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Exploring the Needs of Lecturers for Blended Project-Based Learning Model in Argumentative Writing

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Abstract

The Blended Project-Based Learning (BPjBL) model plays a crucial role in enhancing argumentative writing skills. To implement this model, it is essential to conduct a needs analysis with lecturers. It helps identify their specific requirements and preferences in developing and applying the model.The study aimed to explore lecturers' need for the necessity aspect of the BPjBL model in teaching argumentative writing. The design of the research was quantitative by using a survey. The respondents of the research were 15 lecturers from various universities in Indonesia. They have been chosen using a purposive sampling technique. The criteria were the lecturers who had taught argumentative writing at the university. The data was collected through a questionnaire. The questionnaire was validated by two experts, and the result was very valid. The reliability of the questionnaire was excellent, with a mean score of 0.964. The study was analyzed by using descriptive analysis statistics using SPSS 38. From this study, it was found that the lecturer highly needed the aspects of argumentative writing reason, argumentative writing topic, argumentative writing skill, language ability, language structure, language use, argumentative writing context, and teaching model with a mean score of 3.33. The findings showed that lecturers are highly needed for the argumentative writing aspect and teaching models such as blended learning and project-based learning.

Keywords: *Lecturers' needs, necessity, Argumentative Writing, Blended Learning, Project Based- Learning.*

INTRODUCTION

The landscape of higher education has been rapidly evolving with the integration of technology into pedagogical practice. The blended learning model and project-based- Learning are demanding models for teaching Argumentative Writing in facing 21st-century skills and industry era 5.0. The Blended Learning model can boost student engagement by providing individualized, accessible instruction.(Ferretti & Graham, 2019a). An, 2011). Furthermore, Nimehchisalem & Mukundan, (2011) emphasized that Project Based Learning (PjBL) helps students can develop their critical thinking, teamwork, and problem-solving abilities.

According to Pesce M.S et all, (2016), argumentative Writing is an essential component of academic literacy, that poses a special challenge for the lecturer. This article requires the lecturer to critically evaluate information toward the challenge of teaching argumentative writing. The need for a comprehensive model of teaching like the BPjBL model has the potential to engage students in meaningful learning, and real-world writing tasks in facing the challenge.(Rahmawati et al., 2021)

Moreover, Ferretti & Graham, (2019b); and Yustina et al., (2020) state that the BL model offers accessibility and personalized learning that can increase students' engagement. Project Learning (PBL) supports to fostering of students' critical thinking, collaboration, and problem-solving skills to complement BL (Mergendoller & Thomas, 2000). Considering the importance and the popularity of these models, a significant gap is found in to implementation of the PjBL model especially in the context of Argumentative Writing which requires a higher level of cognitive engagement and lecturer support. (Telaumbanua, 2022)

The instructional method is required given the complexity of argumentative writing teaching and learning. With its capacity to include students in purposeful, practical writing assignments, the BPjBL paradigm shows promise in resolving these issues. However, the lecturers' preparedness and ability to incorporate the model into their teaching practices will determine how successful these two models are. (Patton, 2018). This study analyzed lecturers' need for the BPjBL Model. According to Macalester (2020) Need analysis is divided into three, they are necessity, lack, and want. This article focuses on discussing lecturers ' need for the necessity aspect of the BPjBL model in argumentative Writing.

Two studies show lecturers need toward BPjBL model. The first studies conducted by Oktarina et al., (2023). They found that the lecturers need the principle of learning to write in scientific paper writing. The second study was conducted by (Sutisyana et al., 2022). The findings of their research found that the lecturers need toward BPjBL model for teaching reading and writing. It is assumed that there are still limited studies about the analysis of lecturers 'need for the BPjBL model for writing especially argumentative writing. By completing the requirements analysis to determine what matters most to lecturers in the effective implementation of a blended project-based learning paradigm for teaching argumentative writing, this study aims to fill a significant gap in the literature. Studies have examined how blended learning and PjBL connect with the particular context of teaching argumentative writing, even though numerous studies have examined the advantages and difficulties of these pedagogies on their own. Even fewer have taken into account the requirements and viewpoints of instructors, who are essential to the effective implementation of these models. Lecturers' need on necessity aspect as the target of teaching argumentative writing has to be clear. This article explores what lecturers' need of necessity aspect for developing the BPjBL model in Argumentative Writing course in higher education.

Literature Review

1. The Importance of Argumentative Writing

Writing arguments is a key skill in higher education, because it promotes critical thinking and effective communication. It provides students with the skill to develop well-reasoned arguments which is an essential skill for academic and future employment success. As students construct arguments, they must balance competing perspectives, the strength and validity of the supporting evidence, and counterarguments. Thus they are able to take account of complex circumstances more thoroughly and to arrive at well-founded conclusions.(Nejmaoui, 2018) Students can

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become more knowledgeable decision-makers and learn to detect biases and logical fallacies by critically analyzing opposing arguments. This ability is crucial for both academic performance and overcoming obstacles in the real world, where sound judgment and the capacity to evaluate information critically are essential.

