As well as discussed the distinction of pronunciations (sounds), vocabularies (words), and grammar (sentences). Dialect, sociolect, idiolect, and register are topics of sociolinguistics that are concentrated into four terms in language variation (Subhan, 2004 and Wardhaugh & Fuller, 2015), that have different definitions and examples. Dialect can be defined as a language variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others that appear distinguishing in sounds, vocabularies, and sentences. Sociolect is a variation of language that is caused by social stratification and social status so, in Indonesia, we recognized three speech levels, namely low level, middle level, and high level. Idiolect is a variation of language that is caused by individual character differences. While the register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism, English for economics, English for medicine, and others.

Standard and non-standard focused are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters to check or test the language is whether standard or non-standard language, they are autonomy, standardization, historicity, and vitality (Subhan, 2004). If a language does not meet these four features, then the language is called a non-standard language. Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, 1) a speaker finds the social status of the interlocutor, 2) there is a new situation, 3) a speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating. In a certain language or another. Whereas codemixing events often occur in a society where a speaker in one language mixes several words in another language (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are the topics of EFL sociolinguistics that can be focused on bilingualism as a term to refer to a condition of people who master two languages or two language variations (Subhan, 2004; Yule, 2016). Then, Multilingualism is a term that refers to a condition of people who master more than two languages or two variations of the language, and diglossia is a term that refers to the permanent use of several languages in society. Verbal and non-verbal communication is a topic that discuss two things, namely functions of language and forms of language (Subhan, 2004). Successful communication depends on the mutual intelligibility between two speakers (the sender of the message and the receiver of the message). While the forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses certain

languages such as English, Indonesian, Chinese, and others whereas non-verbal communication is communication that employs gestures, symbols, pictures, and body language.

The speech act is an interesting topic in sociolinguistics that focuses on an action that is carried out via utterances (Subhan, 2004; Yule, 2016) which consists of three types, namely the locutionary (the act of producing meaningful utterances), the illocutionary (undertaken via the communication force of an utterance, such as promising, apologizing, and offering), and the perlocutionary (an action that is performed by a speaker when making an utterance causes in certain effect on the hearer and others (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. At the first level, the policymakers are the government and the government officials, therefore language planning is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). This topic focuses on three dimensions of language planning steps, namely corpus planning (refers to the intervention of a language), status planning (refers to the allocation of the function of a language), and acquisition planning (refers to language teaching and learning, it be a national language, second language, or foreign language).

Language and identity is a topic of EFL sociolinguistics that portrays two key terms, namely identity and language (Hornberger & McKay, 2010). This topic focuses on what is identity, how we present our identities to the world, types of identities, identity formation, and how language and identity intersect. Language and ideology is a topic of EFL sociolinguistics that relates to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The variable of exercises concentrated on five statements required, they are the type of exercise given in sociolinguistics learning is related to analyzing codemixing and code-switching that occurs in learning English, finding many varieties of English, the analysis of dialect, sociolect, idiolect, and register, standard and non-standard languages, and the distribution of exercises are carried out in various ways, both individually and in groups. The exercises are extremely important in designing teaching material EFL sociolinguistic because they can be used effectively and efficiently depending on the exercises that have been designed. This is supported by several researchers (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021) who say that exercises are very important in teaching material. Even several points in the feasibility questionnaire ask

three questions relating to exercises such as comprehensibility of exercises, credibility of exercises, and achievability of exercises.

According to the discussion about exercises in teaching materials, researchers in designing sociolinguistic teaching materials based on PJBL will refer to five statements about exercises needed by the respondents.

The variable of learning evaluation focused on three statements required, such as the type of evaluation is based on the material in each topic both related to theory and practice, evaluation techniques are carried out in various ways both individually and in groups, and evaluation is carried out at each completion of the topic. Evaluation is one way to provide an assessment of the teaching material that have been designed, therefore the three statement in this evaluation questionnaire serve as guidelines in designing learning evaluations as outline in designing ELT sociolinguistic teaching materials (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 things, namely clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In designing teaching materials, it is necessary to evaluate them in order to find out the advantages and disadvantages so that they can be corrected in the next material. This is supported by Tomlinson (2013) and Littlejohn (2011) who stated that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. So, in the learning material. So in designing teaching materials, researchers will include three learning evaluation variables needed by respondents, namely the type of evaluation is based on the material in each material both related to theory and practice. Evaluation techniques are carried out in various ways both individually and in groups, and Evaluation is carried out at each completion of the material.

The variable of PJBL concentrated on six statements of are needed by respondents, likes students' understanding of the concept of PJBL can motivate students in learning. This is appropriate with the results of research conducted by Duke et al. (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL also can improve students' understanding. It is in line with the study that is undertaken by Al-busaidi & Al-seyabi (2021) and Shuhailo & Derkach (2021) who made sum up that PJBL can improve a deep understanding of knowledge and skill. It also

develops intellectual and social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process is carried out in a group as an approach to enhancing students' self-confidence (Shuhailo & Derkach, 2021). Students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005), and using PJBL in EFL sociolinguistics can improve students' understanding of sociolinguistics (Thomas, 2000).

Based on the result of the discussion about PJBL variable, the researcher will apply six statements in PJBL variable to design EFL sociolinguistic teaching material based on PJBL. They are the students understand the concept of project-based, model can improve students' understanding of sociolinguistics, the learning process is carried out in groups, the students understand the steps of PJBL model, the students need students-centered learning, and PJBL in sociolinguistics.

The Limitations of the study only involved 60 respondents. It is hoped that future research will involve many participants and expand the topics because only eleven topics were applied as the focus of this study.

6. Conclusions

This study revealed that in designing EFL sociolinguistics teaching material based on the PJBL model, clear goals are required so that students can focus on enhancing the expected knowledge, the suitability of the material in the topic must be a concern in designing teaching material, the form of students exercise can be carried out independently and in groups, the evaluation can be undertaken at the end of each topic, and the PJBL model is student-center learning needed in sociolinguistic learning. The finding of this study also proves that the eleven topics that will be included in EFL sociolinguistic teaching materials are really required by students to increase their sociolinguistic comprehension. The positive contribution of this research is other researchers can utilize this finding as a reference in designing EFL sociolinguistic teaching material by adding other topics and different exercises and evaluation methods.

7. Acknowledgement

We would like to say thanks a lot to the Unit of Research and Community Services of Muhammadiyah University of Mataram for supporting this research.

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Conclusion focuses the reader on the important results and how they filled the **research gap**, the **research novelty** and its **contributions and implications** to the larger area of study.

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4. Third Revision (05 September 2022)

Development of EFL Sociolinguistics Material Based on Project-Based Learning: A Need Analysis Study

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ABSTRACT

Sociolinguistics can make people better understand the use of English in specific social environments, is concentrated on how language is used in society and how people utilize the language. The purpose of this research aims to analyze identify models of teaching EFL sociolinguistics materials based on project-based learning, required by students and lecturers in learning EFL sociolinguistics courses. The Mixed method quantitative and qualitative methods were applied in this study. The instruments employed for collecting the data was were questionnaire and structured interview. ParticipantsParticipants involved in the study were 57 students and three-3 instructors of the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The results show-revealed that students and lectures required teaching material that has clear objectives, which contains 11 topics starting with language variations and ending with language and ideology, the exercises are undertaken by individuals or in groups, the evaluation was-is carried out after each topic, and project-based learning can be employed in teaching EFL sociolinguistics. Therefore, designing a model of teaching material for EFL sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL sociolinguistic teaching materials. This study has the potential to bridge the gap by providing knowledge about students' and educators' needs as well as recommended-recommendations for follow-up in designing EFL sociolinguistic teaching materials.

KEYWORDS

Teaching material
 Sociolinguistics
 Project-based learning
 Need analysis



1. Introduction

Sociolinguistics is one part of the linguistics course which aims to develop students' linguistic awareness and provide knowledge related to the use of language in society. Saputra et al. (2019) define sociolinguistics as a branch of linguistics that specifically examines the use of language in society, which was language use in society, originally called the sociology of language or language in society. Sociolinguistics is described also as a term that is also described as a term generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Whereas, sociolinguistic mastery is important because it is a science studying the correlation between language and the speaking community and as well as it discusses on the aims and function of language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that sociolinguistic competencies determine EFL lecturers' ability to select language variations, such as standard, official, casual and familiar varieties, variations typical to students according to their situation, and using of appropriate variations and registers.

As implied in the definition, the sociolinguistic study is very broadextensive because the use of language in society can include the use of language in the city, in the village, in government, in the world of economy, education, politics, the world of art, the world of film, the world of farmers, the world of fishermen, or other. Therefore, the researcher will limit the sociolinguistic study topics in this research, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019; Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015), 2) dialect, sociolect, idiolect, and register (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and non-standard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli,

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2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015), and language and ideology (Subhan, 2004; Wardhaugh & Fuller, 2015).

The eleven topics have become priority topics taught by linguists around the world worldwide when teaching sociolinguistics to their students. Therefore, the topic will be included in designing EFL sociolinguistics teaching material.

Teaching material is everything that is applied in the language learning process (Tomlinson, 2013), including reading texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), to facilitate linguistics, visual, auditory, and kinesthetic learning processes that are presented in printed form, live performances and the use of information and technology communication (Ismail et al., 2021). Teaching material is a key component in language learning whether they are designed by the instructors themselves or by, whether designed by the instructors or institutions (Richard, 2001), and good teaching materials can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the students' and educators' needs for teaching materials that can increase their sociolinguistic understanding by applying a project-based learning model.

Project-based learning (PBL) is a student-centered learning model: in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PBL aims to help students gain a deep understanding of knowledge and skills and increase motivation to learn through finding problems, planning, and investigating. PBL has been recognized to be effective and fruitful in 21st century education (Pham, 2018).

Many researchers revealed that the implementation of the project-based learning model in learning can improve student learning outcomes such as the results of research about conducted by many researchers who conclude that the implementation of the PBL model in learning can increase learning motivation (Duke et al., 2020), have high independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce communication anxiety (Pham, 2018), and acquire new competencies, improve teamwork experience, increase motivation to learn, and develop creativity (Shuhailo & Derkach, 2021). In those studies, several researchers haven't found the impact of PBL in EFL sociolinguistics, so the author finds that there is still a gap that needs to be filled. Therefore, the researcher is interested in conducting a research entitled development of EFL sociolinguistic

teaching material based on project-based learning: A nee analysis study, which is provide

This study will provide positive benefits for other researchers because they can employ the result of this analysis study as a source if they feel like performing similar research. In addition, students will gain teaching material that suits their needs related to EFL sociolinguistics.

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular group of study study group (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states need analysis as a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on identified needs. Gass (2012) says that need analysis is the basis of training programs and aid development programs.

Based on the explanation above, the writer can point out that need analysis is an activity undertaken to collect information as a foundation for designing teaching material. Therefore, this study is focused on analyzing the needs of teaching materials.

2.2 Teaching Material

Three eaching materials in English are known by three terms of teaching material in English, namely instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials. material (Richard, 2001). Teaching material which is considered a key component in the EFL sociolinguistics learning process, especially in the sociolinguistic EFL learning process, whether it has been designed by lecturers who teach courses or designed directly by institutions that function as a learning foundation for students in the face-to-face classroom learning process, online, and blended learning.

Teaching materials are a set of materials in the form of reading texts, exercises, assignments, and other activities to facilitate the linguistic, visual, auditory, and kinesthetic learning process presented in print, live performances, and the use of information and communication technology (Ismail et al., 2021). Teaching materials are also defined as everything that is used in the language language-learning process

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(Tomlinson, 2013). Harwood (2010) states that teaching materials include reading texts, exercises, assignments, and other activities given to students. Teaching materials are also considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) argues that there are six roles of teaching materials in language learning, namely 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

In designing teaching materials, ~~there are six things that six things~~ required to be considered by the designer of teaching materials (Richard, 2001), namely; 1) simple to complex, 2) chronology, 3) need, 4) prerequisite learning, 5) whole to part or part to whole, 6) (spiral sequencing). Meanwhile, according to Tomlinson (2013), there are eight steps taken by a teaching material developer, namely text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating the teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate EFL sociolinguistics teaching and learning process.

2.3 Sociolinguistics

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language in society (Saputra et al., 2019), which examines in depth two things, namely the use of language in society and the organization of social

behavior that includes attitudes, views, and tendencies of a group of people towards a language to be used, studied or developed its status in a society or country. (Subhan, 2004). Meanwhile, according to (2013), sociolinguistics is the study of the purpose and function of language in society. Then, Mairi (2017), Faizin (2015), and Yule (2006) asserts that sociolinguistics is also defined as a term that is generally used to study the relationship between language and society.

~~There are m~~Many authors undertook research about sociolinguistics, such as Albirini & Chakrani, (2017) carried out a research entitled switching codes and registers: an analysis of heritage Arabic speakers' sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The sociolinguistic analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A sociolinguistic study of nonstandard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based sociolinguistics instruction on EFL University students' sociolinguistics competence (Mujiono & Herawati, 2021). Developing sociolinguistic competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the sociolinguistics practices of the peripheral post-socialist contexts (Tankosić & Dovchin, 2021). A sociolinguistic perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a sociolinguistic study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to sociolinguistic inequalities (Duchêne, 2020). A case-study in historical sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

~~Many other researchers performed sociolinguistic study, likes: Zibin & AL Tkhayneh (2019) about a sociolinguistics analysis of the use of English loanwords inflected with Arabic morphemes as slang in Amman, Jordan. Tapping in standard southern British English: an 'elite' sociolinguistics variants? (Alderton, 2022). Language use in EFL classroom interaction: A sociolinguistic study (Agustine et al., 2021). The effect of gender on language use in British novels: A sociolinguistic study (Hussein & Kadhim, 2021). Linguistic hybridization in a television talk show: A sociolinguistic analysis (Mostafizar Rahman & Mahbuber Rahman, 2021). A sociolinguistic study of code switching among overseas Indonesian students on Facebook comments (Simatupang & Amalia, 2019). Sociolinguistic variation at the grammatical/discourse level demonstrative clefts in spoken British English (Calude, 2017). All of the previous study above does not carry out research about the PJBL model in EFL~~

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sociolinguistics but they are focused on the analysis of part of sociolinguistics such as codemixing, codeswitching, and gender of language. Therefore, the research is concentrated on using the model of PJBL on EFL sociolinguistic.

Sociolinguistic in study is a branch of linguistics that studies how language is used in society and how society applies language. In addition, in EFL sociolinguistic teaching and learning process will be utilized a Project-based learning model.

2.4 Project-Based Learning

Project-based learning (PJBL) is a learning model that is supported by constructivist learning theory which states that students can build their own knowledge in the context of their own experiences. According to Shuhailo & Derkach (2021), put forward that PJBL is a student-centered learning model; in which students acquire knowledge and skills through project design, development, and completion. Meanwhile, Al-busaidi & Al-seyabi (2021) stated that PJBL aims to help students gain a deep understanding of knowledge and skills and increase learning motivation through finding problems, planning, and investigating. Furthermore, Kettanun (2015) describes that PJBL is implemented in learning, namely to develop intellectual and social abilities because students are required to actively participate in the process of to develop intellectual and social abilities because students are required to actively participate in the process of developing intellectual and social abilities because students are required to actively participate in acquiring knowledge and skills with teacher supervision. PJBL is also defined as an important method that is applied to make students acquire the necessary knowledge, vital skills, and citizenship values for the 21st century including portfolios, performance assessments, and rapport writing, as well as PJBL engages the students allowing them to learn in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with project-based learning are connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). Other steps to applying PJBL are started with essential questions, designing projects, creating a schedule, monitoring the students and the progress of a project progress, assessing the outcome, and evaluating of experience. Then, Alan and Stoller (2005) put forward ten steps process of PJBL, namely students and an educator agrees on a topic for the project, determine the final outcome, structure the project, an educator prepares students for the language demands of information gathering, students collect information, an

educator prepares students for the language demands of compiling and analyzing data, students compile and analyze information, an educator prepares students for the language demands of the culminating activity, students present the final product, and students evaluate the project. Whereas other steps of PJBL are

PJBL has eleven the common features (Simpson, 2011), they are complex explorations over a period of time, a student-centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, hands-on activities and the utilize of authentic resources and technologies, complex explorations over a period of time, a learner centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, and hands-on activities and the applying of authentic resources and technologies.

Several researchers found out that PJBL has many benefits such as developing data collection and presentation skills, thinking skills, suiting personal learning styles, enhancing independent learners (Orevi & Dammon, 1999), and increasing the motivation and satisfaction of students (Frank et al., 2003; Kamp, 2012). Thomas (2000) points out other advantages of PJBL as building students' knowledge by-through active learning, interacting with the environment, working independently, and collaborating in teams. PJBL encourages higher-order thinking skills and promotes meaningful learning from the projects that connect the students' new learning to their past performances (synthesis) and encourages students' self-assessment of their own learning (evaluation) (Moylan, 2008). the projects undertaken in PJBL can improve their real-world skills such as research, scientific thinking, creative and critical thinking, and communication and presentation abilities (Ilhan, 2014). Whereas collaboration can make it easier to get a solution to problems (Krajcik et al., 1999; Rodríguez et al., 2015). Applied PJBL also can give those who fail a chance to perform of performing better and encourage those with high academic achievement in a course taught traditionally to enhance additional expertise (Frank et al., 2003). Based on the reserchers' their findings, the researcher suggests that PJBL can be adopted in teaching and learning, because it has many usefulness that is gained by learners and instructors.

3. Method

This research employs mixed method quantitative and qualitative methods. The respondents in this study

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were are 30 students, who will take a sociolinguistics course and 27 who have joined the course and three 3 lecturers who have taught sociolinguistics courses at the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The number of respondents is 60. The The students' respondents were taken by applying disproportionate stratified random sampling because the population is stratified and not proportional (Sugiyono, 2009).

The instrument distributed to collect data was questionnaire and structured interview. The questionnaire is the first instrument for gathering the data as recommended by Long (2005) for increasing the validity of results. The instrument consists of 30 questions that focused on five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The description of the score on each item is one is not needed, two is less needed, three is needed, and four is very needed. Then, the data will be analyzed to identify what percentage of each question. At the end of the data analysis will be read which items in the questionnaire fall into the needed, less needed, needed, and very needed. The interview is the second instrument that is utilized as an addition to complement the findings that have been obtained using questionnaires. The structured interview was conducted by communicating directly with the participants to gain more detailed information and clarify any potential ambiguity or misunderstood questions.

