DEVELOPING SENTENCE–BASED WRITING SYLLABUS
AND INSTRUCTIONAL MATERIALS FOR ENGLISH DEPARTMENT STUDENTS

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Abstract: Sentence-based Writing (SBW) course introduces the students to the skill of writing in which students are taught to make grammatical sentences in the level of clause structure. However, the syllabus and the materials for this course are considered ineffective. This present study employed Research & Development (R & D) cycles for developing syllabus and instructional materials. The theories adopted for syllabus and materials were Richard’s (2001) and Tomlinson & Masuhara’s (2004), respectively. The steps were mapping materials, developing criteria and framework for evaluation and development, selecting and adapting available materials, developing necessary original materials, and designing activities. Needs analysis was conducted prior to designing syllabus by using the following instruments: documentation, questionnaire, interview, and library research. The validation and try-out displayed positive results that the products of development were appropriate to be used in classroom activities of SBW course.

Keywords: Sentence-based Writing, Syllabus, Instructional Materials

In English Study Program, Faculty of Cultural Studies, Universitas Brawijaya, English teaching is expected to help students develop their communicative competence both in spoken and written form, which is manifested in four language skills: listening, speaking, reading and writing. Writing is one of the four language skills which should be developed in teaching English. According to Suparno (2002), writing is a complex activity involving a series of activity of a person in expressing ideas and deliver it in the form of written language for readers to understand the content exactly as what the writer means. Therefore, to be able to clearly deliver the intention, producing a piece of writing requires standard forms of grammar, syntax, and word choice (Abbas, 2006, p.125).

With regard to the importance of writing skill, English Study Program Faculty of Cultural Studies Universitas Brawijaya (UB) provides some courses of writing to meet the challenge of writing competence in college level. Sentence-based Writing course is one of the skill subjects offered at this study program. Sentence-based Writing (SBW) is the first level of the writing course and is offered in the second semester at the English Study Program UB. The course introduces students to the skill of writing focusing on the skills of expressing various kinds of meanings, focusing on clauses by employing the knowledge of coordination and subordination and connecting it into logical connections by means of those conjunctions accurately, effectively, and acceptably (Pedoman Pendidikan Sarjana Fakultas Ilmu Budaya, 2016). In other words, in this course students are taught to make grammatical sentences in the level of clause structure. As its name suggests, SBW course actually teaches students the very beginning level of writing skills starting from writing in the level of clauses and sentences.

As SBW course serves as the basic foundation of students’ writing skill, the availability of a syllabus for a Sentence-based Writing (SBW) course along with its material plays a very important role in teaching English. Masuhara (1993) states that teachers can even be said to play an indispensable role in the development of materials for their learners and classrooms, and also their role in materials development is very crucial. When either a syllabus or instructional materials are not available, the objectives of the course cannot be well achieved.

Despite the importance of the Sentence-based Writing (SBW) course at the college level, the imple-
mentation of this course in English Study Program of Universitas Brawijaya is considered inadequate. It is due to the fact that the syllabus and the materials for this course are not ideal as they were not developed based on a careful and thorough research; and then when those are used in the teaching process in the classroom, many problems arose.

So far, the implementation of the teaching and learning process of Sentence-based Writing (SBW) course is based on an available syllabus and instructional material which needs much improvement. However, the existing syllabus has some weaknesses. First, the development of syllabus and the instructional material of the course does not meet the standard criteria of IQF-based curriculum (Indonesian Qualifications Framework). This curriculum framework requires the syllabus maker as well as the material developer to develop a syllabus and instructional materials by looking at someone’s competence in acquiring a certain knowledge, and not only based on the output or the product at the end. Thus, material for learning process is arranged in a way that enables students to find out the structure of certain knowledge. They are supposed to find out their own way in revealing the patterns of certain knowledge instead of being taught about the ‘formulation’ in grammar. In other words, exercises given in the previous sentence writing materials are so prescriptive in which students are taught rules and patterns without trying out to find their own. Consequently, students tend to be spoonfed with grammatical rules. They are not active in finding out their own rules and are not trained to do so.