Argumentative writing is one of the compulsory writing skills at the tertiary level for students to make an argument and develop their critical thinking skills (Coffin, 2004). This skill facilitates them to make claims by supporting the reason, questioning the reasons, rebutting them, and reaching a conclusion. Whether they are second/foreign language (L2) learners or not, such skills are essential for tertiary students.

Furthermore, Argumentative writing is the process of supporting and negotiating arguments in written form.(Ferretti & Graham, 2019)The ability to write argumentative writing for the tertiary level is needed. It is useful to measure students' academic achievement (Al-Hammadi & Sidek, 2015) and as the requirement for writing a thesis (Cumming et al., 2016). It can be seen that it is a compulsory skill that can be improved by tertiary students since it is one benchmark to being successful students.

Setyowati et al., (2020) Demonstrate many students do not have strong argumentation abilities when they attend higher education, which harms their academic achievement in a variety of subjects. Students may interact with difficult texts, synthesize several points of view, and offer convincing arguments with the support of a strong argumentative framework, which deepens the understanding of the material. (Cahyadewi, 2021)

In summary, the ability to write argumentative writing is important in higher education since it promotes critical thinking, clear communication, and academic achievement. Utilizing formulating and assessing arguments, learners establish the capacity to scrutinize various viewpoints, evaluate supporting data, and take into consideration opposing viewpoints, leading to well-founded conclusions. Thus, developing one's argumentative writing abilities is essential for success in both the classroom and the workplace.

2. The Role of Blended Project Based- Learning in Higher Education

The development of the Blended Project Learning (BPjBL)Model is very important in the context of modern education, especially at the higher education level. This model focuses not only on mastering the material but also on developing the analytical and creative thinking abilities of students. By facing real-world challenges, the BPJBL model encourages students to participate actively in the learning process.

The BPjBL paradigm encourages students to actively engage in the learning process by putting them up against real-world difficulties. The BPjBL model's adaptability and usefulness in education are further demonstrated by how well it connects with current educational frameworks like the Independent Curriculum. (Rochmahwati et al., 2024b). Students gain the ability to collaborate in groups to solve challenges, which is an essential skill in the workplace. To raise the standard of instruction in higher education, the BPJBL paradigm is essential. BPJBL focuses on fostering students' critical thinking, creativity, and teamwork skills to better equip them to handle both academic and real-world issues. For effective implementation to produce the best outcomes for students' growth, educators and educational institutions must provide the necessary support. (Fahlevi, 2022)

The two models mentioned above have been integrated in a number of studies and are referred to as Blended based Project Learning (Yustina et al., 2020) &(Ummah

et al., 2019). The study's findings demonstrate the efficacy of blended project learning in fostering students' critical thinking abilities, raising their level of success, and fostering their creative thinking. Additionally, other research indicates that students' critical thinking skills can be enhanced through blended-based project learning ((Taufiq et al., 2020). Then, using blended-based project learning can result in flexible learning and an active learning process ((Salma, 2020)). (Tong et al., 2022)

Furthermore, Yustina et al., (2020) have conducted research related to BPjBl. They examined how project-based learning (PjBl) and blended learning (BL) affected the pre-service teachers' capacity for original thought. The study's findings demonstrated that both BL and PjBL have a significant impact on fostering creative thinking, with PjBL being significantly more successful than traditional instruction.. Then Salma, (2020) also conducted a study about the efficacy and impact of BPjBl on students' performance in online learning. During the COVID-19 epidemic, the study demonstrated notable improvements and contrasts between project-based Blended Learning and traditional techniques. Additionally, Husamah (2015) suggests that BPjBL can enhance students' biological thinking abilities. Using the Blended Project Based Learning Model, she examined how the thinking abilities of the treatment and control courses differed. New Biology Education pupils are the topic of this quasi-experimental investigation. The study's findings demonstrated that the Blended Project Based Learning approach successfully helps new students in the Biology Department strengthen their critical thinking abilities

Moreover, Hartia (2022) has used BPjBL to teach STKIP PGRI Jombang kids critical reading. Classroom action research was used as the research design. The study's findings demonstrate that BPjBL can raise students' critical reading proficiency, accomplishment, and involvement in the teaching-learning process. The purpose of the fourth study mentioned above is to assess the impact of BPjBL, examine its use in critical reading, and assess its use for thinking skills. These research demonstrated that BPjBL enhances students' skills and critical thinking. However, in order to develop arguments and persuade the reader about certain subjects, students' critical thinking skills are crucial while teaching argumentative writing.