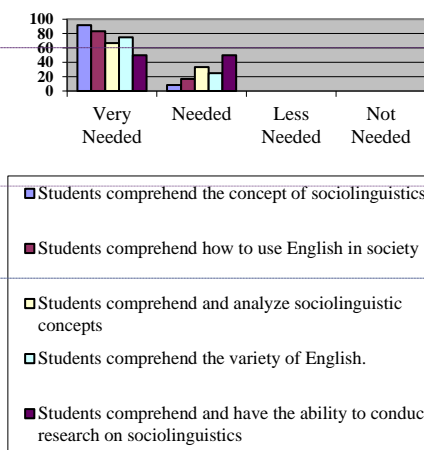
4. Result

This section sets out the finding from data collected to answer the research question about what is the form of the EFL sociolinguistics teaching material needed by students and educators, which is concentrated on five variables, namely; the purpose of sociolinguistic teaching material focused on five statements, topics of sociolinguistic teaching materials focused on eleven statements, sociolinguistics exercises focused on five statements, learning evaluation concentrated on four statements, and PJBL focused on six statements.

4.1 The Purpose of Sociolinguistics Teaching Material

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Chart 1. The purpose of Sociolinguistics teaching material



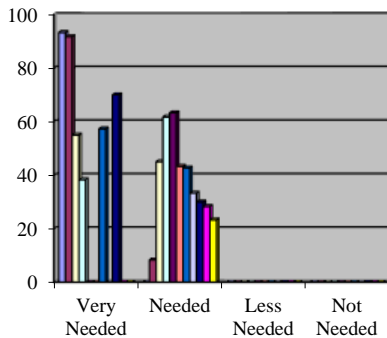
The variable consists of five questionnaires distributed to the participants can be described that the students comprehend the concept of sociolinguistics, 91.7 % responded with very required and 8.3% required. Then, the students comprehend how to use English in society, 83.3% is very required and 16.7 % is required. Whereas the students comprehend and analyze sociolinguistics concepts, 66.7% is very required and 33.3% is required. And, the students comprehend the variety of English, 75% is very required and 25 % is required. Afterward, the students comprehend and have the ability to conduct research on sociolinguistics, 50 % is very required and 50 % is required.

Chart 1 shows that the respondents require comprehension about five statements on the purpose of sociolinguistics material to support their understanding of an EFL sociolinguistics course. On the other hand, it also illustrates that during the learning process, comprehension as stated in the questionnaire above has not fully become the focus of attention of the previous lecturers.

4.2 Topic of Sociolinguistic Teaching Materials

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- Commented [-31]:** This is is very week for data triangulation. This study need to be more accurate and strong in the data triangulation. I suggest to use additional instrument such as, document analysis, test result or literature review analysis. Since the variables of these study are needed More data form questionnaire and interview.
- Remember this study has five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL.
- Some of the variables here I believe needs more than percentage questionnaire and interview transcription to have a better data presentation and data triangulation. Failed to bring a good data presentation and data triangulation can close the chance for publication in REILA jurnal. This journal needs a valid data and sharp analysis in this section.
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- Commented [-33]:** five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL. However, the data presentation here only coming from quantitative based diagram who I believed its only coming from questionnaire Where is the data from interview. Its should be elaborate here as well. Therefore I believe one of the weakness of this study is in the data result presentation. Since this is a mixed study that combine both quantitative and qualitative, I am expecting a strong data triangulation here. It needs at least three kinds of instruments to have better and stronger data triangulation as its nature in qualitative data.
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Chart 2. Topics of sociolinguistics teaching Material



- Students need material about the variety of language
- Dialect, sociolect, idiolect, and register
- Standard and non-standard varieties
- Codeswitching
- Codemixing
- Bilingualism, multilingualism, and diglossia
- Verbal and non-verbal communication
- Speech acts (Speech act)
- Language planning
- Language and identity
- Language and ideology

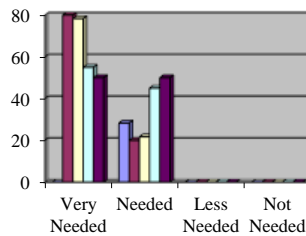
The variable of topics of sociolinguistic teaching materials can be pointed out that the students need material about the variety of Language, 93.3 % is very required and 6.7% is required; dialect, sociolect, idiolect, and register, 91.7% is very required and 8.3% is required; Standard and non-standard varieties, 55% is very required and 45% is required; codeswitching, 38.3% is very required and 61.7% is required; codemixing, 36.7% is very required and 63.3% is required; bilingualism, multilingualism, and diglossia, 56.7% is very required and 43.3% is required; verbal and non-verbal communication, 57.3% is very required and 42.7% is required; speech act, 66.7% is very required and 33.3% is required; language planning,

70% is very required and 30% is required; language and identity, 71.7% is very required and 28.3% is required; language and ideology, 76.7% is very required and 23.3% is required.

Char 2 stresses that the respondents require eleven topics (variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology) that discussed on an EFL sociolinguistics course. It can be known from the correspondents' responses to the questionnaires distributed to them.

4.3 Sociolinguistics Exercises

Chart 3. Exercises



- The type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English.
- The types of exercises given in sociolinguistics learning are related to find many varieties of English.
- The types of exercises given in sociolinguistics learning are related to the analysis of dialect, sociolect, idiolect, and register.
- The types of exercises given in sociolinguistics learning are related to standard and non-standard languages.
- The distribution of exercises are carried out in various ways, both individually and in groups.

The variable of sociolinguistics exercises can be described that the students responded to the type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English, 71.7% is very required and 28.3% is required; finding many varieties of English, 80% is very required and 20% is required; the analysis of dialect, sociolect, idiolect, and register, 78.3% is very required and 21.7% is required; standard and non-standard languages, 55% is very required and 45% is required; and, the distribution of exercises are carried out in various ways, both individually and in groups, 50% is very required and 50% is required.

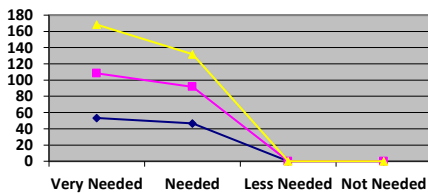
Chart 3 points out that respondents need many exercises related to codemixing, codeswitching,

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language varieties, dialect, sociolect, idiolect, register, standard language, and nonstandard language that is carried out in various ways both individual and in groups.

4.4 Learning Evaluation

Chart 4. Learning Evaluation



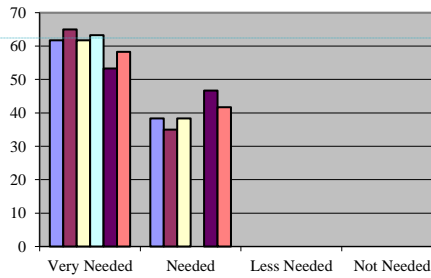
- ▲— Evaluation is carried out at each completion of the material
- Evaluation techniques are carried out in various ways, both individually and in groups.
- ◆— The type of evaluation is based on the material in each material, both related to theory and practice

The participant responded to the variable of evaluation of learning in the questionnaire of the type of evaluation is based on the material in each material, both related to theory and practice, 53.3% is very required and 46.7% is required; Evaluation techniques are carried out in various ways, both individually and in groups, 55% is very required and 45% is required; and Evaluation is carried out at each completion of the material, 60% is very required and 40% is required.

Chart 4 puts forward three types of learning evaluation that are required in the EFL sociolinguistic course, namely the evaluation is undertaken based on theory and practice in each material, distributed both individually and in groups, and carried out at each completion of the material.

4.5 Project-Based Learning

Chart 5. Project-based learning



- Students understand the concept of project based learning.
- Project based learning model that can improve students' understanding of sociolinguistics.
- The learning process is carried out in groups.
- Students understand the learning steps of the project based learning model.
- Students need student-centered learning
- Project-based learning in sociolinguistics

The variable of project-based learning, the participants responded that students understand the concept of project-based learning, 61.7% is very required and 38.3% is required; project-based learning model that can improve students' understanding of sociolinguistics, 65% is very required and 35% is required; the learning process is carried out in groups, 61.7% is very required and 38.3% is required; students understand the learning steps of the project-based learning model, 63.3% is very required and 36.7% is required; students need student-centered learning, 53.3% is very required and 46.7% is required; and, project-based learning in sociolinguistics, 58.3% is very required and 41.7% is required.

Chart 5 asserts six things that respondents need about PJBL so that they can comprehend and implement it in EFL sociolinguistics learning, such as the concept of PJBL, steps of PJBL, a model that can improve students' understanding on EFL sociolinguistics, learning is undertaken in group, and model PJBL in EFL sociolinguistics.

The interview results are applied to strengthen and complement the findings that have been obtained from 10 questions asked to 15 students related to understanding sociolinguistic concepts, comprehending how language is used in society, studying a topic related to language variations, studying a topic related to codeswitching and codemixing, the task carried out individually and in groups, the evaluations are performed at the end of

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each topic, the task carried out individually and in groups, understanding the concept of PJBL, comprehend PJBL steps, and apply students-center learning.

Based on the results of the interview, all students answered “yes” to the 10 questions asked by the researcher and none of the students answered “no”. Therefore, it can be pointed out that students need all statements consisting of five variables to design a model of EFL sociolinguistic teaching material based on PJBL.

5. Discussion

In this point

The research aims to analyze model of EFL sociolinguistics based on PJBL required by students and lecturer for applying in teaching and learning.

In general, it can be decided that students and educators need the model of EFL sociolinguistics teaching material based on project-based learning to serve as a guide in designing teaching materials and contribute positive to developing skills and knowledge related to EFL sociolinguistics. In discussion, the author explored the result from in-particular, which covers five variables in the questionnaires, namely the purpose of sociolinguistics teaching material, the topic of EFL sociolinguistics teaching material, sociolinguistic exercises, learning evaluation, and implementation of project based learning model and the result of structured interview.

The five statements in the purpose variable, namely the students comprehend the concept of sociolinguistics, use English in society, analyze sociolinguistics concepts, variety of English, and the ability to conduct research on sociolinguistic are needed. By inform the purpose of the course it can motivate students to focus on developing sociolinguistics knowledge. The statement is supported by many researchers (e.g. Al-busaidi & Al-seyabi, 2021; Duke et al., 2020) and by understanding of EFL sociolinguistic concepts can make it easier for students to conduct research related to sociolinguistic as well as by understanding the variations of English, it will be easy for students to distinguish the various English variations used in society.

The variable of topics covered eleven topics required, they are the students need material about the variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, codemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology.

Variety of language is one of the topics discussed in EFL sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the students' comprehension of many types of English such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean

English, and New Zealand English. A variation of language also describes style and styling, Critical language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). As well as discussed the distinction of pronunciations (sounds), vocabularies (words), and grammar (sentences). Dialect, sociolect, idiolect, and register are topics of sociolinguistics that are concentrated into four terms in language variation (Subhan, 2004 and Wardhaugh & Fuller, 2015), that have different definitions and examples. Dialect can be defined as a language variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others that appear distinguishing in sounds, vocabularies, and sentences. Sociolect is a variation of language that is caused by social stratification and social status so, in Indonesia, we recognized three speech levels, namely low level, middle level, and high level. Idiolect is a variation of language that is caused by individual character differences. While the register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism, English for economics, English for medicine, and others.

Standard and non-standard focused are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters to check or test the language is whether standard or non-standard language, they are autonomy, standardization, historicity, and vitality (Subhan, 2004). If a language does not meet these four features, then the language is called a non-standard language. Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, 1) a speaker finds the social status of the interlocutor, 2) there is a new situation, 3) a speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating. In a certain language or another. Whereas codemixing events often occur in a society where a speaker in one language mixes several words in another language (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are the topics of EFL sociolinguistics that can be focused on bilingualism as a term to refer to a condition of people who master two languages or two language variations (Subhan, 2004; Yule, 2016). Then, Multilingualism is a term that refers to a condition of people who master more than two languages or two variations of the language, and diglossia is a term that refers to the permanent use of several languages in society. Verbal and non-verbal communication is a topic that discuss two things, namely functions of language and forms of language (Subhan, 2004). Successful communication depends on the mutual intelligibility between two speakers (the sender of the message and the receiver of the message). While the forms of communication can be divided into verbal and non-verbal communication. Verbal communication is

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. The purpose of this research is to identify **models** of teaching materials required by students and lecturers in [...]

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communication that uses certain languages such as English, Indonesian, Chinese, and others whereas non-verbal communication is communication that employs gestures, symbols, pictures, and body language.

The speech act is an interesting topic in sociolinguistics that focuses on an action that is carried out via utterances (Subhan, 2004; Yule, 2016) which consists of three types, namely the locutionary (the act of producing meaningful utterances), the illocutionary (undertaken via the communication force of an utterance, such as promising, apologizing, and offering), and the perlocutionary (an action that is performed by a speaker when making an utterance causes in certain effect on the hearer and others (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. At the first level, the policymakers are the government and the government officials, therefore language planning is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). This topic focuses on three dimensions of language planning steps, namely corpus planning (refers to the intervention of a language), status planning (refers to the allocation of the function of a language), and acquisition planning (refers to language teaching and learning, it be a national language, second language, or foreign language).

Language and identity is a topic of EFL sociolinguistics that portrays two key terms, namely identity and language (Hornberger & McKay, 2010). This topic focuses on what is identity, how we present our identities to the world, types of identities, identity formation, and how language and identity intersect. Language and ideology is a topic of EFL sociolinguistics that relates to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The variable of exercises concentrated on five statements required, they are the type of exercise given in sociolinguistics learning is related to analyzing codemixing and code-switching that occurs in learning English, finding many varieties of English, the analysis of dialect, sociolect, idiolect, and register, standard and non-standard languages, and the distribution of exercises are carried out in various ways, both individually and in groups. The exercises are extremely important in designing teaching material EFL sociolinguistic because they can be used effectively and efficiently depending on the exercises that have been designed. This is supported by several researchers (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021) who say that exercises are very important in teaching material. Even several points in the feasibility questionnaire ask three questions relating to exercises such as

comprehensibility of exercises, credibility of exercises, and achievability of exercises.

According to the discussion about exercises in teaching materials, researchers in designing sociolinguistic teaching materials based on PJBL will refer to five statements about exercises needed by the respondents.

The variable of learning evaluation focused on three statements required, such as the type of evaluation is based on the material in each topic both related to theory and practice, evaluation techniques are carried out in various ways both individually and in groups, and evaluation is carried out at each completion of the topic. Evaluation is one way to provide an assessment of the teaching material that have been designed, therefore the three statement in this evaluation questionnaire serve as guidelines in designing learning evaluations as outline in designing ELT sociolinguistic teaching materials (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 things, namely clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In designing teaching materials, it is necessary to evaluate them in order to find out the advantages and disadvantages so that they can be corrected in the next material. This is supported by Tomlinson (2013) and Littlejohn (2011) who stated that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. So, in the learning material. So in designing teaching materials, researchers will include three learning evaluation variables needed by respondents, namely the type of evaluation is based on the material in each material both related to theory and practice, Evaluation techniques are carried out in various ways both individually and in groups, and Evaluation is carried out at each completion of the material.

The variable of PJBL concentrated on six statements of are needed by respondents, likes students' understanding of the concept of PJBL can motivate students in learning. This is appropriate with the results of research conducted by Duke et al. (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL also can improve students' understanding. It is in line with the study that is undertaken by Al-busaidi & Al-seyabi (2021) and Shuhailo & Derkach (2021) who made sum up that PJBL can improve a deep understanding of knowledge and skill. It also develops intellectual and social abilities (Ketanun, 2015), high independence (Al-

busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process is carried out in a group as an approach to enhancing students' self-confidence (Shuhailo & Derkach, 2021). Students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005), and using PJBL in EFL sociolinguistics can improve students' understanding of sociolinguistics (Thomas, 2000).

Based on the result of the discussion about PJBL variable, the researcher will apply six statements in PJBL variable to design EFL sociolinguistic teaching material based on PJBL. They are the students understand the concept of project-based, model can improve students' understanding of sociolinguistics, the learning process is carried out in groups, the students understand the steps of PJBL model, the students need students-centered learning, and PJBL in sociolinguistics.

[Based on the result of the discussion from questionnaire and structured interview can be decided that students and educators need the of EFL sociolinguistics teaching material based project-based learning to serve as a guide in designing teaching material and contribute positive to developing skill and knowledge. The five required variables are the purpose of sociolinguistics teaching material, the topic of EFL sociolinguistics teaching material, sociolinguistic exercises, learning evaluation, and implementation of project based learning model.](#)

The Limitations of the study only involved 60 respondents. It is hoped that future research will involve many participants and expand the topics because only eleven topics were applied as the focus of this study.

6. Conclusions

This study revealed that in designing EFL sociolinguistics teaching material based on the PJBL model, clear goals are required so that students can focus on enhancing the expected knowledge, the suitability of the material in the topic must be a concern in designing teaching material, the form of students exercise can be carried out independently and in groups, the evaluation can be undertaken at the end of each topic, and the PJBL model is student-center learning needed in sociolinguistic learning. The finding of this study also proves that the eleven topics that will be included in EFL sociolinguistic teaching materials are really required by students to increase their sociolinguistic comprehension. The positive contribution of this research is other researchers can utilize this finding as a reference in designing EFL sociolinguistic teaching material by adding other topics and different exercises and evaluation methods.

7. Acknowledgement

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Conclusion focuses the reader on the important results and how they filled the **research gap**, the **research novelty** and its **contributions and implications** to the larger area of study.

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5. Fourth Revision (03 December 2022)



Development of EFL Bridging the Gaps between Knowledge and Needs: Sociolinguistics Sociolinguistics Materials Based on Project-Based Learning: A Need Analysis Study

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ABSTRACT

Sociolinguistics Sociolinguistics can make help people better understand the use of English in specific social environments, but there have been limited studies on the crucial aspects in teaching and learning Sociolinguistics to gain optimum learning outcomes. [...] is concentrated on how language is used in society and how people utilize the language. This present purpose of this research aims is to analyze identify models of teaching EFL sociolinguistics Sociolinguistics materials based on project-based learning required by students and lecturers in learning EFL sociolinguistics courses. The Quantitative method quantitative and qualitative methods was applied in this study, employing questionnaire and structured interview to collect data from 57 students and three three instructors of the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The results show revealed that students and lectures required required teaching materials that have clear objectives embodied in 11 topics from Language Variations to Language and Ideology completed with evaluations after each topic, provide exercises for individuals or groups, and include project-based learning which can be employed in teaching EFL sociolinguistics Sociolinguistics. Therefore, designing a model of teaching materials for EFL sociolinguistics Sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL sociolinguistic Sociolinguistics teaching materials. This study has the potential to bridge the gap by providing knowledge about the needs of students and educators as well as recommended recommendations for follow-up in designing EFL sociolinguistic Sociolinguistics teaching materials.