Another weakness of the existing syllabus and instructional materials of SBW course is that they do not go through a series of research steps, so they are not developed based on needs analysis. The development of syllabus and instructional material should actually consider the needs of teachers as well as students, so that they will not go out of track. Besides, reviewing the existing document like the curriculum and Faculty guidance related with the course is also important. As there is no prior needs analysis conducted regarding the development of syllabus and instructional material, no wonder that they are far from ideal. Consequently, the syllabus and instructional materials cannot meet the objectives of the course. In addition, the materials taught in SBW is more like the teaching of grammar, so the content of the syllabus and its materials are full of grammar exercises. One of the reasons of the ‘inappropriate’ syllabus and material is that the existing syllabus was constructed in a very limited time. Also, there was no process of analyzing what teachers and students want (needs analysis). Based on an interview result in the preliminary study, the lecturers teaching SBW feel difficult in using the book as it looks more like a grammar book. They said that students become too unhappy as they expect to have writing subject and not grammar. Consequently, the students attending the class feel unmotivated. The result of preliminary study conducted on February 14, 2017 found out that there is an urgent need to develop a new proposed syllabus and instructional materials on this particular course.

There are some studies conducted in the same area, yet they did not deal with the steps used in this study. This study will start the syllabus construction by having needs analysis followed by syllabus design, material development, expert validation, try-out, and revision. This is based on Masuhara’s (2004) model of material development that is not applied in the previous studies.

In accordance with the background of this study, the problem of this study is: What kind of Sentence-based Writing (SBW) course syllabus and instructional materials are appropriate for English Study Program students of Universitas Brawijaya.

REVIEW OF LITERATURE

This theoretical framework is important to guide the writers in developing the syllabus and instructional materials of Sentence-Based Writing (SBW) course. The following is the explanation.

1. The Construct of Sentence-Based Writing

A library research needs to be conducted in designing a Research and Development on Sentence-based writing. This is done in order to know the construct of the course as it gives a guidance on how the syllabus and the instructional materials will be created.

Brown (2007) states that a good writing requires some basic skills, a good deal of practice and some specific training. Davies (2000) states that good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involves some basic skills such as handwriting or typing, spelling, constructing grammatical sentences, and punctuation. Meanwhile, Nunan (1992, p.38) says that successful writing then involves mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one’s intended meaning, reflecting given/new information and topic/comment structures, polish-
ing and revising one’s initial efforts, and selecting an appropriate style for one’s audience.

The types of writing, according to Brown (2007) are: (1) Imitative (writing down, imitating from texts (English letters, words, or sentences), dictation), (2) Control Writing (changing present tense to past tense, Guided Writing), (3) Self-Writing (note-taking, diary or journal writing, dialogue journal (student records thought)), (4) Display Writing (short answer exercises, essay examinations, research reports), (5) Real Writing (Academic, Vocational/technical, letters, post cards, notes, personal messages, etc).

According to Hochman (2009), the coverage for sentence writing is, but not limited to, the classification of sentences according to its structure which is divided into Simple Sentence, Compound Sentence, Complex Sentence, and Compound-Complex Sentence. Moreover, Oshima & Hogue (2006) propose some topics discussed for beginner writers under the coverage of sentence-based writing namely types of sentence, kinds of sentence, and sentence writing problems e.g. fragments, run-on sentence, comma splice, choppy sentence, and stringy sentence.

In addition, the coverage for basic writing may cover the activity of distinguishing between sentences and sentence fragments, straightening out scrambled sentences; identifying sentencetype, developing questions, using coordinating and subordinating conjunctions, combining multiple sentences into one, expanding sentences, summarizing, understanding the parts of speech and use them correctly in writing activities, and adding and move phrases and clauses within a sentence (Hochman, 2009).