Particularly for higher education, the BPjBL paradigm provides an all-encompassing approach to contemporary teaching. It distinguishes itself by emphasizing both content knowledge and the development of critical and creative thinking via practical problem-solving. (Alamri, 2021);(Bryan & Volchenkova, 2016)and others indicate how the parm fosters creative thinking and strengthens analytical abilities, making it incredibly flexible to frameworks such as the Independent Curriculum. The BPjBL approach also promotes teamwork, which is an essential ability for the job, when combined with blended learning. (Hartia, 2022) The application of BPjBL has been done by Rochmahwati et al., (2024a) addressed a major research gap in contemporary pedagogy. Through thorough matched sample testing and validation, the research shows a considerable improvement in writing and analytical mastery. This study not only adds significantly to the current body of knowledge but also emphasises how important it is to continue investigating the dynamic characteristics of HPBL.

In conclusion, BPjBL is essential for modern higher education because it integrates creative and critical thinking with real-world problem-solving, aligning well with frameworks like the Independent Curriculum. Research shows BPjBL enhances

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students' analytical abilities, creativity, and academic achievement, outperforming traditional methods in fostering practical skills, teamwork, and independent learning. Studies across disciplines, critical reading, and writing have proven its effectiveness, especially in improving higher-order thinking skills (HOTS). To fully realize its potential, institutions must support its implementation as BPjBL significantly impacts student development and readiness for the workforce. Therefore, it is needed to develop BPjBL as one model for teaching argumentative writing.

3. The Role of Need Analysis in Developing BPjBL Model for Argumentative

In order to identify and gather information about students' language learning needs in the form of conditions that exist between what students receive, what they expect, and what they should receive in language, needs analysis is essential. A learning product's development is maximised by the most comprehensive needs analysis (Yundayani et al., 2017);(Parnawati & Ulinuha, 2019)

A crucial step in creating English as a foreign language teaching materials that are suitable for students' requirements and characteristics is need analysis. Needs analysis was described by Hutchinson & Waters, (1987) They defined needs analysis as the linguistic features students should understand and produce in various situations. According to Ilham (2024) It can be viewed as a procedure to evaluate students' communication needs in order to meet particular learning goals. In order to identify the target needs and learning needs, need analysis seeks to gather data on pupils. As a tool to determine how and what the learning process will be conducted, need analysis examines wants, desires, demands, expectations, motivations, shortages, constraints, and requirements(Padmadewi et al., 2023);(Ilham, 2023)

Furthermore Basturkmen, (2009) separated the needs analysis model into four categories: learner factor, target situation, present situation, and instructional context techniques. Finding language-related tasks, activities, and skills that students should use in their work, study, or professional settings was the aim of target situation analysis. Assessing learners' proficiency with language-related tasks, activities, and abilities in relation to the needs of the target context was part of the present situation analysis. Finding motivation, learning preferences, and needs perceptions were the main goals of learner factor analysis. Lastly, identifying elements of the setting in which the course was held was the focus of teaching context analysis

Moreover, Basturkmen, (2018); Lyu, (2022) stressed that all relevant stakeholders—teachers and instructors, students, governing bodies, alumni, subject matter experts, professionals in the field, sponsors, and employers—participated in the needs analysis,. According to Syaripuddin et al., (2023) and Pantiwati et al., (2023) there are three types of needs. They are lacking, wants, and necessities. Johns et al. (2011) a learner has to know these things in order to perform effectively while making goals. The term "laws" describes how well pupils can perform according to their present competence level. Wants is a viewpoint on what pupils need. Wants is a viewpoint on what pupils need. Research indicates that a comprehensive needs analysis enables the development of BPBL models that satisfy the particular needs of students, boosting their output and creativity when finishing writing projects(Oktarina et al., 2023).

Furthermore, Maharani et al., (2023) explains students' writing achievements and tactics across many writing stages are effectively boosted by the blended process-based approach, which blends flipped classrooms with traditional approaches. Additionally, peer leadership is essential for deeper involvement and argument refining in collaborative argumentative writing in a blended learning environment (Asmawi et al.,

2024) Understanding these nuanced requirements through need analysis allows educators to design more effective, customized BPBL models that enhance student participation and outcomes.

The needs analysis is a vital process in language learning and teaching, as it helps educators identify and address the gap between students' current abilities, expectations, and required competencies. By examining factors such as student motivation, proficiency, and learning objectives, needs analysis provides crucial insights for developing effective teaching materials tailored to learners' specific requirements. Various models, including target situation, present situation, and learner factor analyses, ensure that educational content meets students' linguistic and communicative needs in different contexts.

Stakeholders, including teachers, students, and professionals, contribute to this process to ensure a comprehensive understanding of learners' needs. Research highlights that well-conducted needs analysis fosters the creation of more relevant learning models, such as BPBL, which enhances students' critical thinking and writing skills, particularly in argumentative writing tasks. Understanding student needs allows for more customized and effective educational strategies, promoting higher engagement and better outcomes.