KEYWORDS

Teaching material
Sociolinguistics Sociolinguistics
Project-based learning
Need analysis



1. Introduction

Sociolinguistics Sociolinguistics is a branch of Linguistics course which aims to develop students' linguistic awareness and disseminate knowledge related to the use of language in the society. Saputra et al. (2019) define sociolinguistics Sociolinguistics as a branch of Linguistics that specifically examines the use of language in society, which was language use in society, originally called the sociology of language or language in society. Sociolinguistics Sociolinguistics is described also as a term that is a term generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Also, sociolinguistic Sociolinguistics mastery is important because it refers to the capability of harnessing the science of studying the correlation between language and the correlation between language and the speaking community as well as as well as it discusses on the aims and function of

language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that sociolinguistic Sociolinguistics competencies determine the ability of EFL lecturers to select language variations, such as standard, official, casual and familiar, student-context, and to use appropriate variations and registers.

As implied in the definition, sociolinguistic Sociolinguistics study is very broad extensive because the use of language in society can include the use of language in different community (urban community, rural community, government offices, and others), sectors (economy, education, politics, art, film, and others), and professions (farmers, fishermen, and others). Considering this vast range of scopes, the researcher will limit the sociolinguistic Sociolinguistics study topics in this research on 11 topics, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019;

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Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015); 2) dialects, sociolects, idiolects, and registers (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and ~~non-standard~~nonstandard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), and 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015). These 11 topics have become the priority topics taught by linguists around the world worldwide when teaching sociolinguisticsSociolinguistics to their students. Therefore, these topic will be included in designing EFL sociolinguisticsSociolinguistics teaching material.

Teaching materials are any resources ~~that is~~ used in the language learning process (Tomlinson, 2013), includingincluding texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), that are presented in printed materials, live performances, and use of information and technology communication to facilitate linguistics, visual, auditory, and kinesthetic learning processes (Ismail et al., 2021). Teaching materials, whether designed by the instructors or institutions, are a key component in language learning whether they are designed by the instructors themselves or by (Richard, 2001), and what constitute as good teaching materials are the ones that can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the needs of students and educators in for teaching materials that can increase their sociolinguisticSociolinguistics understanding by applying a project-based learning model.

Project-based learning (PBL) is a student-centered learning model; in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PBL aims to help students gain a deep understanding of knowledge and skills and increase their motivation to learn through finding problems, planning, and investigating. PBL has been recognized as effective and fruitful in the 21st century education (Pham, 2018).

Many researchers revealed that tThehe implementation of PBL can improve students' learning outcomes, such as increase their learning

motivation (Duke et al., 2020), contribute to students' increased level of independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce their communication anxiety (Pham, 2018), acquire new competencies, improve teamwork experience, and develop creativity (Shuhailo & Derkach, 2021). However, some researchers have not discovered the impact of PJBL in EFL sociolinguisticsSociolinguistics, meaning a knowledge gap to fill which becomes the center of this present study. ~~xxx~~ The outcomes of this research are expected to offer added value of formulating teaching materials for EFL teachers, and contribute more nuance for researchers of Sociolinguistic EFL to conduct further investigations.

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular group of study study group (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to identify between what the learners have to know and what they feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states that need analysis is a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on the identified needs. Gass (2012) mentions that need analysis is the basis of training programs and aid development programs.

Based on the explanation above, need analysis is therefore a set of activities undertaken to collect information as the foundation of designing teaching materials. Therefore, this study is focused on analyzing the needs of teaching materials.

2.2 Teaching Materials ~~ak~~

~~Teaching materials in English are known by three~~Three commonly interchangeable terms for teaching materials are instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials-~~material~~ (Richard, 2001). Teaching materials -which are considered a key component in EFL SociolinguisticsSociolinguistics learning process, especially in the sociolinguistic EFL learning process, regardless of who design them: the lecturers who teach courses or the institutions which is the learning foundation for students in either face-to-face classroom learning, online learning, and blended learning.

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Commented [-17]: Be more creative and comprehensive in bridging the previous study and the objectives of this present study. The niche is not there yet

Commented [RS21]: Menurut saya, daftar steps-steps di paragraf 3 dan 4 cukup dari satu sumber saja, dan akan sangat lebih baik kalau fokus pada teaching materials yang biasa dipakai mengajar EFL Sociolinguistics kepada students pada kelompok usia yang jadi sasaran penelitian ini.

Teaching materials are considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) described six roles of teaching materials in language learning: 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

The designer of teaching materials should consider six elements (Richard, 2001): 1) simple to complex structure, 2) chronology, 3) needs, 4) prerequisite learning, 5) whole to part or part to whole, 6) spiral sequencing. Meanwhile, Tomlinson (2013) highlighted eight steps in developing teaching materials: text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate EFL sociolinguistics Sociolinguistics teaching and learning process.

12.3 Sociolinguistics Sociolinguistics

Sociolinguistics Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language in society (Saputra et al., 2019) which probes into the use of language in society and the organization of social behavior that includes attitudes, views, and tendencies of a group of people in using language (Subhan, 2004). sociolinguistics Sociolinguistics is the study of the purpose and function of language in society (Bayyurt,

2013), and the relationship between language and society (Mairi, 2017; Faizin, 2015, Yule, 2006).

Sociolinguistics Sociolinguistics have been subjected to many researches. There are many Albirini & Chakrani, (2017) carried out a research entitled switching codes and registers: an analysis of heritage Arabic speakers' sociolinguistics Sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The sociolinguistic Sociolinguistics analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A sociolinguistic Sociolinguistics study of nonstandard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based sociolinguistics Sociolinguistics instruction on EFL University students' sociolinguistics Sociolinguistics competence (Mujiono & Herawati, 2021). Developing sociolinguistic Sociolinguistics competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the sociolinguistics Sociolinguistics practices of the peripheral post-socialist contexts (Tankosić & Dovchin, 2021). A sociolinguistic Sociolinguistics perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a sociolinguistic Sociolinguistics study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to sociolinguistic Sociolinguistics inequalities (Duchêne, 2020). A case-study in historical sociolinguistics Sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Many other researchers performed sociolinguistic study, likes; Zibin & Al-Tkhayneh (2019) about a sociolinguistics analysis of the use of English loanwords inflected with Arabic morphemes as slang in Amman, Jordan. Tapping in standard southern British English: an 'elite' sociolinguistics variants? (Alderton, 2022). Language use in EFL classroom interaction: A sociolinguistic study (Agustine et al., 2021). The effect of gender on language use in British novels: A sociolinguistic study (Hussein & Kadhim, 2021). Linguistic hybridization in a television talk show: A sociolinguistic analysis (Mostafizar Rahman & Mahbuber Rahman, 2021). A sociolinguistic study of code-switching among overseas Indonesian students on Facebook comments (Simatupang & Amalia, 2019). Sociolinguistic variation at the grammatical/discourse level demonstrative clefts in spoken British English (Calude, 2017). All of the previous study above does not carry out research about the PJBL model in EFL sociolinguistics but they are focused on the analysis of

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Commented [RS25]: Ini terlalu banyak. Yang perlu ditulis adalah:
1. Keterangan apa significance/contribution dari past research tersebut terhadap dunia Sociolinguistics.
2. Apa relevance past research tersebut dengan riset yang penulis lakukan sekarang.

Saya akan sarankan cukup ambil 2 atau 3 past research yg paling relevan, kemudian diberi keterangan seperti diatas.

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part of sociolinguistics such as codemixing, codeswitching, and gender of language. Therefore, the research is concentrated on using the model of PJBL on EFL sociolinguistic.

2.4 Project-Based Learning

Project-based learning (PBJL) is a learning model that is supported by constructivist learning theory which in which students can build their own knowledge in the context of their own experiences. PBJL is a student-centered learning model; that allows students to acquire knowledge and skills through designing and conducting project to completion (According to Shuhailo & Derkach, 2021), to increase their learning motivation through problem-solving (Al-busaidi & Al-seyabi, 2021), and develop intellectual and social abilities (Kettanun, 2015). In short, PBJL requires students to actively participate in learning process and building rapport in in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with PBJL are connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). PBJL may also include scheduling and project monitoring. The more detailed structure of PBJL is explained by Alan and Stoller (2005). To begin with, students and an educator agree on a topic for the project and determine the final outcome. Then, they structure the project. The educator prepares students for the language demands for gathering information, compiling, and analyzing data, and the students comply accordingly. Lastly, the educator prepares students for language demands for culminating activity, and then the students present the final product and evaluate the project. Whereas other steps of PBJL are

Several researchers have reported multiple benefits of that PBJL that include developing data collection and presentation skills, higher order thinking skills, personal learning styles, independent learning (Orevi & Dannon, 1999), students motivation and satisfaction (Frank et al., 2003; Kamp, 2012), building students' knowledge by through active learning, interacting with the environment. PBJL improves and independent and collaborative working (Thomas, 2000) that allow students to solve problems more easily (Krajcik et al., 1999; Rodriguez et al., 2015). In addition, PBJL encourages students to connect new learning to their past performances (Moylan, 2008) and improve their real-world skills such as research and communication (Ilhan, 2014). At last, applied PBJL provides students to learn better in a non-traditional method. Therefore, PBJL can be adopted in teaching

3. Method

This research employed quantitative method to collect data from 60 respondents in English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The respondents consisted of are 30 students of the current Sociolinguistics course, 27 students of the previous Sociolinguistics course, and 3 lecturers of Sociolinguistics courses. The students were selected through disproportionate stratified random sampling as explained by Sugiyono (2009).

The instruments to collect data were questionnaire and structured interview. The questionnaire was the first instrument to collect data because, as recommended by Long (2005), questionnaire allows increasing the validity of results. The instrument consisted of 30 questions that focused on five variables: the purpose of Sociolinguistics teaching material, topics of Sociolinguistics teaching materials, Sociolinguistics exercises, learning evaluation, and PBJL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The participants were asked to give score 1 to 4 for each item where 1 = not needed, 2 = less needed, 3 = needed, 4 = very needed. Then, the data were analyzed to draw the percentage score of each question, and categorized all items to needed, less needed, needed, and very needed. Then, structured, direct interviews were conducted with the participants to probe deeper into findings revealed from the results of the questionnaires, to gain more detailed information and to clarify any potential ambiguity or misunderstood questions.

4. Result

This section presents the findings related the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning

4.1 The Purpose of Sociolinguistics Teaching Material

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Commented [-27]: Too long. Kindly synthesize this with focusing more on your study

Commented [-29]: For mixed method that binds quantitative and qualitative, you need another extra questionnaire to strengthening the data collection and the data triangulation.

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Commented [-31]: This is very week for data triangulation. This study need to be more accurate and strong in the data triangulation. I suggest to use additional instrument such as, document analysis, test result or literature review analysis. Since the variables of these study are needed More data form questionnaire and interview.

Remember this study has five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PBJL.

Some of the variables here I believe needs more than percentage questionnaire and interview transcription to have a better data presentation and data triangulation. Failed to bring a good data presentation and data triangulation can close the chance for publication in REiLA journal. This journal needs a valid data and sharp analysis in this section.

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Saya akan proposed reword:

This section presents the findings related the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning evaluation (four statements, and PBJL (six items).

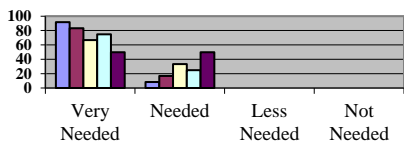
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Commented [RS28]: Cukup 2 atau 3 saja. Disini saya sudah sintesiskan beberapa dan akan sarankan hapus beberapa.

Terlebih penting adalah mencantumkan contoh PBJL, terutama terkait EFL: apakah kerja kelompok, outing, menulis thesis, mini research, etc.

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Chart 1. The Purpose of Sociolinguistics Teaching Materials



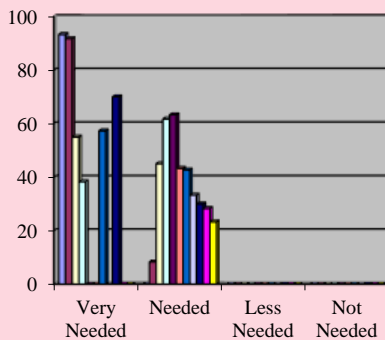
- Students comprehend the concept of sociolinguistics
- Students comprehend how to use English in society
- Students comprehend and analyze sociolinguistic concepts
- Students comprehend the variety of English.
- Students comprehend and have the ability to conduct research on sociolinguistics

Chart 1 shows that most participants agreed that all five purposes of Sociolinguistics materials were either very needed or needed. The most needed purpose was understanding. The variable consists of five questionnaires distributed to the participants can be described that the concept of Sociolinguistics students comprehend the concept of sociolinguistics, in which 91.7 % of the respondents answered that it was very needed and 8.3% is required. The second most needed purpose is to then, the students comprehend how to use English in society. (83.3% is very required and 16.7 %) , followed by inquired when the student comprehend and analyze sociolinguistic concepts (66.7% is very required and 33.3% is required). And the students comprehend the variety of English (75% is very required and 25% is required). As for the students comprehend and have the ability to conduct on sociolinguistics Sociolinguistics (50% is very required and 50% is required).

In other words, Chart 1 shows that all the respondents stated that they needed to have better understanding of the material in the sociolinguistics materials which enable them to access to support their understanding of an EFL sociolinguistics Sociolinguistics course. Further investigations to students of the previous Sociolinguistics course revealed that their lecturers had not been fully attentive

Materials

Chart 2. Topics of Sociolinguistics teaching Material



- Variety of language
- Dialect, sociolect, idiolect, and register
- Standard and non-standard varieties
- Codeswitching
- Codemixing
- Bilingualism, multilingualism, and diglossia
- Verbal and non-verbal communication
- Speech acts (Speech act)
- Language planning
- Language and identity
- Language and ideology

Chart 2 illustrates 11 topics covered in the questionnaire and the proportion of answers given by the respondents. It is clear that the top five most needed topics are: Variety of language (91.7%); Dialect, sociolect, idiolect, and register (91.7%); Language Planning (70%); Verbal and Non-verbal Communication (57.3%), and Standard and Non-standard Varieties (55%). Meanwhile, the top three needed skills are Codemixing (63.3%), Codeswitching (61.7%), and Standard and Non-standard Varieties (45%). The other topics are still regarded as very needed.

In addition, none of the respondents answered 'Less Needed' nor 'Not Needed' in Chart 2, which is

Commented [RS37]: Item pertama di legend: "Students need material about the variety of language" bisa langsung ditulis topiknya saja: "Variety of Language"

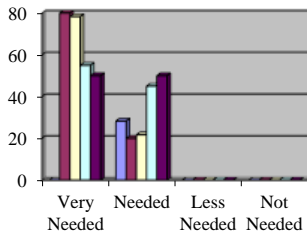
Commented [-35]: You need to present the context of the data from another instrument to be more objective. Data presentation that coming only from single instrument is not acceptable. Where is the data from interview for example, you need to present the interview transcription here to see the pattern and to draw a conclusion based analysis. Add more data!!

Commented [-36R35]: I assume this is a quantitative study

Commented [RS38]: Angka persentase ini sepertinya kurang akurat dengan color coding. Please review.

indicative of the importance of all topics covered in
4.44.3 Sociolinguistics Exercises

Chart 3. Exercises



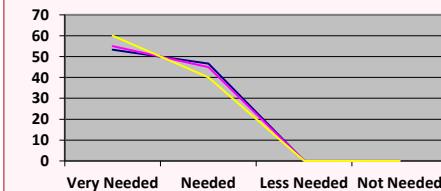
- The type of exercise given in sociolinguistics learning is related to analyzing codemixing and codeswitching that occurs in learning English.
- The types of exercises given in sociolinguistics learning are related to find many varieties of English.
- The types of exercises given in sociolinguistics learning are related to the analysis of dialect, sociolect, idiolect, and register.
- The types of exercises given in sociolinguistics learning are related to standard and non-standard languages.
- The distribution of exercises are carried out in various ways, both individually and in groups.

In Chart 3, the respondents' answers to five items related to the nature of exercises given in The variable of sociolinguistics exercises courses are captured. The chart shows that four most needed types of exercise are finding many varieties of English (80%), analyzing dialect, sociolect, idiolect, and register (78.3%), analyzing can be described that the students responded to the type of exercise given in sociolinguistics learning is related to analyzing codemixing and codeswitching that occurs in learning English, 71.7% is very required and 28.3% is required; finding many varieties of English, 80% is very required and 20% is required; the analysis of dialect, sociolect, idiolect, and register, 78.3% is very required and 21.7% is required; standard and non-standard languages, (55%), and conducting tasks is very required and 45% is required; and, the distribution of exercises are carried out in various ways, both individually and in groups (50%). Meanwhile, the lowest percentage is analyzing codemixing and codeswitching in 'Needed' category by 28.23%, is very required and 50% is required.

Chart 3 points out that respondents need many exercises related to codemixing, codeswitching, language varieties, dialect, sociolect, idiolect, register, standard language, and nonstandard language that is

carried out in various ways both individual and in groups.

Chart 4. Learning Evaluation



- The type of evaluation is based on the material in each material, both related to theory and practice
- Evaluation techniques are carried out in various ways, both individually and in groups.
- Evaluation is carried out at each completion of the material

In Chart 4, the participants responded to three types of the variable of evaluation of learning Sociolinguistics. It shows that most needed type of evaluation is the one conducted after each learning material is completed (60%), followed by evaluation for both individual and group work (55%), and lastly, evaluation for both

Chart 4 puts forward three types of learning evaluation that are required in the EFL sociolinguistic course, namely the evaluation is undertaken based on theory and practice in each material, distributed both individually and in groups, and carried out at each completion of the material.

4.74.5 Project-Based Learning

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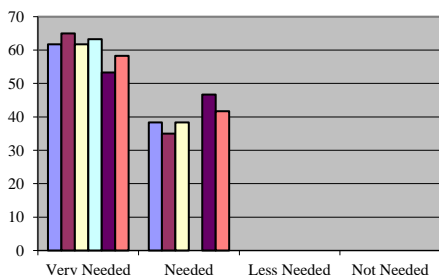
Commented [-40R39]: Lack of data if this study work under mixed method study. Switch it to quantitative study and not mixed method

Commented [RS41]: Angka di Y axis mengapa sampai 180?