2. Previous Studies

Based on the theoretical underpinning employed in this study, the research finding reviewed in this section is limited to syllabus and material development. Arifin (2010) developed an ESP syllabus and material for management students at Borneo University. Considering that there was no syllabus and instructional materials to teach ESP for management, he developed the syllabus along with its materials. Another study conducted by Rahmiati (1995) was also the development of a set of Reading Comprehension materials for medical students at Brawijaya University. The final product of this study is a prototype of English course materials for medical students that need close guidance of the teachers. She developed the materials by following the procedures suggested by Taba (1962). Susyla (1994) also developed reading materials for students of Faculty of Economics at Muhammadiyah University Bengkulu. According to her, the factors for the failure of teaching English might be from the students themselves such as low motivation and aptitude, and they can be from non-language factors outside the students such as big classes, curriculum, and number of learning hours, teachers, methods and material instructions. As methods and materials are in the hand of teachers to improve, she then developed a set of instructional materials for the first semester of Economics students of Muhammadiyah University Bengkulu. She developed the materials by following the procedures suggested by Dick and Carey (1985). The materials are adapted and simplified from the authentic economics textbooks. The purpose of developing the materials is to help the students comprehend their economics textbooks written in English.

METHOD

1. Research Design

This study was intended to develop a syllabus and instructional material of Sentence-based Writing; therefore, the most appropriate design of this study is Research and Development (R&D). According to Borg and Gall (1989, p.772), R&D is a process used to develop and validate educational products. Thesyllabus and instructional material development is considered as the best solution as the new proposed syllabus and the instructional material can give direction to the teach-learning process and they provide a guide for the lecturers to reach the course objectives.

To develop a syllabus, the R&D cycle adopted was Richard’s steps on syllabus development (2001). There are six (6) steps consisting of developing course rationale, describing the entry and the exit level, choosing course content, determining the scope and the sequence, planning the course structure, and preparing the scope and sequence plan. In addition to Richard’s steps in developing the syllabus, the guidelines provided by National Education Department (2008) is also taken into consideration to develop a syllabus.

To develop the instructional materials, Tomlinson’s and Masuhara’s (2004) steps on developing course materials were adopted. The steps are mapping materials, developing criteria and framework for evaluation and development, selecting and adapting available materials, developing necessary original materials, and designing activities.
The following figure explains the steps of the R & D.

**Needs Analysis**
- Analyzing the readily available syllabus and materials
- Finding out the needs of the students and teachers as well as the instructional objectives and competencies
- Finding out the appropriate construct of sentence-based writing course

Finding out the appropriate activities

(Used as a basis for developing syllabus and material)
(done through preliminary study, distributing questionnaire, document and literature review)

**Syllabus Design**
- Developing course rationale
- Describing the entry and exit level
- Choosing course content
- Determining the scope and sequence
- Planning the course structure
- Preparing the scope and sequence plan

**Material Development** (prototype based on the syllabus)
Mapping Materials
Developing criteria and framework for evaluation and development
Selecting and adapting available materials
Developing necessary original materials
Designing activities

**Product Validation**

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<th>Try-out</th>
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**Final Product**

![Figure 1 Research Procedures from Richards (2001) and Tomlinson and Masuhara (2004)](image)

2. **Participants**
This study was conducted at the Study Program of English Universitas Brawijaya because SBW was taught here. The participants were 34 students of second semester taking Sentence based writing (SBW) course in even semester of 2017/2018 academic year, and two lecturers of Sentence-based Writing course. The students were asked about their opinion concerning their preferences related to methods of assessment and teaching media used in Sentence-based Writing class. Next, in the production of pedagogical syllabus, the experts were asked about his/her constructive feedback and comments on this product as the need of revisions.