In conclusion, needs analysis is a crucial step in developing effective language learning materials and strategies, particularly for teaching English as a foreign language. By identifying learners' target needs, present abilities, and learning motivations, educators can design teaching methods that are tailored to students' specific requirements. This process encompasses analyzing necessities, lacks, and wants, ensuring that language tasks and activities are relevant to the learners' future environments. Furthermore, integrating project-based and blended learning models, informed by comprehensive needs analysis, has been shown to enhance students' critical thinking, writing skills, and engagement, particularly in academic writing and argumentative tasks.

METHODS

Research Design

The method of the study was a survey quantitative method with a cross-sectional design. This design was used to provide a comprehensive understanding of lectures' need of necessity aspect for developing the Blended Project Based-Learning (BPjBL) model in Argumentative Writing.

Samples

Fifteen instructors of argumentative writing courses in Indonesian higher education served as the study's sample. Using a purpose sampling technique, they were selected based on the lecturers' backgrounds in teaching argumentative writing. Since not all Indonesian institutions provide argumentative writing courses in the English department, the researchers selected 15 instructors as samples. As a result, the researchers simply selected the professors who instruct Argumentative Writing in the English department program at numerous Indonesian universities.

Techniques in Data Collection and Analysis

Data on student needs were obtained through distributing questionnaires to the lecturers. The questionnaire consists of 34 items of statement. The items were

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developed into 230 sub-items of statement. The statements were developed from 3 aspects, namely necessity, lack, and wants.

To determine the feasibility of the needs analysis instrument, researchers conducted a validation process from experts. This instrument was validated by two experts. Based on the results of data processing recapitulated from two validators, it was found that the questionnaire instrument for analyzing teachers' needs for the development of the BPjBL model for Argumentative Writing courses that have been designed can be used without revision because it is in the range of 40-48. It means the questionnaire was valid. To determine the reliability of the questionnaire, the researcher used SPSS 38 Cronbach's Alpha technique. The result of the data reliability obtained was 0.970.

The data was analyzed by using the SPSS 38 version. The scores obtained from questionnaires were analyzed by using theories adopted from Hatim (2000) that can be described as follows:

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Tabl. 3. Category of Student Needs Analysis Results

No	Mean Score	Category
1	0.0 - 1.00	Not needed / Very Low
2	1.01 - 2.00	Less needed / Low
3	2.01 - 3.00	Needed / High
4	3.01 – 4.00	Highly needed/ Very high

Adopted from Hatim (2000)

Based on the table above, for the need of necessity, researchers used the category Higly needed for a mean score of 3.01 - 4.00, needed or a mean score range of 2.01 - 3.00, less needed for a score range of 1.00 - 1.00 and not needed for a mean score range of 0.00 - 1.00. For the lacking aspect, researchers used a very high category for a mean score of 3.01 - 4.00, a mean score of 2.01 -3.00 with a high category, a mean score of 1.01 - 2.00 with a low category, and a mean score of 0.00 - 1.00 with a very low category. This article just focused on discussing the necessity aspect that used the category " not needed" until "highly needed".

RESULTS AND DISCUSSION

Specifically, this section was intended to provide further details regarding the lecture's needs related to the Blended Project-based Learning model for Argumentative Writing. The researcher just discusses the necessity aspect of the need.

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These four indicator

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Necessities of Argumentative Writing Reason

The lecturer needs toward the aspect of argumentative writing reason. The data analysis from the questionnaire can be described in the following table:

Table 1. Lecturers 'Necessities of Argumentative Writing Reason

No	Statement	Mean Score	Category
1.	Developing Critical Thinking Skills	3.53	Highly Needed
2.	Improve Writing Skills	3.53	Highly Needed
3.	Strengthen Argumentation Skills	3.53	Highly Needed
4.	Develop Problem-Solving Skills	3.40	Highly Needed
	Total *Mean Score*	3,41	Highly Needed

Based on the data in the table above, The lecturer's reason to teach argumentative writing is because it can develop students' critical thinking skills, improve students' writing skills, and strengthen their argumentation skills with a mean score of 3.53 in the highly needed category. While developing problem-solving skills with a mean score of 3.40, but still in the same category, namely highly needed. It can be concluded that lecturers respond to the importance of teaching argumentative writing with all the statement items above as a whole with a mean score (3.41) in the highly needed category.

Necessities of Argumentative Writing Topic

The lecturers need many topics to be discussed in argumentative writing. The topics that are needed by the lecturers can be seen in the following table:

Table 2. Lecturers' Necessities of Argumentative Writing Topic

No	Statement	Mean Score	Category
1.	News	3.40	Highly Needed
2.	Unique information	3.06	Highly Needed
3.	Technology	3.40	Highly Needed
4.	Culture	3.13	Highly Needed
5.	Education	3.46	Highly Needed
6.	Islamic	3.33	Highly Needed
7.	Politics	3.20	Highly Needed
8.	Economy	3.13	Highly Needed
9.	Health	3.06	Highly Needed

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10.	Sports	3.13	Highly Needed
11.	Entertainment	2.80	Needed
12.	Youth life (family life)	2.93	Needed
13.	Environment	3.33	Highly Needed
14.	Science	3.13	Highly Needed
15.	Rational analysis	3.33	Highly Needed
	Total *Mean Score*	3,18	Highly Needed

Based on the table above, the topic that is considered important by lecturers in teaching argumentative writing is the topic of education with a mean score of 3.46 which falls into the category of highly needed. It indicated that this topic was very important in supporting argumentative writing teaching activities. The topics of entertainment with a mean of 2.80 and teenage life with a mean of 2.93 were in the needed category indicating that although still in the important category. Entertainment topics were not too necessary compared to other topics. All of the statement has a total mean score of 3.18 which is also in the highly needed category.