Commented [-42]: You need to present the context of the data from another instrument to be more objective. Data presentation that coming only from single instrument is not acceptable. Where is the data from interview for example, you need to present the interview transcription here to see the pattern and to draw a conclusion based analysis. Add more data!! (Data of interview has explained in the end of THE RESULT"

Commented [-43R42]: Lack of data if this study work under mixed method study. Switch it to quantitative study and not mixed method

Chart 5. Project-based learning



- Students understand the concept of project based learning.
- Project based learning model that can improve students' understanding of sociolinguistics.
- The learning process is carried out in groups.
- Students understand the learning steps of the project based learning model.
- Students need student-centered learning
- Project-based learning in sociolinguistics

Chart 5 shows six elements in Project-based Learning model (PJBL) regarded as 'Very Needed' and 'Needed' by the respondents. In contrast to Chart 1 through Chart 4, this Chart shows non-significant differences across the percentage of each element. The top needed element is a PJBL that improves students' understanding of Sociolinguistics (65%) and the steps of PJBL model (63.3%), followed by two elements that shared equal percentages (61.7%), namely The learning process is carried out in groups. While 58.5% respondents really needed to understand the PJBL in student-centered learning was very needed in Sociolinguistics

After obtaining the results of quantitative data, structured interviews were conducted to 15 students. They were to answer 10 follow-up close-ended questions (Yes or No), namely The interview results are applied to strengthen and complement the findings that have been obtained from 10 questions asked to 15 students related to whether they 1) understand the concepts of sociolinguistics concepts, 2) comprehending how language is used in society, 3) studying a topic related to language variations, 4) studying a topic related to codeswitching and codemixing, 5) carry out tasks the task carried out individually and in groups, 6) partake in the evaluations are performed at the end of each topic, 7) the task carried out individually and in groups, understanding

the concept of PJBL, 8) comprehend PJBL steps, and 9) apply students-center learning.

Based on the results of the interview, all students answered 'yes' to all 10 questions asked by the researcher and no student answered 'no'. Therefore, it can be pointed out that students participating in this study needed all these statements consisting of five variables including their details to design a model of teaching materials for EFL sociolinguistic Sociolinguistics teaching material based on PJBL.

5. Discussion

In this point, This research aims to analyze the model of EFL sociolinguistics Sociolinguistics teaching material, types of sociolinguistic Sociolinguistics teaching material, exercises, learning evaluations, and implementation of project-based learning PJBL model. The results of the structured interview are included in this section. and the result of structured interview.

the questionnaires, namely the purpose of sociolinguistics Sociolinguistics teaching material, the topics of EFL sociolinguistics Sociolinguistics teaching material, types of sociolinguistic Sociolinguistics exercises, learning evaluations, and implementation of project-based learning PJBL model. The results of the structured interview are included in this section. and the result of structured interview.

First, the variable "The Purpose of Teaching Materials for Sociolinguistics Students" consisted of five elements that students need to understand: The five statements in the purpose variable, namely the students—comprehend—the concept of sociolinguistics Sociolinguistics, use English in society, analyze analysis of sociolinguistics Sociolinguistics concepts, variety of English, and the ability to conduct research capacity on sociolinguistic Sociolinguistics are needed. By Informing inform the purpose of the course it can may motivate students to focus on developing their sociolinguistics Sociolinguistics knowledge. This statement is has been endorsed supported by many researchers (e.g. Al-busaiddi & Al-seyabi, 2021; Duke et al., 2020). Also, and by understanding of the concept of EFL sociolinguistic Sociolinguistics concepts can would make it easier for students to conduct research related to sociolinguistic Sociolinguistics. Furthermore, when students understand as well as by understanding the variations of English, they will find it easier it will be easy for students to distinguish different the various English variations used in society.

In English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, three of The five elements found as needed in this study, three elements have been achieved. The lecturers often convey Lecturers often three key understandings of use them as sociolinguistic learning Sociolinguistics have to students, objectives, namely the concept of to understand Sociolinguistics concepts, the use of English in society, and the nature of language variations. This is supported by the results of interviews with students who stated that they understood the concept of sociolinguistics and how English is used in society. Meanwhile, two other new goals offered in Sociolinguistic learning (are the analysis of Sociolinguistics concepts and research capacity on Sociolinguistics) will be presented to the

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. The purpose of this research is to identify models of teaching materials required by students and lecturers in [...]

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students. Which makes it a market for customized conducting research, especially those related to Sociolinguistics.

"Sociolinguistics Teaching Materials", there were 11 topics and 11 sub-topics of sociolinguistics in the variety of language: dialect, sociolect, idiolect, and register; 3) standard and non-standard varieties; 4) codeswitching; 5) codemixing; 6) bilingualism, multilingualism, and diglossia; 7) verbal and non-verbal communication; 8) speech act; 9) language planning; 10) language and identity; and 11) language and ideology.

The results of questionnaire related to this variable (see Chart 2), revealed that all respondents regarded all these 11 topics either very much needed or needed to facilitate better learning of Sociolinguistics. The lecturers of English Education Program, Muhammadiyah University of Mataram have taught all 11 to their students. However, seven most taught The eleven topics were found as required in this research. Lecturers often used seven topics to facilitate sociolinguistic learning: the variety of language: dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics will be introduced as new topics, namely offered in sociolinguistics learning are speech act, language planning, language and identity, and language and ideology. The followings are the detailed of each of the topics above.

Dialect, sociolect, idiolect, and register are a four-item topics of sociolinguistics that are concentrated into four terms in language variation (Subhan, 2004 and Wardhaugh & Fuller, 2015); with each that have different definitions and examples. First, Dialect can be defined as a language variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others, that appear distinguishing in sounds, vocabularies, and sentences. Second, Sociolect is a variation of language that is caused by social stratification and social status. In so, in Indonesia, we recognized three speech levels; namely low level, middle level, and high level. Third, Idiolect is a variation of language that is caused by individual character differences. While the And lastly, register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism, English for economics, English for medicine, and others.

The Standard and non-standard varieties focused are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four points related to this standard language: language standardization, historicity, and vitality (Subhan, 2004).

If a language variation does not meet any of these four features, then the language is called and regarded as a non-standard language.

Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, 1) a the speaker finds regards the social status of the interlocutor, the speaker find him/herself in 2) there is a new situation, the 3) a speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating. In a certain other or particular language or another. On the other hand, Whereas codemixing events often occurs in a society where a speaker in one language mixes some words in one language with another several words in another language (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are the topics of EFL sociolinguistics that can be focused on commonly put under an umbrella term of bilingualism. While bilingualism refers to a term to refer to a condition of people condition of someone mastering who master two languages or two language variations (Subhan, 2004; Yule, 2016). Then, Multilingualism is mastering a term that refers to a condition of people who master more than two languages or language two variations of the language, and Diglossia is a term that refers to the permanent use of several languages in society.

Verbal and non-verbal communication is a topic in Sociolinguistics that discusses language two things, namely functions of language and forms of language forms (Subhan, 2004). Since language is a means of communication, the Success of a communication would depends on the mutual intelligibility between two or more speakers (the sender of the message and the receiver) to convey their of the message). While The forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses certain spoken languages such as English, Indonesian, Chinese, and others, whereas non-verbal communication is communication that employs gestures, symbols, pictures, and body language to express meaning.

The Speech act is an interesting topic in sociolinguistics that focuses on an actions that is carried out via utterances (Subhan, 2004; Yule, 2016) which consists of categorized into three types, namely the locutionary (the act of producing meaningful utterances), the illocutionary (undertaken via the communication force of an utterance, such as promising, apologizing, and offering), and the perlocutionary (an action that is performed by a speaker when while making an utterance that may affect causes in certain effect on the hearer listeners and others differently (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. At the national level, At the first level, the policymakers are the government and the government officials play a role as the policymakers who express state rules and regulations to the people, and therefore, language

planning in this contexts is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). This topic language planning focuses on the dimensions of language planning steps, namely corpus planning (refers to the intervention of a language), status planning (refers to the allocation of the function of a language), and acquisition planning (refers to language teaching and learning of either, it be a national language, second language, or foreign language).

Language and identity is a topic of EFL sociolinguistics Sociolinguistics that portrays two key terms: namely identity and language (Hornberger & McKay, 2010). This topic focuses on what the definition of is-identity, how the way human present our identities to the world, the types of identities, identity formation, and how the intersection of language and identity intersect.

Language and ideology is are a topic of EFL sociolinguistics that related to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The eleven topics were found as required in this research. Lecturers often used seven topics to facilitate sociolinguistic learning: the variety of language; dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics offered in sociolinguistics learning are speech act, language planning, language and identity, and language and ideology.

According to the results of the research, it can be said that the reference of researchers in designing sociolinguistics teaching materials based on PJBL, particularly based on how needed are these by the language learners as the respondents in this present study.

Education Program, Muhammadiyah University of Mataram, all these five types aspects of exercise were already practiced. Based on the results of questionnaire (see Chart 3), all respondents agreed that all five aspects were either needed or very much needed in helping them reinforce Sociolinguistics learning in the classroom. There is one new aspect that emerged from investigating the questionnaire and interview results which can add more nuanced to the existing exercise, namely the use of the internet in the learning process, the use of social media in producing content for learning materials, and the use of digital technology in the learning process.

The variable of "Learning Evaluation" focused on the terms of judgment in the materials that provide a comprehensive about theory and practice, 2) evaluation techniques and various ways, both individually and groups and 3) evaluation after the is carried out at each completion of the each topic. Considering the fact that Evaluation is one way to provide an assessment of the designed the-teaching materials, the results of the questionnaire items serve as guidelines in designing learning evaluations for teaching materials of as outline in designing EFL

Learning and Sociolinguistics teaching materials (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 things elements: namely clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In addition, the designed in designing teaching materials must be evaluated in necessary to identify the advantages and disadvantages of the materials in order to improve the teaching materials. This is supported by Tomlinson (2013) and Littlejohn (2011) who stated that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. So in the learning material. So Therefore, the research would include the variables in designing teaching materials which were considered very much needed by the respondents, namely evaluate the designed materials by respondents in the practical aspects, evaluating students' comprehension of Sociolinguistics individually or in group, and evaluating each material after delivery completion in the learning material.

These three aspects Some of these elements of evaluation were already found in Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram, found a needs in this study. Lecturers frequently evaluate the theories of Sociolinguistics in form of individual exams during the learning and both these elements are evaluation. The findings of this research would provide the lecturers with alternative forms of evaluation that cover both theory in practice and is conducted after the completion of each topic either individually or in group.

The variable of "Project-based Learning Model or PJBL" concentrated on six statements factors of are that students considered as either very much needed or needed, because by respondents, likes students' understanding of the concept of PJBL can motivate students them in learning. This is appropriate in accordance with the results of research conducted by findings of Duke (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL can also can improve students' understanding. Previous research have reported that PJBL can improve a deep understanding of knowledge skills in the field of education, Alusi & Alsyadi (2021) and Shih & Doh (2022) who emphasize PJBL can provide a good social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process is carried out in a group as an approach to enhancing students' self-confidence when collaborating with their peers and navigating social dynamics (Shuhailo & Derkach, 2021). Furthermore, S students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005),

and teachers' using implementing PJBL in EFL Sociolinguistics can improve students' understanding of Sociolinguistics (Thomas, 2000).

Each factor in PJBL variable design EFL Sociolinguistics teaching material based on PJBL model can improve students' understanding of Sociolinguistics. The steps of PJBL model, the students need obtain access to students-centered learning, and experience PJBL in Sociolinguistics.

The Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram has implemented these six aspects of project-based learning. This research, what still needs to be incorporated in the course is the project assessment should take place while the project is being undertaken instead of at the end of it. The example of project that is usually taken by the students is presenting or disseminating a

Based on the result of the discussion from the findings drawn from questionnaire and structured interview, it is obvious that can be decided that both students and educators English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram need the use of EFL Sociolinguistics teaching materials based on project-based learning model (PJBL). It will help guide the teachers to serve as a guide in designing teaching materials which and contribute positively to developing students' skill and knowledge. The five required variables required for this design are a full understanding of the purpose of teaching materials for Sociolinguistics, the topics of teaching materials for EFL Sociolinguistics, the learning exercises for Sociolinguistics, the models and delivery of learning evaluation for Sociolinguistics, and implementation of project-based learning model (PJBL) in Sociolinguistics course.

The Limitations of the study was the fact that it only involved 60 respondents. It is hoped expected that future research will can involve engage many more participants and expand the topics scope of the research because only beyond eleven topics were applied as the focus of this study.

6. Conclusions

This study revealed that clear goals are mandatory in designing EFL Sociolinguistics teaching materials for EFL Sociolinguistics based on the PJBL model. Clear goals would help accomplish five objectives, clear goals are required so that First, students can focus on enhancing the knowledge described in the learning outcomes expected—knowledge. Second, materials relevance and suitability with the topics should be the suitability of the material in the topic must be a concerned in designing teaching material. Next, the form of students-exercise for

students shall be carried out independently and in groups. Also, the evaluation of Sociolinguistics should be carried out at the end of each topic instead of all at once. The findings of this study also proves that the eleven topics that that will should be included in teaching EFL Sociolinguistics teaching materials to improve students' comprehension of Sociolinguistics. The benefit of this present study is providing information on how to design teaching materials by incorporating other relevant topics, and different exercises, and evaluation methods.

7. Acknowledgement

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**6. Proofreading Document (10 December
2022)**



Development of EFL Bridging the Gaps between Knowledge and Needs: Sociolinguistics Sociolinguistics Materials Based on Project-Based Learning: A Need Analysis Study

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ABSTRACT

Sociolinguistics Sociolinguistics can make help people better understand the use of English in specific social environments, but there have been limited studies on the crucial aspects in teaching and learning Sociolinguistics to gain optimum learning outcomes. [...] is concentrated on how language is used in society and how people utilize the language. This present purpose of this research aims is to analyze identify models of teaching EFL sociolinguistics Sociolinguistics materials based on project-based learning required by students and lecturers in learning EFL sociolinguistics courses. The Quantitative method quantitative and qualitative methods was applied in this study, employing questionnaire and structured interview to collect data from 57 students and three three instructors of the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The results show revealed that students and lectures required required teaching materials that have clear objectives embodied in 11 topics from Language Variations to Language and Ideology completed with evaluations after each topic, provide exercises for individuals or groups, and include project-based learning which can be employed in teaching EFL sociolinguistics Sociolinguistics. Therefore, designing a model of teaching materials for EFL sociolinguistics Sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL sociolinguistic Sociolinguistics teaching materials. This study has the potential to bridge the gap by providing knowledge about the needs of students and educators as well as recommended recommendations for follow-up in designing EFL sociolinguistic Sociolinguistics teaching materials.

KEYWORDS

Teaching material
Sociolinguistics Sociolinguistics
Project-based learning
Need analysis



1. Introduction

Sociolinguistics Sociolinguistics is a branch of Linguistics course which aims to develop students' linguistic awareness and disseminate knowledge related to the use of language in the society. Saputra et al. (2019) define sociolinguistics Sociolinguistics as a branch of Linguistics that specifically examines the use of language in society, which was language use in society, originally called the sociology of language or language in society. Sociolinguistics Sociolinguistics is described also as a term that is a term generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Also, sociolinguistic Sociolinguistics mastery is important because it refers to the capability of harnessing the science of studying the correlation between language and the correlation between language and the speaking community as well as as well as it discusses on the aims and function of

language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that sociolinguistic Sociolinguistics competencies determine the ability of EFL lecturers to select language variations, such as standard, official, casual and familiar, student-context, and to use appropriate variations and registers.

As implied in the definition, sociolinguistic Sociolinguistics study is very broad extensive because the use of language in society can include the use of language in different community (urban community, rural community, government offices, and others), sectors (economy, education, politics, art, film, and others), and professions (farmers, fishermen, and others). Considering this vast range of scopes, the researcher will limit the sociolinguistic Sociolinguistics study topics in this research on 11 topics, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019;

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Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015); 2) dialects, sociolects, idiolects, and registers (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and ~~non-standard~~nonstandard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), and 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015). These 11 topics have become the priority topics taught by linguists around the world worldwide when teaching sociolinguisticsSociolinguistics to their students. Therefore, these topic will be included in designing EFL sociolinguisticsSociolinguistics teaching material.

Teaching materials are any resources ~~that is~~ used in the language learning process (Tomlinson, 2013), includingincluding texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), that are presented in printed materials, live performances, and use of information and technology communication to facilitate linguistics, visual, auditory, and kinesthetic learning processes (Ismail et al., 2021). Teaching materials, whether designed by the instructors or institutions, are a key component in language learning ~~whether they are designed by the instructors themselves or by~~ (Richard, 2001), and what constitute as good teaching materials are the ones that can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the needs of students and educators in for teaching materials that can increase their sociolinguisticSociolinguistics understanding by applying a project-based learning model.

Project-based learning (PBL) is a student-centered learning model; in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PBL aims to help students gain a deep understanding of knowledge and skills and increase their motivation to learn through finding problems, planning, and investigating. PBL has been recognized as effective and fruitful in the 21st century education (Pham, 2018).

Many researchers revealed that tThehe implementation of PBL can improve students' learning outcomes, such as increase their learning

motivation (Duke et al., 2020), contribute to students' increased level of independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce their communication anxiety (Pham, 2018), acquire new competencies, improve teamwork experience, and develop creativity (Shuhailo & Derkach, 2021). However, some researchers have not discovered the impact of PJBL in EFL sociolinguisticsSociolinguistics, meaning a knowledge gap to fill which becomes the center of this present study. ~~xxx~~ The outcomes of this research are expected to offer added value of formulating teaching materials for EFL teachers, and contribute more nuance for researchers of Sociolinguistic EFL to conduct further investigations.

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular group of study study group (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to identify between what the learners have to know and what they feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states that need analysis is a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on the identified needs. Gass (2012) mentions that need analysis is the basis of training programs and aid development programs.

Based on the explanation above, need analysis is therefore a set of activities undertaken to collect information as the foundation of designing teaching materials. Therefore, this study is focused on analyzing the needs of teaching materials.

2.2 Teaching Materials

~~Teaching materials in English are known by three~~Three commonly interchangeable terms for teaching materials are instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials-~~material~~ (Richard, 2001). Teaching materials -which are considered a key component in EFL SociolinguisticsSociolinguistics learning process, especially in the sociolinguistic EFL learning process, regardless of who design them: the lecturers who teach courses or the institutions which is the learning foundation for students in either face-to-face classroom learning, online learning, and blended learning.

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Teaching materials are considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) described six roles of teaching materials in language learning: 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

The designer of teaching materials should consider six elements (Richard, 2001): 1) simple to complex structure, 2) chronology, 3) needs, 4) prerequisite learning, 5) whole to part or part to whole, 6) spiral sequencing. Meanwhile, Tomlinson (2013) highlighted eight steps in developing teaching materials: text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate EFL sociolinguistics Sociolinguistics teaching and learning process.