3. **Instruments and Technique of Data Collection**
The data of needs analysis gained for this study were collected through four instruments: documentation, questionnaire, interview, and library research. The data were collected in the even semester of 2017/2018 academic year from August to November 2017. The techniques of collecting data were as the following:

a. **Documentation**
By studying legal document, it allowed the writers to get valuable information from educational policy such as the information related to implementation of SBW course at the English Study Program Universitas Brawijaya.

b. **Questionnaire**
There were two questionnaires used in collecting the data. The first was addressed to the students taking SBW course to gain information related with students’ needs on the method of assessment and media used in class. The second questionnaire was addressed to the expert in the form of validation sheets in the stage of product validation.

c. **Interview**
Another instrument was interview. Two lecturers were interviewed about their perceptions on the implementation of SBW course. The aspects being asked comprised methods of teaching, variety of activities used, types of text, reading strategies, and obstacles when teaching Sentence-based Writing course.

d. **Library research**
The last instrument was documentation from library research. The data collected from preliminary study was about the needs of what to teach in SBW course. By doing library research, the researchers figured out what should be included in the syllabus and instructional materials. Table
1 describes the subjects, instruments, and data collected in this study.

4. Data Analysis
After the data collected from the needs analysis were comprehended, it was then used as primary basis to develop syllabus and instructional materials for SBW. The result of the validation and try-out were used as the basis for revising the product of development.

FINDING AND DISCUSSION
FINDING
The Results of R & D Procedures
1. Needs Analysis
The first step of needs analysis was analyzing the available documents in the Academic Handbook of Faculty of Cultural Studies from which the researchers gained some information regarding the implementation and characteristics predetermined by this course, such as the number of credits and the course description was used. The stage of needs analysis also investigated the previously used Sentence-based Writing (SBW) book, so that the researchers had basic reasons of why the old one needs to be revised.

The next step was conducting an interview with the lecturers of SBW course regarding their experience when teaching the course as well as their problems in the classroom. The results were summarized as follows: the lecturers teaching SBW feel difficult in using the book as it looks more like a grammar book. They said that students become too unhappy as they expect to have writing subject and not grammar. Consequently, the students attending the class feel unmotivated.

The third step was conducting a library research. This stage of the research is to identify the needs and problems in intended user context and to make connection between the result of the analysis and the information and theories from literature. In addition, the library research was conducted to find out proper construct of sentence-based writing course related to the concept and theories, so that it is expected that the instructional material developed is ideal to be used. Finding out the appropriate construct of Sentence Based writing course is important as writing consists of many levels, and each level should go along with typical type of material. The products need to be developmentally appropriate with the general purpose of Sentence Based Writing Teaching.

2. Syllabus Design
The syllabus design involves several steps according to Richard's Model (2001).

a. Developing Course Rationale
The course rationale states the objectives of the course, that is, the course introduces students to the skill of writing focusing on the skills of expressing various kinds of meanings, focusing on clauses by employing the knowledge of coordination and subordination and connecting it into logical connections by means of those conjunctions accurately, effectively, and acceptably (Pedoman Pendidikan Sarjana Fakultas Ilmu Budaya, 2016).

Course rationale development deals with the beliefs, values, and goals that underlie the course. These define the goals of the course, the kind of teaching and learning applied in the course, and the teachers' and students' roles. The beliefs and values which underlie the teaching of Sentence Based writing which in this case is a basic part of writing stage aims at familiarizing students with the knowledge of academic writing since their early education in the university as the skill of writing will be very much needed throughout students' learning process in the campus, particularly in the English Study Program Faculty of Cultural Studies, Universitas Brawijaya.

Course rational development answered questions on who the course is for (the students, their needs and characteristics), what the course is about (the content of the course the topic covered), and what kind of teaching and learning will take place in the course (the instructional activities, methods and strategies used). On the question on who the course is for, the needs analysis identified several needs to be fulfilled. This ranges from the needs of knowing that the course is intended for the first semester students of english Department. Other needs deal with the need of having ideal type of syllabus and instructional material which reflects the course description determined by the academic guidance. On the question of what the course is about, the content of the course and the topics covered, the needs analysis identified that the topics chosen should be those relevant to description of the course that has been predetermined by the faculty.