Necessities of Argumentative Writing Skill

In this necessity aspect, researchers also analyzed the skills that are important to be taught by lecturers in argumentative writing courses. The results of the data analysis can be seen in the following table.

Table 3. Necessities of Argumentative Writing Skill

No	Statement	Mean Score	Category
1.	Critical thinking skills	3.66	Highly Needed
2.	Argument drafting skills	3.73	Highly Needed
3.	Good writing skills such as grammar, sentence structure, and appropriate use of language style.	3.46	Highly Needed
4.	Skills to organize the essay well, including a clear introduction, development paragraphs, and a strong conclusion	3.60	Highly Needed
5.	Skills to use evidence and references	3.53	Highly Needed
6.	Analysis and synthesis skills	3.60	Highly Needed
	Total *Mean Score*	3,59	Highly Needed

Based on the data, the highest skill needed in teaching argumentative writing was the skill of composing arguments with a mean score of 3.73) including in the category of highly needed. It was followed by good writing skills such as grammar, sentence structure, and the use of appropriate language styles with a mean score of 3.46 in the highly needed category. Overall, all the skills listed in this data fall into the highly needed category, with a mean score of 3.59.

Necessities of Argumentative Writing Target

The lecturer has many targets in teaching Argumentative Writing, The target of teaching argumentative can be described as follows:

Table 4. Lecturers ' *Necessities of Argumentative Writing Target*

No	Statement	Mean Score	Category
1.	Informs readers about a particular issue	3.20	Highly Needed

2.	Convince the reader of the validity of the author's views through logical arguments and strong evidence.	3.53	Highly Needed
3.	Presenting a balanced perspective by considering multiple viewpoints and rebutting opposing arguments fairly.	3.46	Highly Needed
4.	Develop critical thinking	3.66	Highly Needed
5.	Solve problems	3.20	Highly Needed
6.	Develops writing and communication skills	3.53	Highly Needed
7.	Improve topic understanding	3.46	Highly Needed
8.	Improve analysis and synthesis skills	3.66	Highly Needed
	Total *Mean Score*	3.46	Highly Needed

Based on the data in the table above, the highest targets that are important to achieve in teaching argumentative writing by lecturers were developing critical thinking, and improving analysis, and synthesis skills with a mean score of 3.66 in the highly needed category. Meanwhile, the targets with the lowest mean score were providing information to readers about certain issues and solving problems, both of them had a mean score of 3.20, but they were still in the highly needed category. Overall, all of the above writing skills are considered very important by the lecturers with a total mean score of 3.46 which is in the highly needed category.

Necessities of Language Ability

Language ability is important to be taught by the lecturer. The lecturers' needs related to language ability can be described in the following table:

Table 5. Lecturers' Necessities of Language Ability

No	Statement	Mean Score	Category
1.	Mastery of grammar	3,26	Highly Needed
2.	Vocabulary	3,26	Highly Needed
3.	Argumentation skills	3,53	Highly Needed
4.	Transition skills	3,26	Highly Needed
5.	Idea development	3,60	Highly Needed
6.	Coherent writing	3,53	Highly Needed
7.	Analytical skills	3,60	Highly Needed
8.	Persuasive writing	3,53	Highly Needed
9.	Contextual understanding	3,46	Highly Needed
	Total *Mean Score*	3,44	Highly Needed

Based on the data, the skills that have the highest mean score were idea development and analytical skills with a mean score of 3.60 which falls into the highly needed category. Meanwhile, the skills with the lowest mean score such as mastery of grammar, appropriate city, and skills in using transitions had a mean score of 3.26) and also fell into the highly needed category. Overall, the lecturers highly needed all skills in teaching argumentative writing a mean score of (3.44).