12.3 Sociolinguistics Sociolinguistics

Sociolinguistics Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language in society (Saputra et al., 2019) which probes into the use of language in society and the organization of social behavior that includes attitudes, views, and tendencies of a group of people in using language (Subhan, 2004). sociolinguistics Sociolinguistics is the study of the purpose and function of language in society (Bayyurt,

2013), and the relationship between language and society (Mairi, 2017; Faizin, 2015, Yule, 2006).

Sociolinguistics Sociolinguistics have been subjected to many researches. There are many Albirini & Chakrani, (2017) carried out a research entitled switching codes and registers: an analysis of heritage Arabic speakers' sociolinguistics Sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The sociolinguistic Sociolinguistics analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A sociolinguistic Sociolinguistics study of nonstandard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based sociolinguistics Sociolinguistics instruction on EFL University students' sociolinguistics Sociolinguistics competence (Mujiono & Herawati, 2021). Developing sociolinguistic Sociolinguistics competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the sociolinguistics Sociolinguistics practices of the peripheral post-socialist contexts (Tankosic & Dovchin, 2021). A sociolinguistic Sociolinguistics perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosic & Dovchin, 2021). Code mixing in Arabic conversation of college students: a sociolinguistic Sociolinguistics study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to sociolinguistic Sociolinguistics inequalities (Duchêne, 2020). A case-study in historical sociolinguistics Sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Many other researchers performed sociolinguistic study, likes; Zibin & Al-Tkhayneh (2019) about a sociolinguistics analysis of the use of English loanwords inflected with Arabic morphemes as slang in Amman, Jordan. T-tapping in standard southern British English: an 'elite' sociolinguistics variants? (Alderton, 2022). Language use in EFL classroom interaction: A sociolinguistic study (Agustine et al., 2021). The effect of gender on language use in British novels: A sociolinguistic study (Hussein & Kadhim, 2021). Linguistic hybridization in a television talk show: A sociolinguistic analysis (Mostafizar Rahman & Mahbuber Rahman, 2021). A sociolinguistic study of code-switching among overseas Indonesian students on Facebook comments (Simatupang & Amalia, 2019). Sociolinguistic variation at the grammatical/discourse level demonstrative clefts in spoken British English (Calude, 2017). All of the previous study above does not carry out research about the PJBL model in EFL sociolinguistics but they are focused on the analysis of

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1. Keterangan apa significance/contribution dari past research tersebut terhadap dunia Sociolinguistics.
2. Apa relevance past research tersebut dengan riset yang penulis lakukan sekarang.

Saya akan sarankan cukup ambil 2 atau 3 past research yg paling relevan, kemudian diberi keterangan seperti diatas.

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part of sociolinguistics such as codemixing, codeswitching, and gender of language. Therefore, the research is concentrated on using the model of PJBL on EFL sociolinguistic.

Sociolinguistic in study is a branch of linguistics that studies how language is used in society and how society applies language. In addition, in EFL ~~sociolinguistic~~ **Sociolinguistics** teaching and learning process will be utilized a Project-based learning model.

2.4 Project-Based Learning

Project-based learning (PJBL) is a learning model that is supported by constructivist learning theory which in which students can build their own knowledge in the context of their own experiences. PJBL is a student-centered learning model that allows students to acquire knowledge and skills through designing and conducting project to completion (According to Shuhailo & Derkach, 2021), to increase their learning motivation through problem-solving (Al-busaidi & Al-seyabi, 2021), and **develop intellectual and social abilities** (Kettanun, 2015). In short, PJBL requires **students to actively participate** in learning process and building rapport in in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with PJBL are connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). PJBL may also include scheduling and project monitoring. The more detailed structure of PJBL is explained by Alan and Stoller (2005). To begin with, students and an educator agree on a topic for the project and determine the final outcome. Then, they structure the project. The educator prepares students for the language demands for gathering information, compiling, and analyzing data, and the students comply accordingly. Lastly, the educator prepares students for language demands for culminating activity, and then the students present the final product and evaluate the project. **Whereas other steps of PJBL are**

~~PJBL has eleven the common features (Simpson, 2011), they are complex explorations over a period of time, a student-centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, hands-on activities and the utilize of authentic resources and technologies, complex explorations over a period of time, a learner centered approach activity whereby learners plan, complete and present the task, challenging questions, problems or~~

~~topics of learner interest which become the center of the project and the learning process, the de-emphasis of instructor-directed activities, frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom, and hands-on activities and the applying of authentic resources and technologies.~~

Several researchers have reported multiple benefits of that PJBL that include developing data collection and presentation skills, higher order thinking skills, personal learning styles, independent learning (Orevi & Dannon, 1999), students motivation and satisfaction (Frank et al., 2003; Kamp, 2012), building students' knowledge **by through** active learning, interacting with the environment. PJBL improves and independent and collaborative working (Thomas, 2000) that allow students to solve problems more easily (Krajcik et al., 1999; Rodríguez et al., 2015). In addition, PJBL encourages students to connect new learning to their past performances (Moylan, 2008) and improve their real-world skills such as research and communication (Ilhan, 2014). At last, applied PJBL provides students to learn better in a non-traditional method. Therefore, PJBL can be adopted in teaching and learning, particularly EFL ~~Sociolinguistics~~ **Sociolinguistics**, **because it has many usefulness that is gained by learners and instructors.**

3. Method

This research employed **quantitative method quantitative and qualitative methods** to collect data from 60 respondents in English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The respondents consisted of **are 30** students of the current ~~Sociolinguistics~~ **Sociolinguistics** course, **27** students of the previous Sociolinguistic course, and **three 3** lecturers of ~~Sociolinguistics~~ **Sociolinguistics** courses. The students were selected through disproportionate stratified random sampling as explained by Sugiyono (2009).

The instruments to collect data were **questionnaire and structured interview**. The questionnaire was the first instrument to collect data because, as recommended by Long (2005), questionnaire allows increasing the validity of results. The instrument consisted of 30 questions that focused on five variables: the purpose of ~~Sociolinguistics~~ **Sociolinguistics** teaching material, topics of ~~Sociolinguistics~~ **Sociolinguistics** teaching materials, ~~Sociolinguistics~~ **Sociolinguistics** exercises, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The participants were asked to give score 1 to 4 for each item where 1= not needed, 2 = less needed, 3 = needed, 4 = very needed. Then, the data were analyzed to draw the percentage score of each question, and categorized all items to needed, less needed, needed, and very needed. Then, structured, direct interviews were conducted with the participants to probe deeper into

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Terlebih penting adalah mencantumkan contoh PJBL, terutama terkait EFL: apakah kerja kelompok, outing, menulis thesis, mini research, etc.

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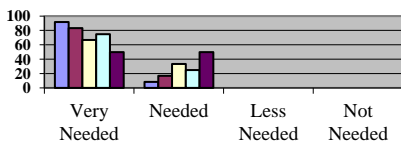
findings revealed from the results of the questionnaires, to gain more detailed information and to clarify any potential ambiguity or misunderstood questions.

4. Result

This section presents the findings related the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning evaluation (four statements, and PJBL (six items). This section sets out the finding from quantitative data to answer the research question about what is the form of the EFL sociolinguistics teaching material model needed by students and educators, which is concentrated on five variables, namely: the purpose of sociolinguistic teaching material focused on five statements, topics of sociolinguistic teaching materials focused on eleven statements, sociolinguistics exercises focused on five statements, learning evaluation concentrated on four statements, and PJBL focused on six statements.

4.1 The Purpose of Sociolinguistics Teaching Material

Chart 1. The Purpose of Sociolinguistics Teaching Materials



- Students comprehend the concept of sociolinguistics
- Students comprehend how to use English in society
- Students comprehend and analyze sociolinguistic concepts
- Students comprehend the variety of English.
- Students comprehend and have the ability to conduct research on sociolinguistics

Chart 1 shows that most participants agreed that all five purposes of Sociolinguistics materials were either very needed or needed. The most needed purpose was understanding. The variable consists of five questionnaires distributed to the participants can be

described that the concept of Sociolinguistics students comprehend the concept of sociolinguistics, in which 91.7 % of the respondents answered that it was very needed and only responded with very required and 8.3% required/needed it. The second most needed purpose is to then, the students comprehend how to use English in society (83.3% is very required and 16.7 %), followed by is required. Whereas the students comprehend and analyze sociolinguistics concepts (66.7% is very required and 33.3%), c is required. And, the students comprehend the variety of English (75% is very required and 25%) is required, and at last able to. Afterward, the students comprehend and have the ability to conduct research on sociolinguistics (50% is very required and 50%) is required.

In other words, Chart 1 shows that all the respondents stated that they needed to have better understanding the implementation of all five require comprehension about five statements on the purposes of sociolinguistics materials which enable them to ace the to support their understanding of an EFL sociolinguistics course. Further investigations to students of the previous Sociolinguistics course revealed that their lecturers had not been fully attentive to these purposes in their teaching. On the other hand, it also illustrates that during the learning process, comprehension as stated in the questionnaire above has not fully become the focus of attention of the previous lecturers.

Chart 1 shows that the respondents require comprehension about five statements on the purpose of sociolinguistics material to support their understanding of an EFL sociolinguistics course. On the other hand, it also illustrates that during the learning process, comprehension as stated in the questionnaire above has not fully become the focus of attention of the previous lecturers.

4.2 Topics of Sociolinguistic Teaching Materials

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Remember this study has five variables, namely the purpose of sociolinguistic teaching material, topics of sociolinguistic teaching materials, sociolinguistics exercise, learning evaluation, and PJBL.

Some of the variables here I believe needs more than percentage questionnaire and interview transcription to have a better data presentation and data triangulation. Failed to bring a good data presentation and data triangulation can close the chance for publication in REILA jurnal. This journal needs a valid data and sharp analysis in this section.

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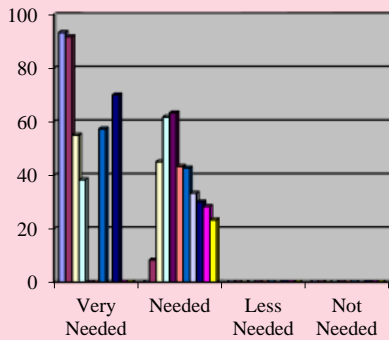
This section presents the findings related the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning evaluation (four statements, and PJBL (six items).

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Chart 2. Topics of Sociolinguistics teaching Material



- Variety of language
- Dialect, sociolect, idiolect, and register
- Standard and non-standard varieties
- Codeswitching
- Codemixing
- Bilingualism, multilingualism, and diglossia
- Verbal and non-verbal communication
- Speech acts (Speech act)
- Language planning
- Language and identity
- Language and ideology

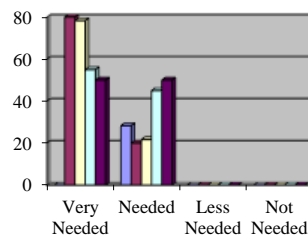
Chart 2 illustrates 11 topics covered in the questionnaire and the proportion of answers given by the respondents. It is clear that the top five most needed topics are Variety of Language (93.3%); The variable of topics of sociolinguistic teaching materials can be pointed out that the students need material about the variety of Language, 93.3% is very required and 6.7% is required; dialect, sociolect, idiolect, and register (91.7%); Language Planning (70%); Verbal and Non-verbal Communication (57.3%), and Standard and Non-standard Varieties (55%). Meanwhile, the top three needed skills are Codemixing (63.3%), Codeswitching (61.7%), and Standard and Non-standard Varieties (45%). The other topics are still

regarded as very needed or needed, but with less percentage. 91.7% is very required and 8.3% is required; Standard and non-standard varieties, 55% is very required and 45% is required; codeswitching, 38.3% is very required and 61.7% is required; eodemixing, 36.7% is very required and 63.3% is required; bilingualism, multilingualism, and diglossia, 56.7% is very required and 43.3% is required; verbal and non-verbal communication, 57.3% is very required and 42.7% is required; speech act, 66.7% is very required and 33.3% is required; language planning, 70% is very required and 30% is required; language and identity, 71.7% is very required and 28.3% is required; language and ideology, 76.7% is very required and 23.3% is required.

In addition, none of the respondents answered 'Less Needed' nor 'Not Needed' in Chart 2, which is indicative of the importance of all topics covered in Sociolinguistics. Chart 2 stresses that the respondents require eleven topics (variety of Language, dialect, sociolect, idiolect, and register, standard and non-standard varieties, codeswitching, eodemixing, bilingualism, multilingualism, and diglossia, verbal and non-verbal communication, speech act, language planning, language and identity, language and ideology) that discussed on an EFL sociolinguistics course. It can be known from the correspondents' responses to the questionnaires distributed to them.

4.3 Sociolinguistics Exercises

Chart 3. Exercises



- The type of exercise given in sociolinguistics learning is related to analyzing codemixing and codes switching that occurs in learning English.
- The types of exercises given in sociolinguistics learning are related to find many varieties of English.
- The types of exercises given in sociolinguistics learning are related to the analysis of dialect, sociolect, idiolect, and register.
- The types of exercises given in sociolinguistics learning are related to standard and non-standard languages.
- The distribution of exercises are carried out in various ways, both individually and in groups.

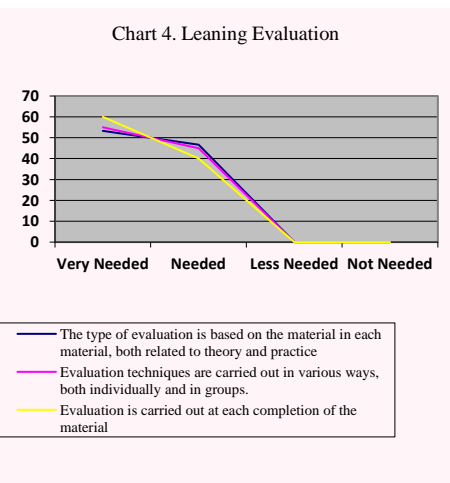
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In Chart 3, the respondents' answers to five items related to the nature of exercises given in The variable of sociolinguistics exercises courses are captured. The chart shows that four most needed types of exercise are finding many varieties of English (80%), analyzing dialect, sociolect, idiolect, and register (78.3%), analyzing codemixing and codeswitching that occurs in learning English, 71.7% is very required and 28.3% is required; finding many varieties of English, 80% is very required and 20% is required; the analysis of dialect, sociolect, idiolect, and register, 78.3% is very required and 21.7% is required; standard and non-standard languages, (55%), and conducting tasks is very required and 45% is required; and, the distribution of exercises are carried out in various ways, both individually and in groups (50%). Meanwhile, the lowest percentage is analyzing codemixing and codeswitching in 'Needed' category by 28.23% is very required and 50% is required.

Chart 3 points out that respondents need many exercises related to codemixing, codeswitching, language varieties, dialect, sociolect, idiolect, register, standard language, and nonstandard language that is carried out in various ways both individual and in groups.

4.4 Learning Evaluation



In Chart 4, the participants responded to three types of the variable of evaluation of learning Sociolinguistics. It shows that most needed type of evaluation is the one conducted after each learning material is completed (60%), followed by evaluation for both individual and group work (55%), and lastly, evaluation for both theoretical and practical elements (53.3%) in the questionnaire, of the type of evaluation is based on the material in each material, both related

to theory and practice, 53.3% is very required and 46.7% is required; Evaluation techniques are carried out in various ways, both individually and in groups, 55% is very required and 45% is required; and Evaluation is carried out at each completion of the material, 60% is very required and 40% is required.

Chart 4 puts forward three types of learning evaluation that are required in the EFL sociolinguistic course, namely the evaluation is undertaken based on theory and practice in each material, distributed both individually and in groups, and carried out at each completion of the material.

4.5 Project-Based Learning

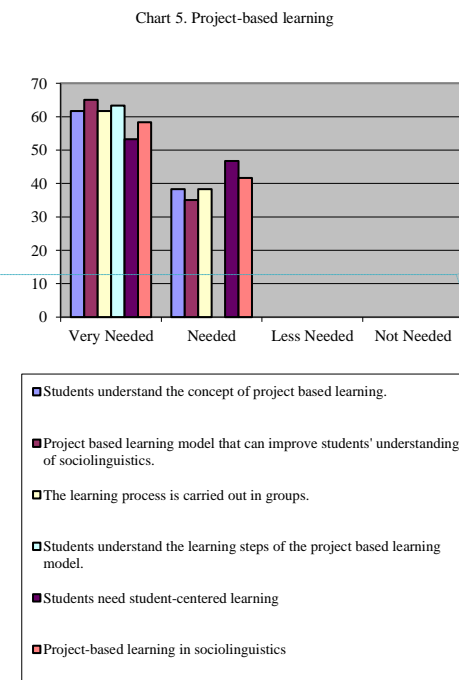


Chart 5 shows six elements in Project-based Learning model (PjBL) regarded as 'Very Needed' and 'Needed' by the respondents. In contrast to Chart 1 through Chart 4, this Chart shows non-significant differences across the percentage of each element. The top needed element is a PjBL that improves students' understanding of Sociolinguistics (65%) and the steps of PjBL model (63.3%), followed by two elements that shared equal percentages (61.7%), namely The variable of project-based learning, the participants responded that students understanding the concept of project-based learning PjBL, and carrying out learning process in groups. While 58.5% respondents really needed to

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understand the PJBL in Sociolinguistics, only 53.3% answered – 61.7% is very required and 38.3% is required; project-based learning model that can improve students' understanding of sociolinguistics, 65% is very required and 35% is required; the learning process is carried out in groups, 61.7% is very required and 38.3% is required; students understand the learning steps of the project-based learning model, 63.3% is very required and 36.7% is required; students need student-centered learning was very needed in Sociolinguistics course, 53.3% is very required and 46.7% is required; and, project-based learning in sociolinguistics, 58.3% is very required and 41.7% is required.

Chart 5 asserts six things that respondents need about PJBL so that they can comprehend and implement it in EFL sociolinguistics learning, such as the concept of PJBL, steps of PJBL, a model that can improve students' understanding on EFL sociolinguistics, learning is undertaken in group, and model PJBL in EFL sociolinguistics.

After obtaining the results of quantitative data, structured interviews were conducted to 15 students. They were to answer 10 follow-up close-ended questions (Yes or No), namely The interview results are applied to strengthen and complement the findings that have been obtained from 10 questions asked to 15 students related to whether they 1) understand the concepts of sociolinguistics concepts, 2) comprehending how language is used in society, 3) studying a topic related to language variations, 4) studying a topic related to codeswitching and codemixing, 5) carry out tasks the task carried out individually and in groups, 6) partake in the evaluations are performed at the end of each topic, 7) the task carried out individually and in groups, understanding the concept of PJBL, 8) comprehend PJBL steps, and 9) apply students-center learning.