The kind of teaching and learning which will take place in the course, the instructional activities, methods and strategies used, need to be appropriately developed for the level of sentence-based writing course. Thus, reviewing literature is needed to
find out the right concept and theories related to the construct of Sentence-based Writing Course.

b. Describing the Entry and Exit Level

The second step of the syllabus design is describing entry and exit level. It deals with the level of the learners when starting the instruction and the level of proficiency/skill that English learners are expected to reach after the instruction (exit level). As SBW is a new course for them, it can be assumed that the entry level is zero.

c. Choosing Course Content

In choosing the course content, the information gathered during needs analysis was considered and then matched with the available and published literature on the topic, the analysis’ problems, consultation with the English writing lecturers and consultation with the experts in the area of writing. The contents of Sentence-based Writing Course consists of six topics: (1) the concept of clause and its type, (2) the types of sentence and its structure, (3) the types of sentence problems, (4) Noun Clause, (5) Adverbial Clause, and (6) Adjective Clause.

d. Determining the Scope and the Sequence

Scope is concerned with the depth of coverage of item in the course, that is with the questions about the range of content covered and also the extent each topic should be studied.

Related with the concept of clause, the material covers the definition of a clause, the structure of a clause, the types of a clause which is divided into dependent and independent clause, and the clause connectors. The next topic is types of sentences comprising the definition of a sentence, the types of sentences like simple sentence, compound sentence, complex sentence, and compound-complex sentence, the characteristics of each type of sentence along with the kinds of connectors which go along with each type of sentence. The topic of sentence problems discusses problems like comma splice, run-on sentence, fragments, choppy sentence, and stringy sentence, and each is elaborated in terms of its characteristics and its connectors. The next topics are Noun Clause, Adverbial Clause, and Adjective Clause along with each definition, characteristics and connectors.

e. Planning the Course Structure

This stage involves mapping the course structure into a form a sequence that provides an appropriate basis of teaching. There is one aspect in this process requiring more detailed planning, that is selecting a syllabus framework. The framework of the syllabus chosen in this research is topical as the organization of the materials is based on units. Besides, this is assumed to be ideal with the objectives as it aimed to be content based so each unit will have some sub-topics discussed.

3. Materials Development

The step for material development refers to steps proposed by Tomlinson and Masuhara (1993) which are mapping materials based on themes, designing the framework for material development and evaluation, collecting available materials and selecting the already collected materials, developing any necessary original materials, creating activities for use with the materials, and organizing the materials and activities based on the sequence of the syllabus.

The first step in material development was material mapping. The result of material mapping was the assigning of themes and topics throughout the semester. Materials were mapped based on the units outlined in the syllabus.

As stated earlier, the syllabus identified six units. Each of them has some sub-units. In unit 1 (Clause), the material covers the definition of a clause, the structure of a clause, the types of a clause which is divided into dependent and independent clause, and the clause connectors. Unit 2 (Types of Sentences) discusses the definition of a sentence, the types of sentences like simple sentence, compound sentence, complex sentence, and compound-complex sentence, the characteristics of each type of sentence along with the kinds of connectors which go along with each type of sentence. Unit 3 (Sentence Problems) covers the types of sentence problems like comma splice, run-on sentence, fragments, choppy sentence, and stringy sentence which is elaborated in terms of its characteristics and its connectors. The following topics are Noun Clause, Adverbial Clause, and Adjective Clause along with each definition, characteristics and connectors. The mapping of materials can be seen in Table 1.

The next step of material development was designing the framework. The framework dealt with the criteria that the products, hereby materials, needed to have in order to have the learners reach the goals. Some of the common criteria were the appropriateness of the materials with the level of writing skill addressed.

Next is collecting materials and selecting them. This dealt with researching available materials from many sources. The already collected materials in the previous step were then selected using the frame-
work. The first selection was done dealing with the appropriateness of the materials with the construct of Sentence-based Writing theory. The next selection dealt with the appropriateness of the materials for students taking the course.

As there were lacks of material suitable with the framework, development of original materials, which was the next step in material development, was needed. Some of the materials collected were partly appropriate with the framework and thus in need of some adaptations. Adapting the already available materials if necessary, therefore, is the next step in material development.