Necessities of Language Structure

Language structure plays an important role in argumentative writing. The lecturers' need for language structure can be seen in the following table:

Table 6. Lectrers' Necessities of Language Structure

No	Statement	Mean Score	Category
1.	Proper use of tenses	3,20	Highly Needed

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2.	Complex sentence structure	3,40	Highly Needed
3.	Construction of relative clauses	3,20	Highly Needed
4.	Use of modal verbs	3,26	Highly Needed
5.	Subject and verb consistency (Subject-Verb Agreement)	3,40	Highly Needed
6.	Use of Conjunctions	3,46	Highly Needed
7.	Appropriate use of phrases and idioms	3,13	Highly Needed
8.	Punctuation	3,26	Highly Needed
	Total *Mean Score*	3,28	Highly Needed

Based on the data, the use of conjunctions obtained the highest mean of 3.46. It indicates the lecturers highly needed the use of conjunction in teaching argumentative writing. While the use of appropriate phrases and idioms had a mean score of 3.13, still in the highly needed category. Overall, the grammar aspects such as the use of tenses, complex sentence structures, relative clauses, modal verbs, subject-verb consistency, and punctuation also received high ratings with a total mean score of 3.28.

Necessities of Language Use

The next necessary aspect is language use that needs to be taught by lecturers in argumentative writing courses is language use. The data analysis for this aspect can be described in the table below:

Table 7. Lecturers' Necessities of Language Use

No	Statement	Mean Score	Category
1.	Use of appropriate diction (Word Choice)	3,73	Highly Needed
2.	Use of formal language style (Formal Style)	3,60	Highly Needed
3.	Use of varied sentence structure (sentence variety)	3,60	Highly Needed
4.	Use of transitions	3,46	Highly Needed
5.	Use of rhetorical devices	3,60	Highly Needed
6.	Use of evidence and data	3,80	Highly Needed
7.	Use of clarification and elaboration	3,86	Highly Needed
8.	Use of logical structure	3,86	Highly Needed
9.	Use of persuasive writing techniques	3,73	Highly Needed
	Total *Mean Score*	3,69	Highly Needed

The Language use that is highly needed by lecturers in teaching Argumentative Writing is the use of clarification and elaboration and the use of logical structure with a mean score of 3.86, They are in the category of highly needed. Meanwhile, the lowest mean score was the use of transitions with a mean of 3.46, which was also categorized as highly needed. Overall, The lecturers need all aspects of language use in teaching Argumentative Writing with a mean score of 3.69 which was categorized as highly needed.

Necessities of Argumentative Writing Context and Situation

Furthermore, Lecturers need to teach argumentative writing to improve student's English language skills both oral and written in situations that can be described in the following table:

Table 8. Lecturers' Necessities of Argumentative Writing Context and Situation

No	Statement	Mean Score	Category

1.	Academic	3,60	Highly Needed
2.	Professional	3,53	Highly Needed
3.	Debates and presentations	3,60	Highly Needed
4.	Publications and media	3,53	Highly Needed
	Total *Mean Score*	3,56	Highly Needed

Based on Table 8, academic debates and presentations had the highest mean score of 3.60 in the highly needed category. Furthermore, professional and publication and media statements have the same mean score of 3.53 in the highly needed category. The mean score for all aspects of writing context and situation was 3.56 in the highly needed category.

Necessities of Teaching Model

The lecturers also need a teaching model for teaching Argumentative Writing. The data from a questionnaire about the teaching model can be described below:

Table 9. Lecturers' Necessities of Teaching Model

No	Statement	Mean Score	Category
1.	Blended based learning	3,20	Highly Needed
2.	Project-based learning	3,60	Highly Needed
3.	Problem-based learning	3,33	Highly Needed
4.	Inquiry-based learning	3,46	Highly Needed
	Total *Mean Score*	3.39	Highly Needed

Based on the existing data, learning models are very important to be used by lecturers in learning Argumentative writing. The Project-based Learning model with a mean score of 3.60 got the highest response which was categorized as highly needed. It was followed by the Inquiry-based Learning model with a mean score (3.46) which was also included in the highly needed category. Next, Problem-based Learning with a mean score of 3.33 which falls into the same category. Finally, Blended Learning with a mean score of 3.20 in the highly needed category. It can be concluded that lecturers responded all learning models in the statement items above are very important to use to teach argumentative writing. For all aspects of for teaching model above had a mean score of 3.39 that categorized in the highly needed category.

Discussion

Nine findings are discussed in this discussion. First, The study highlights that the primary reasons for teaching argumentative writing are to foster critical thinking**,** improve writing skills**,** strengthen argumentation**,** and develop problem-solving skills**.** (Rahmawati et al., 2021);(Johan, 2024);(Nejmaoui, 2018) It underscores the value of argumentative writing in promoting higher-order thinking. Asserts that argumentative writing stimulates critical thinking by requiring students to evaluate evidence, consider multiple perspectives, and construct well-reasoned arguments. These studies emphasize that argumentative writing enhances critical reasoning by encouraging students to question assumptions and engage with complex problems. In line with this, the present study's findings demonstrate that lecturers recognize the multifaceted role of argumentative writing in cultivating essential cognitive skills. Furthermore, the emphasis on improving writing skills (mean score: 3.53) is consistent with research that was conducted by Ferretti & Graham, 2019a), who argue that structured argumentative writing tasks improve students' overall writing quality, including

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coherence, organization, and grammar. The present findings affirm that lecturers perceive argumentative writing as an effective means to improve students' general writing proficiency while simultaneously enhancing their argumentative abilities. This dual benefit is well-supported by literature, positioning argumentative writing as a critical tool for academic success.