Based on the results of the interview, all students answered "yes" to the all 919 questions asked by the researcher and none of the students them answered "no". Therefore, it can be pointed out that students participating in this study needed all these statements consisting of five variables including their details to design a model of teaching materials for EFL sociolinguistics teaching material based on PJBL.

5. Discussion

In this point These research aims to analyze the model of EFL sociolinguistics sociolinguistics based on using PJBL required by for students and lecturer for applying in teaching and learning.

In general, it can be decided that students and educators need the model of EFL sociolinguistics teaching material based on project-based learning to serve as a guide in designing teaching materials and contribute positive to developing skills and knowledge related to EFL sociolinguistics. In This

section discussion, the author explored the result from in particular, which covers five variables in the questionnaires, namely the purpose of sociolinguistics Sociolinguistics teaching material, the topics of EFL sociolinguistics Sociolinguistics teaching material, types of sociolinguistic Sociolinguistics exercises, learning evaluations, and implementation of project-based learning PJBL model. The results of the structured interview are included in this section, and the result of structured interview.

First, the variable "The Purpose of Teaching Materials for Sociolinguistics Students" consisted of five elements that students need to understand: The five statements in the purpose variable, namely the students comprehend the concept of sociolinguistics Sociolinguistics, use English in society, analyze analysis of sociolinguistics Sociolinguistics concepts, variety of English, and the ability to conduct research capacity on sociolinguistic Sociolinguistics are needed. By Informing inform the purpose of the course it can may motivate students to focus on developing their sociolinguistics Sociolinguistics knowledge. This statement is has been endorsed supported by many researchers (e.g. Al-busaidi & Al-seyabi, 2021; Duke et al., 2020). Also, and by understanding of the concept of EFL sociolinguistic Sociolinguistics concepts can would make it easier for students to conduct research related to sociolinguistic Sociolinguistics. Furthermore, when students understand as well as by understanding the variations of English, they will find it easier it will be easy for students to distinguish different the various English variations used in society.

In English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, three of The five elements found as needed in this study, three elements have been achieved. The lecturers often convey Lecturers often three key understandings of use them as sociolinguistic learning Sociolinguistics have to students, objectives, namely the concept of to understand S sociolinguistics concepts, the use of English in society, and the nature of language variations. This is supported by the results of interviews with students who stated that they understood the concept of sociolinguistics and how English is used in society. Meanwhile, two other new goals offered in S sociolinguistic learning (are the analysis of S sociolinguistics concepts and research capacity on S sociolinguistics) will be presented to the students to, Which make the students are make them accustomed to doing conducting research, especially those related to S sociolinguistics.

Regarding the variable "of Topics of Sociolinguistics Teaching Materials", there were 11 topics covered, namely 1) eleven topics required, they are the students need material about the variety of 1) language; 2) dialect, sociolect, idiolect, and register; 3) standard and non-standard varieties; 4) codeswitching; 5) codemixing; 6) bilingualism, multilingualism, and diglossia; 7) verbal and non-

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verbal communication; 8) speech act; 9) language planning; 10) language and identity; and 11) language and ideology.

The results of questionnaire related to this variable (see Chart 2), revealed that all respondents regarded all these 11 topics either very much needed or needed to facilitate better learning of Sociolinguistics. The lecturers of English Education Program, Muhammadiyah University of Mataram have taught all 11 to their students. However, seven most taught The eleven topics were found as required in this research. Lecturers often used seven topics to facilitate sociolinguistic learning: the variety of language; dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics will be introduced as new topics, namely offered in sociolinguistics learning are speech act, language planning, language and identity, and language and ideology. The followings are the detailed of each of the topics above.

Variety of language is one of the topics discussed in EFL ~~sociolinguistics~~ Sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the students' comprehension of many different types of English, such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean English, and New Zealand English. A variation of language also describes/illustrates language style and styling, ~~c~~ Critical language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). Also discussed in Variety of Language is, ~~As well as discussed~~ the distinction of pronunciations (sounds), vocabularies (words), and grammar (sentences).

Dialect, sociolect, idiolect, and register are a ~~four-item~~ topics of ~~sociolinguistics~~ Sociolinguistics that are concentrated into four terms in language variation (Subhan, 2004 and Wardhaugh & Fuller, 2015); with each that have different definitions and examples. First, ~~D~~ dialect can be defined as a language variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others, that appear distinguishing in sounds, vocabularies, and sentences. Second, ~~S~~ sociolect is a variation of language that is caused by social stratification and social status. In ~~so~~, in Indonesia, we recognized three speech levels; ~~namely~~ low level, middle level, and high level. Third, ~~I~~ idiolect is a variation of language that is caused by individual character differences. While ~~the~~ And lastly, register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism,

English for economics, English for medicine, and others.

The ~~S~~ standard and non-standard varieties focused are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters to check or test the language is of whether standard language or non-standard language, they are autonomy, standardization, historicity, and vitality (Subhan, 2004). If a language variation does not meet any of these four features, then the language is called it is regarded as a non-standard language.

Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, 1) a the speaker finds/regards the social status of the interlocutor, the speaker find him/herself in 2) there is a new situation, the 3) a speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating. in In a certain other or particular language or another. On the other hand, Whereas codemixing events often occurs in a society where a speaker in one language mixes some words in one language with another several words in another language (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are the topics of EFL ~~sociolinguistics~~ Sociolinguistics that can be focused on commonly put under an umbrella term of bilingualism. While bilingualism refers to a ~~as a term to refer to a condition of people condition of someone mastering who master~~ two languages or two language variations (Subhan, 2004; Yule, 2016). Then, ~~M~~ multilingualism is ~~mastering a term that refers to a condition of people who master~~ more than two languages or ~~language two variations of the language;~~ and ~~d~~ Diglossia is a term that refers to the permanent use of several languages in society.

Verbal and non-verbal communication is a topic in ~~Sociolinguistics~~ Sociolinguistics that discusses ~~language two things, namely functions of language and forms of language forms~~ (Subhan, 2004). Since language is a means of communication, the ~~S~~ success of a communication would depends on the mutual intelligibility between two or more speakers (the sender of the message and the receiver) to convey their of the message). While ~~t~~ The forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses ~~certain spoken~~ languages such as English, Indonesian, Chinese, and others, whereas non-verbal communication ~~is communication that employs~~ gestures, symbols, pictures, and body language to express meaning.

The ~~s~~ Speech act is an interesting topic in ~~sociolinguistics~~ Sociolinguistics that focuses on an actions that is carried out via utterances (Subhan, 2004; Yule, 2016) which consists of categorized into three types, namely the ~~i~~ locutionary (the act of producing meaningful utterances), the ~~i~~ illocutionary (~~undertaken via~~ the communication force of an utterance, such as promising, apologizing, and offering), and the ~~p~~ perlocutionary (an action that is performed by a

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speaker ~~when~~ while making an utterance ~~that may affect~~ causes in certain effect on the hearer-listeners and others ~~differently~~ (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and ~~sociolinguistics~~ Sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. ~~At the national level~~ At the first level, the policymakers are the government and the government officials ~~play a role as the policymakers who express state rules and regulations to the people,~~ and therefore, language planning ~~in this contexts~~ is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). ~~This topic~~ Language planning focuses on three dimensions ~~of language planning steps,~~ namely corpus planning (~~refers to the intervention of a language~~), status planning (~~refers to the allocation of the function of a language~~), and acquisition planning (~~refers to language teaching and learning of either~~ it be a national language, second language, or foreign language).

Language and identity is a topic of EFL ~~sociolinguistics~~ Sociolinguistics that portrays two key terms: ~~namely~~ identity and language (Hornberger & McKay, 2010). This topic focuses on ~~what the definition of is~~ identity, ~~how~~ the way human present our identities to the world, ~~the~~ types of identities, identity formation, and ~~how~~ the intersection of language and identity intersect.

Language and ideology ~~is~~ are a topic of EFL ~~sociolinguistics~~ that related to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

~~The eleven topics were found as required in this research. Lecturers often used seven topics to facilitate sociolinguistic learning: the variety of language; dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics offered in sociolinguistics learning are speech act, language planning, language and identity, and language and ideology.~~

The variable of "~~Exercises in Sociolinguistics Course~~" concentrated on five ~~types of exercise~~ statements required, they are 1) ~~Analyze the type of exercise given in sociolinguistics learning is related to analyzing~~ codemixing and code-switching that occurs in learning English; 2) ~~Identify finding many varieties of English;~~ 3) ~~Analyze the analysis of dialect, sociolect, idiolect, and register;~~ 4) ~~Analyze the standard and non-standard languages;~~ and 5) ~~the distribution of individual exercises and group exercise are carried out in various ways, both individually and in groups.~~ The ~~e~~ Exercises are extremely important in designing teaching materials ~~for~~ EFL

~~sociolinguistic~~ Sociolinguistics because they ~~determine~~ the effectiveness and efficiency of pedagogic delivery, ~~which have been reported by~~ can be used effectively and efficiently depending on the exercises that have been designed. This is supported by ~~previous studies several researchers~~ (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021) ~~who say that exercises are very important in teaching material.~~ Even several points in the feasibility questionnaire ask three questions relating to exercises such as comprehensibility of exercises, credibility of exercises, and achievability of exercises.

According ~~lyto the discussion about exercises in teaching materials,~~ these five types of exercise shall be the reference of researchers in designing ~~sociolinguistics~~ Sociolinguistics teaching materials based on PJBL, particularly based on how needed are ~~these by the language learners as the respondents in this present study.~~

~~— In case of Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram, all t~~ These five types aspects of exercise were already practiced. Based on the results of questionnaire (see Chart 3), all respondents agreed that all five aspects were either needed or very much needed in helping them reinforce Sociolinguistics learning in the classroom. There is one new aspect that emerged from investigating the questionnaire and interview results which can add more nuanced to the existing exercise, ~~namely found as necessities in this study. The lecturer only identified the five types of exercises. Meanwhile, the new activities being offered are analyzing the implementation of those five types of exercises in order to improve their quality.~~ e. will refer to five statements about exercises needed by the respondents.

The variable of "~~ILearning Evaluation~~" focused on three ~~statements required~~ aspects: 1) ~~such as the type of evaluation is based on the material in each topic both related to~~ students' comprehension about theory and practice, 2) evaluation ~~for techniques are carried out in various ways~~ both individually and in groups, and 3) evaluation ~~after the is~~ carried out at each completion of ~~the each~~ topic. ~~Considering the fact that Eevaluation is one way to provide an assessment of the designed the teaching materials that have been designed, these three aspects embodied in the~~ therefore the three statement in this evaluation questionnaire items serve as guidelines in designing learning evaluations ~~for teaching materials of as outline in designing EFL LT sociolinguistic~~ Sociolinguistics teaching materials (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 ~~things~~ elements: ~~namely~~ clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact

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of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In addition, the designed In designing teaching materials must be evaluated, it is necessary to identify the evaluate them in order to find out the advantages and disadvantages so that they can be corrected in the for perfecting the updated next teaching materials. This is supported by Tomlinson (2013) and Littlejohn (2011) who stated that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. So, in the learning material. So Therefore, the researcher would include three variables in designing teaching materials which were considered very much needed by the respondents, namely researchers will include three learning evaluation variables needed by respondents, evaluating each materials from both theoretical and practical aspects, evaluating students' comprehension of Sociolinguistics individually or in group, and evaluating each material after delivery completion instead of all at once at the end of the course namely the type of evaluation is based on the material in each material both related to theory and practice, Evaluation techniques are carried out in various ways both individually and in groups, and Evaluation is carried out at each completion of the material.

These three aspects Some of these elements of evaluation were already found in Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram, found as needs in this study. Lecturers frequently often evaluated the theories of Sociolinguistics in form of individual exams during the learned in the middle of the semester mid-semester evaluation. The findings of this research would provide the lecturers with alternative forms of evaluation that cover both theory in practice and is conducted after the completion of each topic either carried out individually, while what is offered in this research is an evaluation of theory and practice which is carried out at the end of each topic and in the middle of the semester which is carried out individually or in groups.

The variable of "Project-based Learning Model or PJBL" concentrated on six statements factors of are that students considered as either very much needed or needed, because by respondents, likes students' understanding of the concept of PJBL can motivate students them in learning. This is appropriate in accordance with the results of research conducted by findings of Duke et al. (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL can also ean-improve students' understanding. Previous research have reported that PJBL can improve a deep understanding of knowledge and skill (It is in line with the study that is undertaken by Al-busaidi & Al-seyabi (2021), and Shuhailo & Derkach, (2021) who made sum-up that PJBL can

improve a deep understanding of knowledge and skill. It also develops intellectual and social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process is carried out in a group as an approach to enhancing students' self-confidence when collaborating with their peers and navigating social dynamics (Shuhailo & Derkach, 2021). Furthermore, S students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005), and teachers' using implementing PJBL in EFL sociolinguistics. Sociolinguistics can improve students' understanding of sociolinguistics Sociolinguistics (Thomas, 2000).

Based on the result of the discussion about PJBL variable Accordingly, the researcher will would apply six statements factors in PJBL variable to design EFL sociolinguistics Sociolinguistics teaching material based on PJBLs so that. They are the students understand the concept of project-based, model can improve students' understanding of sociolinguistics Sociolinguistics, partake in group the learning process is carried out in groups, the students understand the steps of PJBL model, the students need obtain access to students-centered learning, and experience PJBL in sociolinguistics Sociolinguistics.

The Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram has implemented these The six aspects of project-based learning model needed in these findings have been implemented in sociolinguistic learning. But However, what still needs to be done based on the outcomes of this research, what still needs to be incorporated in the course is the project assessment should take place while the project is being undertaken instead of at the end of it. The example of project that is usually taken by the students is presenting or disseminating a finished product, is the process assessment that is carried out when the learning process takes place, namely when carrying out projects to obtain products or when conducting dissemination/presentation of products that have been produced.

Based on the result of the discussion from of the findings drawn from questionnaire and structured interview, it is obvious that can be decided that both students and educators English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram needed need the of EFL sociolinguistics Sociolinguistics teaching materials based on project-based learning model (PJBL). It will help guide the teachers in to serve as a guide in designing teaching materials which and contribute positively to developing students' skill and knowledge. The five required Five variables required for this design are a full understanding of the purpose of teaching materials for

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~~sociolinguistics Sociolinguistics teaching material, the topics of teaching materials for EFL sociolinguistics Sociolinguistics teaching material, learning exercises for sociolinguistic Sociolinguistics exercises, models and delivery of learning evaluation for Sociolinguistics, and implementation of project-based learning model (PBL) in Sociolinguistics course.~~

The ~~l~~imitations of the study ~~was the fact that it~~ involved 60 respondents. It is ~~hoped-expected~~ that future research ~~will-can involve-engage many more~~ participants and expand the ~~topics-scope of the research~~ ~~because-only beyond~~ eleven topics ~~were-applied~~ as the focus of this study.

6. Conclusions

This study revealed that ~~clear goals are mandatory in in~~ designing EFL ~~sociolinguistics~~ teaching materials for EFL Sociolinguistics based on the PBL model. ~~Clear goals would help accomplish five objectives, clear goals are required so that. First, students can focus on enhancing the knowledge described in the learning outcomes expected knowledge. Second, materials relevance and suitability with the topics, should be the suitability of the material in the topic must be a concerned in designing teaching material. Next, the form of students exercise for students shall be can be carried out independently and in groups. Also, the evaluation of Sociolinguistics should be carried out at the end of each topic instead of all at once at the end of the course. Lastly, can be undertaken at the end of each topic, and the PBL model is student-center learning is needed in sociolinguistic Sociolinguistics learning, and PBL is the proper model to cater this.~~ The findings of this study also proves that the eleven topics that that ~~will should~~ be included in ~~teaching materials for EFL sociolinguistic Sociolinguistics teaching materials are really required by students to increase students' comprehension of their sociolinguistic Sociolinguistics comprehension. The benefit of this present study is providing information and reference for future researchers. The positive contribution of this research is other researchers can utilize this finding as a reference into design teaching materials foring EFL sociolinguistic Sociolinguistics teaching material by adding incorporating other relevant topics, and different exercises, and evaluation methods.~~

7. Acknowledgement

We would like to ~~say thanks a lot to the~~ ~~express our sincere gratitude to the~~ Unit of Research and Community Services of Muhammadiyah University of Mataram for supporting this research.

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**7. Paper accepted for publication (18-12-
2022)**

[REiLA] Editor Decision

Dari: Budianto Hamuddin (reila.jm@unilak.ac.id)

Kepada: hijrilismail@yahoo.com

Tanggal: Minggu, 18 Desember 2022 21.55 GMT+7

Dear Hijril Ismail:

Pekanbaru, December 18, 2020

We have reached a decision regarding your submission to REiLA : Journal of Research and Innovation in Language ISSN (Online) 2685-3906, entitled "*** Development of EFL Sociolinguistics Material Based on Project-Based Learning: A Need Analysis Study". According to our record it has been **accepted** for publication in the Volume 4, No3, 2023

Once the article is published, it will be freely accessible for unlimited download to all readers without subscription or other cost.

Thank you very much for submitting your article to the REiLA Journal. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further. We look forward to receive another manuscript from you and your institution. Congratulation!!!

Yours Sincerely,
REiLA Journal

Budianto Hamuddin
Editor-In-Chief

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8. Paper Published (December 2022)

Bridging the Gaps between Knowledge and Needs: Sociolinguistics Materials Based on Project-Based Learning

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ABSTRACT

Sociolinguistics can help people better understand the use of English in specific social environments. Still, there have been limited studies on the crucial aspects of teaching and learning Sociolinguistics to gain optimum learning outcomes. This present research aims to analyse models of EFL Sociolinguistics materials based on project-based learning required by students and lecturers. A quantitative method was applied in this study, employing a questionnaire and structured interview to collect data from 57 students and three instructors of the English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The results revealed that students and lectures required teaching materials with clear objectives embodied in 11 topics, from Language Variations to Language and Ideology completed with evaluations after each topic, exercises for individuals or groups, and project-based learning, which can be employed in teaching EFL Sociolinguistics. Therefore, designing a model of teaching materials for EFL Sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL Sociolinguistics teaching materials. This study has the potential to bridge the gap by providing knowledge about the needs of students and educators as well as recommendations for follow-up in designing EFL Sociolinguistics teaching materials.

1. Introduction

Sociolinguistics is a branch of Linguistics course which aims to develop students' linguistic awareness and disseminate knowledge related to the use of language in society. Saputra et al. (2019) define Sociolinguistics as a branch of Linguistics that specifically examines language use in society, called initially the sociology of language or language in society. Sociolinguistics is a term generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Also, Sociolinguistics mastery refers to the capability of harnessing the science of studying the speaking community as well as the aims and function of language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that Sociolinguistics competencies determine the ability of EFL lecturers to select language variations, such as standard, official, casual and familiar, student context, and to use appropriate variations and registers.