Second, the findings reveal that lecturers prioritize topics such as education (3.46), technology (3.40), and news (3.40) as crucial for teaching argumentative writing. These preferences reflect the relevance of contemporary and real-world issues in fostering student engagement and critical (Asser & Poom-Valickis, 2002) highlight the importance of incorporating real-world issues into argumentative writing instruction, suggesting that topics related to education, technology, and societal issues encourage students to apply their critical thinking and argumentation skills to relevant contexts. The study's findings align with this perspective, indicating that lecturers prefer topics that allow students to explore complex, multidimensional issues. Interestingly, the topics of entertainment (2.80) and youth life (2.93) received lower importance scores, suggesting that lecturers may view these topics as less academically rigorous or relevant to developing strong argumentative writing skills. This is in line with Nussbaum Schraw (2007) who argues that the selection of intellectually challenging topics is crucial for fostering deep engagement and critical thinking in argumentative writing.

Third, The lecturers highly needed argumentative writing skills**.** The highest-rated skill, argument drafting skills (mean score: 3.73), reflects the centrality of constructing coherent, logical arguments in argumentative writing instruction. (Yang, 2022) explains in his research about the Toulmin model of argumentation, which emphasizes the importance of claims, evidence, and reasoning, which is widely recognized as a framework for teaching argument construction. The present findings indicate that lecturers place significant emphasis on teaching students how to draft strong arguments, reinforcing Toulmin's model as a guiding principle for argumentative writing pedagogy. Moreover, critical thinking skills (mean score: 3.66) and organizational skills (3.60) are also highly prioritized, echoing findings from Weinberger et al., (2007) who argue that argumentative writing helps students organize their thoughts and complex problems systematically. The study’s results suggest that lecturers need the holistic development of writing skills, with an emphasis on logical structure, evidence use, and analysis, all of which are essential components of effective argumentative writing.

Fourth, Related to the argumentative writing target, the findings of this study underscore the significance of developing critical thinking, analysis, and synthesis skills in teaching argumentative writing, aligning with the work of Nejmaoui, (2018) &(Johan, 2024) who emphasizes the role of argumentative writing in promoting higher-order thinking. The high priority placed on critical thinking and analytical skills (3.66) reflects the importance of constructing well-reasoned arguments, a core component of Ferretti and Graham's (2019) research, which argues that structured writing tasks enhance not only argument quality but also coherence and writing proficiency.

Furthermore, the study's focus on logical argumentation and the use of evidence (mean score: 3.53) is consistent with Wambsganss et al., (2022); and Yang, (2022) work on the Toulmin model of argumentation, which emphasizes claims, evidence, and reasoning as key components of persuasive writing. Additionally, the necessity of presenting balanced perspectives (mean score: 3.46) aligns with Nussbaum Schraw's (2007) assertion that exposing students to multiple viewpoints fosters critical engagement and deeper reasoning. While the lower emphasis on informing readers and

problem-solving (mean score: 3.20) reflects a shift towards prioritizing argumentation over informational writing, these findings collectively affirm the multifaceted role of argumentative writing in fostering critical thinking, enhancing writing proficiency, and preparing students for academic and professional success

Fifth, The lecturer highly needed language ability and structure in teaching argumentative writing. The study identifies idea development (3.60) and analytical skills (3.60) as the most necessary language abilities in teaching argumentative writing. These findings align with Luna et al., (2020) who argue that effective argumentative writing requires students to not only present their ideas clearly but also analyze and synthesize information to form compelling arguments. Additionally, the importance placed on coherent writing (3.53) and persuasive writing (3.53) reflects the need for clarity and persuasiveness in academic writing, as highlighted (Zhang Keke, 2019) who asserts that argumentative writing must be structured in a way that is both logically sound and rhetorically convincing.

Sixth, the focus on **language structure** particularly the use of **conjunctions** (3.46), **complex sentence structures** (3.40), and **subject-verb agreement** (3.40) suggests that lecturers recognize the importance of mastering grammatical elements to enhance the clarity and precision of argumentative writing. This finding aligns with (Graham & Perin, 2007)and Saputra et al., (2021) who emphasize that grammatical accuracy is crucial in academic writing to ensure that arguments are communicated effectively. The present study affirms that lecturers view these linguistic skills as integral to producing well-structured and compelling arguments.

Seventh, The findings of this study emphasize the critical role of **language use** in teaching argumentative writing, with all aspects showing a high level of necessity (3.69). The **use of clarification elaboration** and **logical structure** were rated the highest (3.86), reflecting their importance in ensuring clarity and coherence in argumentation, which aligns with Ferretti and Graham's (2019) assertion that clear argumentation enhances writing quality. The high necessity of **evidence and data use** (3.80) resonates with Yang, (2022) who explains the discussion of Toulmin's model of argumentation, which emphasizes the need for well-supported claims in persuasive writing. Additionally, the focus on **appropriate diction** and **persuasive techniques**3.73) highlights the role of precise language and rhetorical strategies in making arguments compelling and supporting (Zhang Keke, 2019) views on persuasive discourse. Although **transitions** had the lowest score (3.46), they are still seen as vital for maintaining coherence, consistent with Nussbaum and *Schraw's (2007*) emphasis on smooth argumentative flow. Overall, the study underscores the comprehensive importance of mastering various aspects of language in crafting well-structured and persuasive arguments, a theme well-documented in academic writing literature.

Next, Lecturers also indicated that academic and debate settings (3.60) are the most important contexts for teaching argumentative writing, reinforcing the idea that these skills are essential for success in academic and professional settings. (Pesce M.S et all, 2016) Emphasize the importance of argumentation in academic and professional settings where students are often required to defend their ideas and engage in critical debates. The present study's findings suggest that lecturers view argumentative writing as a key tool for preparing students to participate effectively in academic discussions and professional presentations, where strong argumentation and critical thinking are essential.

Finally, The findings show that project-based learning (3.60) is the most favored teaching model, followed by inquiry-based learning (3.46), problem-based learning (3.33), and blended learning (3.20). The researchers just discussed about two models,

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they are blended learning and project-based learning. To accomplish these educational objectives, this conversation examines how these two models work in concert and complement one another. A flexible individualized learning experience is offered by the blended learning (BL) model, which blends online and in-person teaching techniques. The BL model is essential for students for several reasons. First, BL helps students with information management and digital literacy. In 2023, Oktavia et al. Students must engage with multimedia information, access online research resources, and interact with digital platforms in blended learning environments. These exercises promote information management and digital literacy, two qualities that are essential for creating arguments with solid evidence. They gain the ability to recognize reliable sources, assess digital content, and incorporate this knowledge into their writing to strengthen and substantiate their claims. Second, BL fosters critical thinking and self-directed learning. According to Prafitasari et al., (2021) and Newbury, (2013)) Students are given more flexibility over their education thanks to BL's asynchronous component. Through the utilization of virtual courses, learners cultivate self-control and critical thinking abilities while scrutinizing intricate texts, pinpointing pivotal points, and amalgamating knowledge autonomously. Since students must critically assess other viewpoints before presenting their own, this autonomous investigation is essential for developing complex arguments in writing.

The implications of this research are significant for both curriculum development and pedagogical practices in higher education. First, the findings suggest that universities should prioritize the teaching of argumentative writing, with a strong emphasis on critical thinking and writing proficiency. Curriculum designers should incorporate real-world, intellectually challenging topics to engage students in meaningful complex arguments. Second, lecturers should adopt a project-based and blended learning model, which promotes independent learning, digital literacy, and critical thinking, offering flexibility and enhancing students' abilities to interact with multimedia resources while constructing well-supported arguments. Third, educators should ensure a balanced approach to teaching language structure, argument construction, and critical thinking, as these core competencies are essential for students to produce coherent, persuasive, and grammatically sound arguments for academic and professional success. Lastly, the study highlights the importance of preparing students for real-world applications of argumentation by emphasizing academic and debate settings. Integrating debate and presentation tasks into the curriculum will provide students with practical experience in articulating and defending their ideas effectively in diverse professional environments.

CONCLUSION

The study underscores the pivotal role of argumentative writing in higher education, primarily focusing on fostering critical thinking, improving writing proficiency**,** strengthening argumentation abilities, and enhancing problem-solving skills. The findings reveal that lecturers prioritize real-world, contemporary topics such as education**,** technology**,** and news, which align with fostering critical engagement. These preferences show that lecturers value the relevance of these issues in enhancing students' ability to apply critical thinking and argumentation skills. Conversely, less focus is placed on entertainment and youth life, suggesting that lecturers may view these topics as less academically challenging. When it comes to argumentative writing skills, the study emphasizes the importance of argument drafting skills**,** critical thinking**,** and organizational skills. It indicates that lecturers emphasize logical structure, use of evidence, and analytical reasoning in teaching argumentative writing.

In terms of language use, lecturers identified idea development, analytical skills, and coherent and persuasive writing as critical components in crafting well-structured arguments. Furthermore, attention to grammatical accuracy, such as conjunctions and complex sentence structures, is seen as crucial in ensuring clarity and precision in students' writing. Furthermore, Lecturers also recognized academic and debate settings as the most important contexts for teaching argumentative writing, suggesting that these skills are essential for academic and professional success. This finding supports the view that argumentative writing is key in preparing students to engage in critical discourse and professional presentations. Finally, the study shows a preference for project-based learning as a favored teaching model, with blended learning also playing a significant role. The combination of these models promotes digital literacy, self-directed learning, and critical engagement with information, all of which are essential in constructing evidence-based arguments.

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