As implied in the definition, Sociolinguistics study is extensive because the use of language in society can include the use of language in a different community (urban community, rural community, government offices, and others), sectors (economy, education, politics, art, film, and others), and professions (farmers, fishermen, and others). Considering this vast range of scopes, the researcher will limit the Sociolinguistics study topics in this research on 11 topics, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; Yule, 2006; Tamargo et al., 2019; Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015); 2) dialects, sociolects, idiolects, and registers (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and non-standard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Tamargo et al., 2019; Liu, 2021;

Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), and 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015), and language and ideology (Subhan, 2004; Wardhaugh & Fuller, 2015). These 11 topics have become the priority topics taught by linguists worldwide when teaching Sociolinguistics to their students. Therefore, these topics will be included in designing EFL Sociolinguistics teaching material.

Teaching materials are any resources used in the language learning process (Tomlinson, 2013), including texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021) that are presented in printed materials, live performances, and use of information and technology communication to facilitate linguistics, visual, auditory, and kinesthetic learning processes (Ismail et al., 2021). Teaching materials, whether designed by the instructors or institutions, are a key component in language learning (Richard, 2001), and what constitute as good teaching materials are the ones that can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the needs of students and educators for teaching materials that can increase their Sociolinguistics understanding by applying a project-based learning model.

Project-based learning (PJBL) is a student-centred learning model in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PJBL aims to help students gain a deep understanding of knowledge and skills and increase their motivation to learn through finding problems, planning, and investigating. PJBL has been recognised as effective and fruitful in 21st-century education (Pham, 2018).

Many researchers revealed that the implementation of PJBL can improve students' learning outcomes, such as increase their learning motivation (Duke et al., 2020), contribute to students' increased level of independence (Fried-Booth, 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce their communication anxiety (Pham, 2018), acquire new competencies, improve teamwork experience, and develop creativity (Shuhailo & Derkach, 2021). However, some researchers have not discovered the impact of PJBL in EFL Sociolinguistics, meaning a knowledge gap to fill becomes the centre of this present study. The outcomes of this research are expected to offer the added value of formulating teaching materials for EFL teachers and

contribute more nuance for researchers of Sociolinguistic EFL to conduct further investigations.

2. Literature Review

2.1 Need Analysis

Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular study group (Brown, 1995). Hutchinson and Waters (1987) pointed out the need analysis based on "necessities" and "wants" to identify between what the learners have to know and what they feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) state that needs analysis is a systematic set of procedures carried out to set priorities and make decisions about programs or organisational improvement and allocation of resources. The priorities are based on the identified needs. Gass (2012) mentions that need analysis is the basis of training and aid development programs.

Based on the explanation above, need analysis is a set of activities undertaken to collect information as the foundation of designing teaching materials. Therefore, this study is focused on analysing the need for teaching materials.

2.2 Teaching Materials

Three commonly interchangeable terms for teaching materials are instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials (Richard, 2001). Teaching materials are considered a key component in the EFL Sociolinguistics learning process, regardless of who designs them: the lecturers who teach courses or the institutions which is the learning foundation for students in either face-to-face classroom learning, online learning, and blended learning.

Teaching materials are considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) described six roles of teaching materials in language learning: 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

The designer or teaching materials should consider six elements (Richard, 2001): 1) simple to complex structure, 2) chronology, 3) needs, 4) prerequisite learning, 5) whole to part or part to whole, and 6) spiral sequencing. Meanwhile, Tomlinson (2013) highlighted eight steps in developing teaching

materials: text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest seven steps that need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the proper needs of skills or what language elements are needed by students, 3) realising the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realisation, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating teaching materials that have been designed, it includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of the task, 6) achievement of performance objectives, 7) potential for localisation, 8) particularity of the materials, 9) teach the ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate the EFL Sociolinguistics teaching and learning process.

2.3 Sociolinguistics

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was initially called the sociology of language or language in society (Saputra et al., 2019) which probes into the use of language in society and the organisation of social behaviour that includes attitudes, views, and tendencies of a group of people in using language (Subhan, 2004). Sociolinguistics studies the purpose and function of language in society (Bayyurt, 2013) and the relationship between language and society (Mairi, 2017; Faizin, 2015; Yule, 2006).

Sociolinguistics has been subjected to much research. Albirini & Chakrani (2017) carried out research entitled switching codes and registers: an analysis of heritage Arabic speakers' Sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics variation and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The Sociolinguistics analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A Sociolinguistics study of the non-standard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based Sociolinguistics instruction on EFL University students' Sociolinguistics competence

(Mujiono & Herawati, 2021). Developing Sociolinguistics competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the Sociolinguistics practices of the peripheral post-socialist contexts (Tankosić & Dovchin, 2021). A Sociolinguistics perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a Sociolinguistics study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to Sociolinguistics inequalities (Duchêne, 2020), A case study in historical Sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Sociolinguistic in the study is a branch of linguistics that studies how language is used in society and how society applies language. In addition, in EFL Sociolinguistics teaching and learning process will be utilised as a Project-based learning model.

2.4 Project-Based Learning

Project-based learning (PBL) is a learning model supported by constructivist learning theory in which students can build their knowledge in the context of their own experiences. PBL is a student-centred learning model that allows students to acquire knowledge and skills through designing and conducting a project to completion (Shuhailo & Derkach, 2021) to increase their learning motivation through problem-solving (Al-busaidi & Al-seyabi, 2021) and develop intellectual and social abilities (Kettanun, 2015). In short, PBL requires students to actively participate in the learning process and build rapport in all six levels of Bloom's Taxonomy, namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

Learning with PBL involves connecting with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). PBL may also include scheduling and project monitoring. The more detailed structure of PBL is explained by Alan and Stoller (2005). To begin with, students and an educator agree on a topic for the project and determine the final outcome. Then, they structure the project. The educator prepares students for the language demands for gathering information, compiling, and analysing data, and the students comply accordingly. Lastly, the educator prepares students for language demands for a culminating activity, and then the students present the final product and evaluate the project.

Several researchers have reported multiple benefits of that PBL that include developing data collection and presentation skills, higher order thinking skills,

personal learning styles, independent learning (Orevi & Dannon, 1999), students motivation and satisfaction (Frank et al., 2003; Kamp, 2012), building students' knowledge through active learning, interacting with the environment. The PBJL improves independent and collaborative working (Thomas, 2000), which allows students to solve problems more easily (Krajcik et al., 1999; Rodríguez et al., 2015). In addition, PJBL encourages students to connect new learning to their past performances (Moylan, 2008) and improve their real-world skills, such as research and communication (Ilhan, 2014). At last, applied PJBL provides students to learn better in a non-traditional method. Therefore, PJBL can be adopted in teaching and learning, particularly in EFL Sociolinguistics.

3. Method

This research employed a quantitative method to collect data from 60 respondents in the English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The respondents consisted of 30 students of the current Sociolinguistics course, 27 students of the previous Sociolinguistic course, and three lecturers of Sociolinguistics courses. The students were selected through disproportionate stratified random sampling, as explained by (Sugiyono, 2009).

The instruments to collect data were a questionnaire and a structured interview. The questionnaire was the first instrument to collect data because, as recommended by Long (2005), the questionnaire allows for increasing the validity of

results. The instrument consisted of 30 questions that focused on five variables: the purpose of Sociolinguistics teaching material, topics of Sociolinguistics teaching materials, Sociolinguistics exercises, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The participants were asked to score 1 to 4 for each item where 1= not needed, 2 = less needed, 3 = needed, and 4 = very needed. Then, the data were analysed to determine each question's percentage score and categorised all items as not needed, less needed, needed, and very needed. Then, structured, direct interviews were conducted with the participants to probe deeper into findings revealed from the results of the questionnaires, to gain more detailed information and to clarify any potential ambiguity or misunderstood questions.

4. Result

This section presents the findings related to the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning evaluation (four statements, and PJBL (six items).

4.1 The Purpose of Sociolinguistics Teaching Material

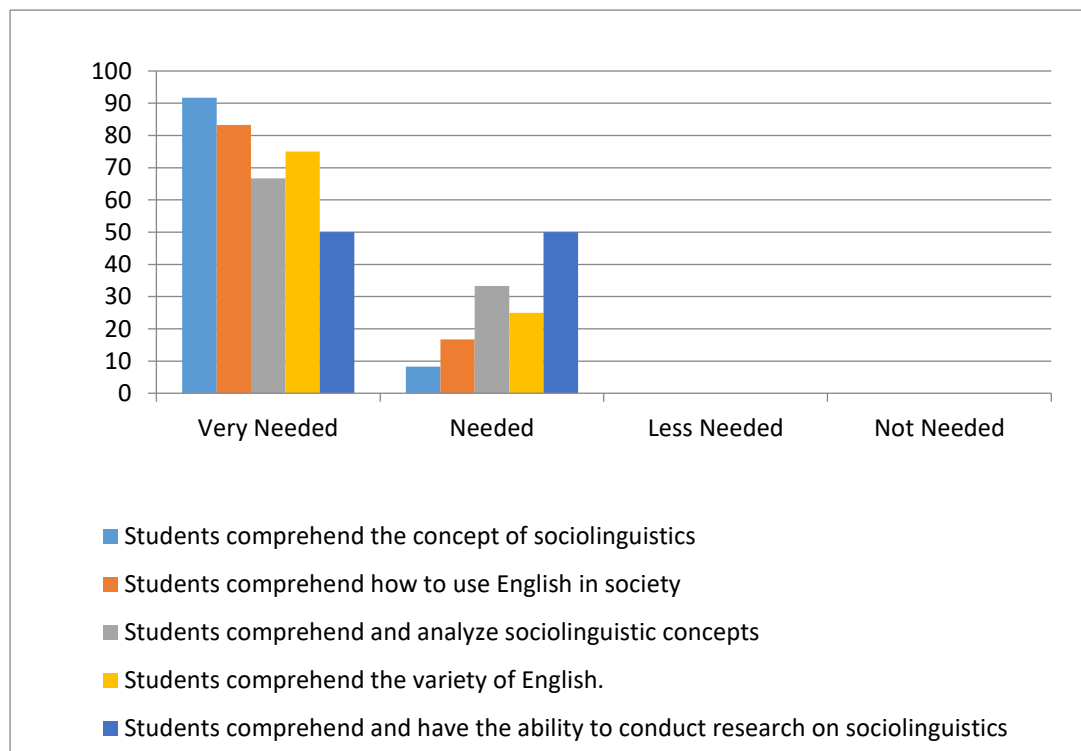


Chart 4.1. The Purpose of Sociolinguistics Teaching Materials

Chart 4.1 shows that most participants agreed that all five purposes of Sociolinguistics materials were either very needed or needed. The most needed purpose was understanding the concept of Sociolinguistics, in which 91.7 % of the respondents answered that it was very needed and only 8.3% needed it. The second most needed purpose is to comprehend how to use English in society (83.3% and 16.7 %), followed by comprehending and analysing Sociolinguistics concepts (66.7% and 33.3%), comprehending the variety of English (75% and 25%), and at last able to conduct research on Sociolinguistics (50% and 50%).

In other words, Chart 4.1 shows that all respondents stated they needed a better understanding of the implementation of all five purposes of Sociolinguistics materials, enabling them to ace the EFL Sociolinguistics course. Further investigations of students of the previous Sociolinguistics course revealed that their lecturers had not been fully attentive to these purposes in their teaching.

4.2 Topics of Sociolinguistic Teaching Materials

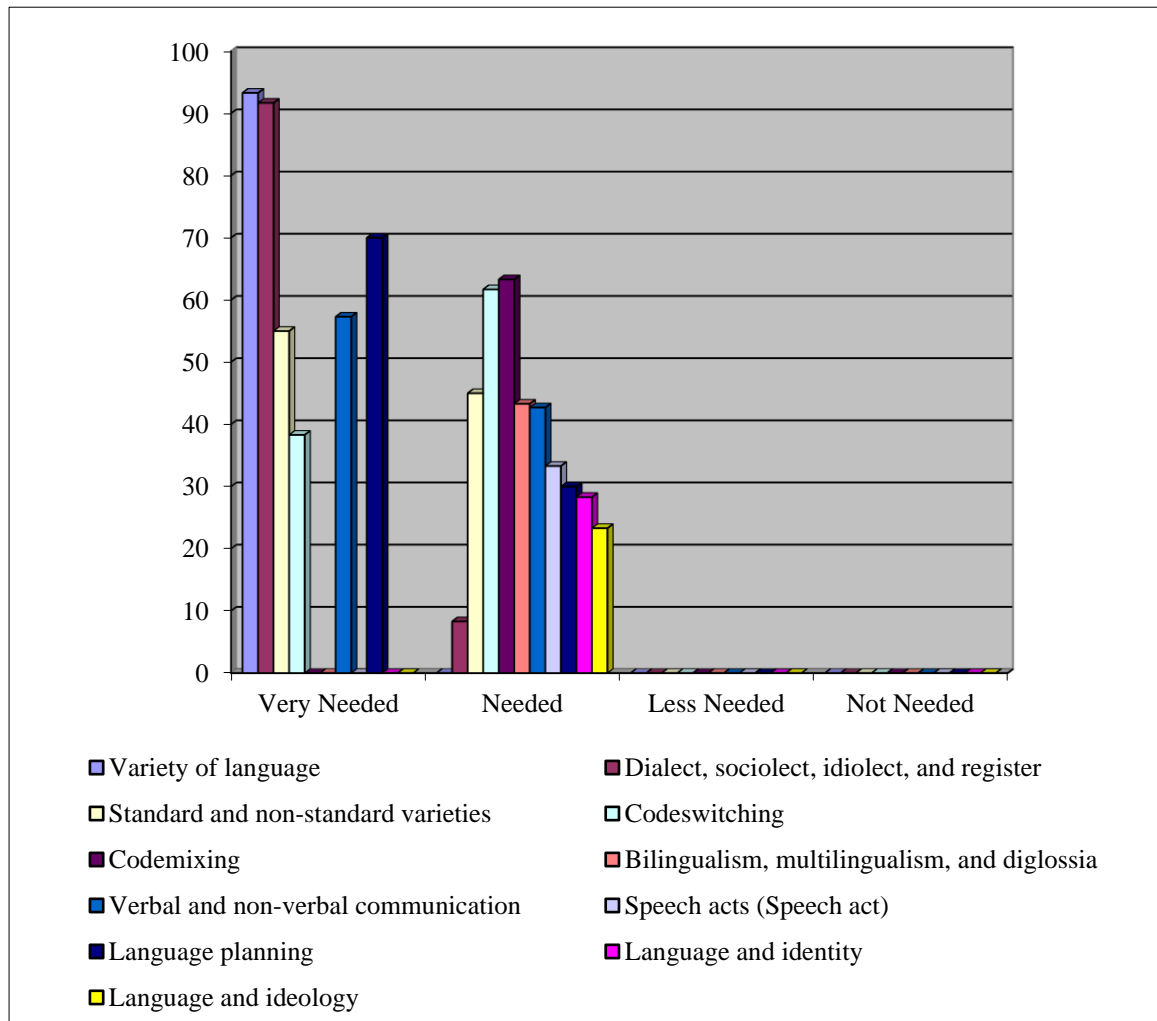


Chart 4.2. Topics of Sociolinguistics teaching Material

Chart 4.2 illustrates 11 topics covered in the questionnaire and the proportion of answers given by the respondents. It is clear that the top five most needed topics are Variety of Language (93.3%); dialect, sociolect, idiolect, and register (91.7%); Language Planning (70%); Verbal and Non-verbal Communication (57.3%), and Standard and Non-standard Varieties (55%). Meanwhile, the top three needed skills are Codemixing (63.3%), Codeswitching

(61.7%), and Standard and Non-standard Varieties (45%). The other topics are still regarded as very needed or needed, but with less percentage.

In addition, none of the respondents answered 'Less Needed' nor 'Not Needed' in Chart 2, which indicates the importance of all topics covered in Sociolinguistics.

4.3 Sociolinguistics Exercises

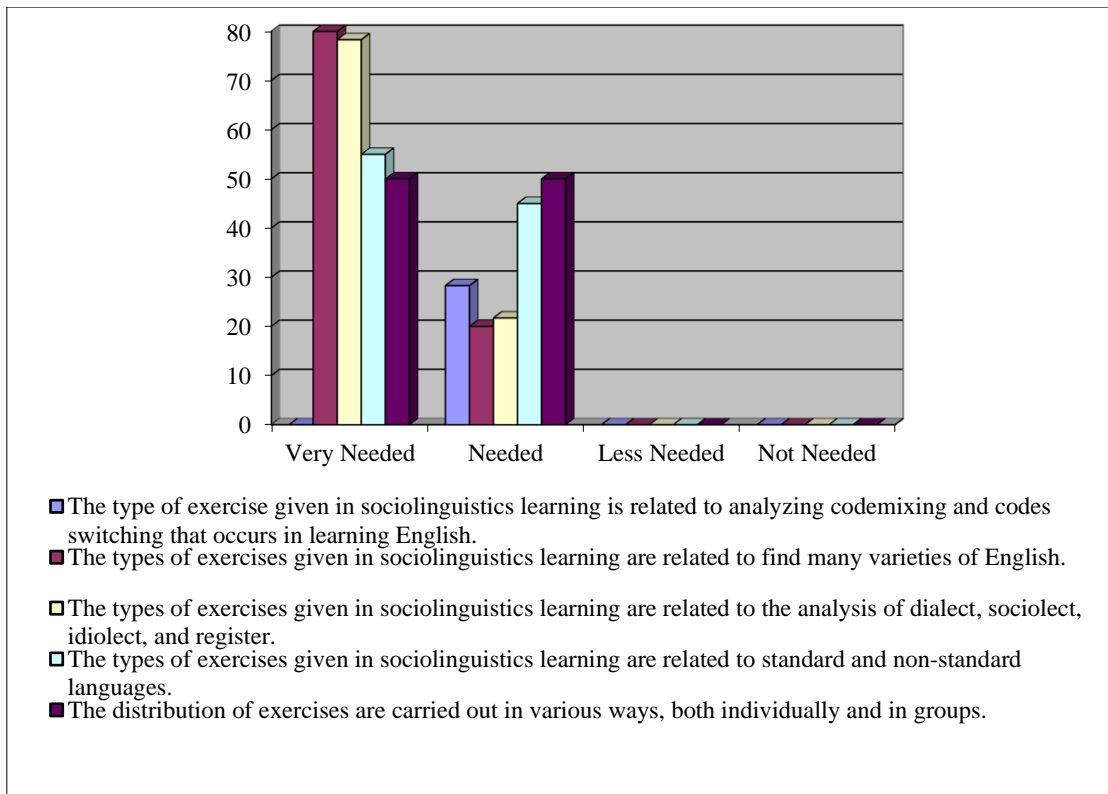


Chart 4.3. Exercises

In Chart 4.3, the respondents' answers to five items related to the nature of exercises given in Sociolinguistics courses are captured. The chart shows that the four most needed types of exercise are finding wide varieties of English (80%), analysing dialect, sociolect, idiolect, and register (78.3%), analysing standard and non-standard languages (55%), and

conducting tasks individually and in groups (50%). Meanwhile, the lowest percentage is analysing codemixing and codeswitching in the 'Needed' category by 28.23%.

4.4 Learning Evaluation

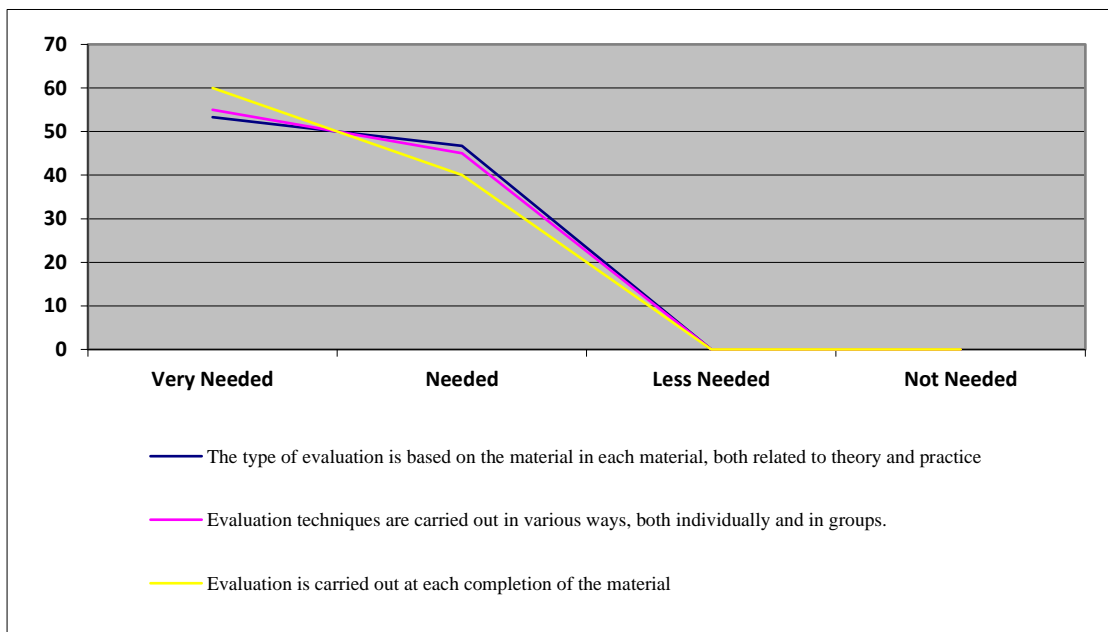


Chart 4.4. Learning Evaluation

In Chart 4.4, the participants responded to three types of evaluation of learning Sociolinguistics. It shows that the most needed type of evaluation is the one conducted after each learning material is completed (60%), followed by evaluation for both

individual and group work (55%), and lastly, evaluation for both theoretical and practical elements (53.3%).

4.5 Project-Based Learning

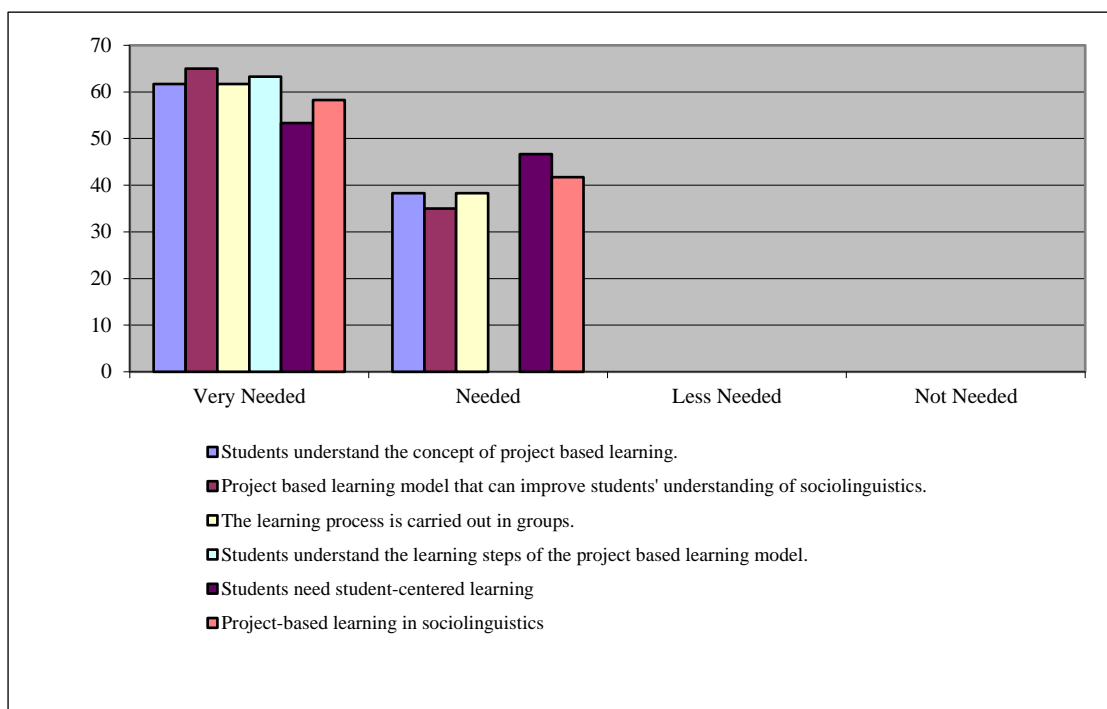


Chart 4.5. Project-based learning

Chart 4.5 shows six elements in the Project-based Learning model (PJBL) regarded as 'Very Needed' and 'Needed' by the respondents. In contrast to Chart 1 through Chart 4, this chart shows non-significant differences across the percentage of each element. The top needed element is a PJBL that improves students' understanding of Sociolinguistics (65%) and the steps of the PJBL model (63.3%), followed by two elements that shared equal percentages (61.7%), namely understanding the concept of PJBL and carrying out learning process in groups. While 58.5% of respondents really needed to understand the PJBL in Sociolinguistics, only 53.3% answered that student-centred learning was very needed in the Sociolinguistics course.

After obtaining the results of quantitative data, structured interviews were conducted with 15 students. They were to answer ten follow-up close-ended questions (Yes or No), namely whether they 1) understand the concepts of Sociolinguistics, 2) comprehend how language is used in society, 3) study a topic related to language variations, 4) study a topic related to codeswitching and codemixing, 5) carry out tasks individually and in groups, 6) partake in evaluations performed at the end of each topic, 7) understanding the concept of PJBL, 8) comprehend PJBL steps, and 9) apply students-centre learning.

Based on the interview results, all students answered "yes" to all nine questions, and none answered "no". Therefore, students participating in this study needed all these five variables, including their details to design a model of teaching materials for EFL Sociolinguistics based on PJBL.

5. Discussion

This research aims to analyse the model of EFL Sociolinguistics using PJBL for students and lecturers. This section explores the result from five variables in the questionnaires, namely the purpose of Sociolinguistics teaching material, the topics of EFL Sociolinguistics teaching material, types of Sociolinguistics exercises, learning evaluations, and implementation of the PJBL model. The results of the structured interview are included in this section.

First, the variable "The Purpose of Teaching Materials for Sociolinguistics Students" consisted of five elements that students need to understand: the concept of Sociolinguistics, the use of English in society, analysis of Sociolinguistics concepts, variety of English, and research capacity on Sociolinguistics. Informing the purpose of the course may motivate students to focus on developing their Sociolinguistics knowledge. Many researchers have endorsed this statement (e.g. Al-busaidi & Al-seyabi, 2021; Duke et

al., 2020). Also, understanding the concept of EFL Sociolinguistics would make it easier for students to conduct research related to Sociolinguistics. Furthermore, when students understand the variations of English, they will find it easier to distinguish different English variations used in society.

Three of five elements have been achieved in the English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The lecturers often convey three essential understandings of learning Sociolinguistics to students: the concept of Sociolinguistics, the use of English in society, and the nature of language variations. This point is supported by the results of interviews with students who stated that they understood the concept of sociolinguistics and how English is used in society. Meanwhile, two other goals in Sociolinguistic learning (analysis of Sociolinguistics concepts and research capacity on Sociolinguistics) will be presented to the students to make them accustomed to conducting research, especially those related to Sociolinguistics.

Regarding the variable "Topics of Sociolinguistics Teaching Materials", there were 11 topics covered, namely 1) the variety of language; 2) dialect, sociolect, idiolect, and register; 3) standard and non-standard varieties; 4) codeswitching; 5) codemixing; 6) bilingualism, multilingualism, and diglossia; 7) verbal and non-verbal communication; 8) speech act; 9) language planning; 10) language and identity, and 11) language and ideology.

The results of a questionnaire related to this variable (see Chart 2) revealed that all respondents regarded all these 11 topics as either very much needed or needed to facilitate better learning of Sociolinguistics. The lecturers of the English Education Program at the Universitas Muhammadiyah Mataram have taught all 11 to their students. However, the seven most taught topics were the variety of language; dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics will be introduced as new topics, namely speech act, language planning, language and identity, and language and ideology. The followings are the details of each of the topics above.

Variety of language is one of the topics discussed in EFL Sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the student's comprehension of different types of English, such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean English, and New Zealand English. A variation of language illustrates language style and styling, critical language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). Also discussed in Variety of Language is the distinction of

pronunciations (sounds), vocabularies (words), and grammar (sentences).

Dialect, sociolect, idiolect, and register are four-item topics of Sociolinguistics (Subhan, 2004; Wardhaugh & Fuller, 2015) with each definition and example. First, dialect can be defined as a language variety or a variety of languages caused by geographical factors, such as rivers, mountains, hills, lakes, valleys, or others, that appear distinguishing in sounds, vocabularies, and sentences. Second, sociolect is a language variation caused by social stratification and social status. The researchers recognised three speech levels in Indonesia: low, middle, and high. Third, idiolect is a language variation caused by individual character differences. Moreover, lastly, the register is language variety formed due to differences in occupation and discourse. Therefore, we often recognise the existence of various kinds of English, such as English for journalism, tourism, economics, medicine, and others.

The standard and non-standard varieties are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters of standard language: autonomy, standardisation, historicity, and vitality (Subhan, 2004). If a language variation does not meet these four features, it is regarded as non-standard. Codeswitching is the switching of language by a person to the interlocutor for specific reasons. For example, the speaker regards the social status of the interlocutor, the speaker finds him/herself in a new situation, wants to show his credibility to the interlocutor or the public, and has limitations in communicating in another or particular language. On the other hand, codemixing often occurs in a society where a speaker mixes some words in one language with another (e.g. Subhan, 2004). Bilingualism, multilingualism, and diglossia are topics of EFL Sociolinguistics commonly put under the umbrella term of bilingualism. While bilingualism refers to a condition of someone mastering two languages or two language variations (Subhan, 2004; Yule, 2016), multilingualism is mastering more than two languages or language variations. Diglossia refers to the permanent use of several languages in society.

Verbal and non-verbal communication is a topic in Sociolinguistics that discusses language functions and language forms (Subhan, 2004). Since language is a means of communication, the success of communication depends on the mutual intelligibility between two or more speakers (the sender and the receiver) to convey their message). The forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses spoken languages such as English, Indonesian, Chinese, and others, whereas non-verbal communication employs gestures, symbols, pictures, and body language to express meaning.

A speech act is an interesting topic in Sociolinguistics that focuses on actions carried out via utterances (Subhan, 2004; Yule, 2016), categorised into three: locutionary (the act of producing meaningful utterances), illocutionary (the communication force of an utterance, such as promising, apologising, and offering), and the perlocutionary (an action performed by a speaker while making an utterance that may affect the listeners and others differently (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an exciting topic in applied linguistics and Sociolinguistics, which describes the activity of planning language in a country, a region, a district, or a school. At the national level, the government and the government officials play a role as the policymakers who express state rules and regulations to the people, and therefore, language planning in this context is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). Language planning focuses on three dimensions, namely corpus planning (the intervention of a language), status planning (the allocation of the function of a language), and acquisition planning (language teaching and learning of either national language, second language, or foreign language).

Language and identity are a topic of EFL Sociolinguistics that portrays two key terms: identity and language (Hornberger & McKay, 2010). This topic focuses on the definition of identity, the way humans present identities to the world, the types of identities, identity formation, and the intersection of language and identity intersect.

Language and ideology are related to language and linguistic behaviour that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The variable of "Exercises in Sociolinguistics Course" concentrated on five types of exercise: 1) Analyse codemixing and code-switching in learning English; 2) Identify wide varieties of English; 3) Analyse the dialect, sociolect, idiolect, and register; 4) Analyse the standard and non-standard languages, and 5) the distribution of individual exercises and group exercise. Exercises are fundamental in designing teaching materials for EFL Sociolinguistics because they determine the effectiveness and efficiency of pedagogic delivery, which previous studies have reported (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021). Several points in the feasibility questionnaire ask three questions relating to exercises: the comprehensibility of exercises, the credibility of exercises, and the achievability of exercises.

Accordingly, these five types of exercise shall be the reference of researchers in designing sociolinguistics teaching materials based on PJBL,

mainly based on how needed these are by the language learners as the respondents in this present study. In the case of the Sociolinguistics Course in the English Education Program at the Universitas Muhammadiyah Mataram, all these five aspects of exercise were already practised. Based on the questionnaire results (see Chart 3), all respondents agreed that all five aspects were either needed or very much needed in helping them reinforce Sociolinguistics learning in the classroom. One new aspect emerged from investigating the questionnaire and interview results, which can add more nuance to the existing exercise, namely analysing the implementation of those exercises to improve their quality.

The variable of "Learning Evaluation" focused on three aspects: 1) evaluation of students' comprehension of theory and practice, 2) evaluation for both individually and in groups, and 3) evaluation after the completion of each topic. Considering that evaluation is one way to assess the designed teaching materials, these three aspects embodied in the questionnaire items serve as guidelines in designing learning evaluations for teaching materials of EFL Sociolinguistics (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 elements: clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localisation, particularity of the materials, teach the ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, the impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In addition, the designed teaching materials must be evaluated to identify the advantages and disadvantages of perfecting the updated teaching materials. This is supported by Tomlinson (2013) and Littlejohn (2011) that in designing evaluations, it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. Therefore, the researcher would include three variables in designing teaching materials which were considered very much needed by the respondents, namely evaluating each material from both theoretical and practical aspects, evaluating students' comprehension of Sociolinguistics individually or in the group, and evaluating each material after delivery completion instead of all at once at the end of the course.

Some of these evaluation elements were already found in Sociolinguistics Course in the English Education Program at the Universitas Muhammadiyah Mataram. Lecturers frequently evaluated the theories of Sociolinguistics in the form of individual exams during the mid-semester evaluation. The findings of this research would provide the lecturers with alternative forms of evaluation that cover both theories in practice and are conducted after the completion of each topic, either carried out individually or in groups.

The “Project-based Learning Model or PJBL” variable concentrated on six factors that students considered as very much needed or needed because students’ understanding of the concept of PJBL can motivate them in learning. It aligns with the findings of Duke et al. (2020), who concluded that the PJBL model could increase students' learning motivation. The PJBL can also improve students’ understanding. Previous research has reported that PJBL can improve a deep understanding of knowledge and skill (Al-busaidi & Al-seyabi, 2021; Shuhailo & Derkach, 2021), develop intellectual and social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process carried out in a group is an approach to enhance students’ self-confidence when collaborating with their peers and navigating social dynamics (Shuhailo & Derkach, 2021). Furthermore, students’ understanding of the steps of PJBL can assist an educator in applying students centre learning (Delisle, 1997; Alan & Stoller, 2005), and teachers’ implementing PJBL in EFL Sociolinguistics can improve students' understanding of Sociolinguistics (Thomas, 2000).

Accordingly, the researcher would apply six factors in the PJBL variable to design EFL Sociolinguistics teaching materials so that students understand the concept of project-based, improve their understanding of Sociolinguistics, partake in group learning, understand the steps of the PJBL model, obtain access to student-centred learning, and experience PJBL in Sociolinguistics.

The Sociolinguistics Course in the English Education Program at the Universitas Muhammadiyah Mataram has implemented these six aspects of the project-based learning model. However, based on the outcomes of this research, what still needs to be incorporated in the course is that the project assessment should take place while the project is being undertaken instead of at the end of it. An example of a project usually taken by the students is presenting or disseminating a finished product.

Based on the discussion of the findings drawn from the questionnaire and structured interview, it is evident that both students and educators English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram, needed the EFL Sociolinguistics teaching materials based on project-based learning model (PJBL). It will help guide the teachers in designing teaching materials which contribute positively to developing students’ skills and knowledge. Five variables required for this design are a complete understanding of the purpose of teaching materials for Sociolinguistics, the topics of teaching materials for Sociolinguistics, learning exercises for Sociolinguistics, models and delivery of evaluation for Sociolinguistics, and implementation of project-based learning model (PJBL) in Sociolinguistics course.

The study's limitation was that it only involved 60 respondents. It is expected that future research can engage more participants and expand the scope of the research beyond the eleven topics as the focus of this study.

6. Conclusions

This study revealed that clear goals are mandatory in designing teaching materials for EFL Sociolinguistics based on the PJBL model. Clear goals would help accomplish five objectives. First, students can focus on enhancing the knowledge described in the learning outcomes. Second, materials' relevance and suitability with the topics should be a concern in designing teaching material. Next, the form of exercise for students shall be carried out independently and in groups. Also, an evaluation of Sociolinguistics should be carried out at the end of each topic instead of all at once at the end of the course. Lastly, student-centred learning is needed in Sociolinguistics learning, and PBJL is the proper model to cater to this. The findings of this study also prove eleven topics that should be included in teaching materials for EFL Sociolinguistics to increase students’ comprehension of Sociolinguistics. The benefit of this present study is providing information and reference for future researchers to design teaching materials for EFL Sociolinguistics by incorporating other relevant topics, different exercises, and evaluation methods.

7. Acknowledgement

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