4. Product Validation

The validation of the products was necessary to see the products’ strengths and weaknesses. From this, there might be things to revise for the betterment of the products. The products of this research were validated by two experts: subject matter expert and practitioner. The subject matter expert was a lecturer who is knowledgeable both in the aspect of syllabus and also writing. The expert was a senior lecturer from Faculty of Cultural Studies UB while the practitioner is a lecturer of FIB UB teaching sentence-based writing who is knowledgeable about the course.

a. Validation from the Subject Matter Expert

The first validation was given to a subject matter expert on 14 April 2017. The expert took two weeks to check and assess the developed products. There were 6 statements of evaluation regarding the product qualification. The product was evaluated based on some elements: the objectives, the materials, the learning strategies, assessment, source, and time allocation. The range of evaluation was from 1 to 4 which is 1 for unsatisfactory, 2 for average, 3 for above average, and 4 for excellent.

The subject matter expert gave score 4 for the objectives listed on the syllabus of Sentence-based Writing Course which means that the objectives are clear and the objectives correspond to the theory of sentence writing.

In terms of the materials, the expert stated the materials already match the syllabus written in the Academic Handbook of Faculty of Cultural Studies as the syllabus prescribes structured orientation. Moreover, the skills offered in the syllabus are also in accordance to the sequence or in other words, it is arranged chronologically. Each part of the syllabus is relevant with the aims and objectives.
In terms of strategies, the method of teaching and learning stated in the syllabus already followed the competence to be achieved and the method used enhances learner’s involvement.

Regarding the assessment, the expert validator gave score 4 which means that the assessment used in the syllabus is sufficiently clear for both the lecturers and the students and a variety of assignments and exercises also involved in the assessment.

Regarding the sources of the materials, the syllabus was scored 4, which means that the activities used are likely to make learners interested and participated in the lesson. The validator advised to add other relevant sources such as Jacobs and Farrell (2003) entitled Understanding and Implementing the Clt (Communicative Language Teaching) Paradigm to keep the source more updated.

In terms of time allocation, the validator gave score 3. She suggested making the evaluations clearer. In addition, the statement on time allocation needs to be stated in the syllabus or manual/guide-line.

The result of syllabus validation shows that the materials are relevant with the syllabus, fit the learners’ language needs, and fit the context and situation of students of higher education. The organization of the materials is also considered suitable. The materials are appropriate for the students, yet the validator suggested to have exercises more on meaning rather than on form.

b. Validation from the Practitioner Expert (Writing Teacher)

The second validation was done by a practitioner to see the applicability of the developed product in assisting their teaching. There were 6 statements of evaluation regarding the product qualification. The product was evaluated based on some elements: the objectives, the materials, the learning strategies, assessment, source, and time allocation. The range of evaluation was from 1 to 4 which is 1 for unsatisfactory, 2 for average, 3 for above average, and 4 for excellent.

The validators scored 4 for the objectives listed on the syllabus of Sentence-based Writing Course which means that the objectives are clear and the objectives correspond to the theory of sentence writing.

In terms of the materials, the practitioner expert stated that the organization of the exercises in the book is properly arranged because it follows the ‘graded’ principles in which the simple and easy tasks come first then followed by the complex and difficult exercises.

Related with the strategies used, the method of teaching and learning already follows the targeted competence and the method enhances learner’s involvement. She said that it is great to use the analogy of young and adult people to illustrate the differences between dependent and independent clause, as stated in the instructional material.

The assessment was scored 3 which means that the assessment is clear for both the lecturers and the students and the assessment also involves a variety of assignments and exercises. She suggested to add instructions for some exercises.

The sources of materials were scored 4 as the activities used are likely to make learners interested and actively participated in the lesson. It is said that the explanation of theory is easy to be understood. She also said that the mechanics of sentences in the book need to be checked (some sentences have no period). Another suggestion is to use different font types and sizes for theory and exercises to give more colorful content. Inserting pictures and graphs was also suggested by the validator to make the book looks more interesting. In addition, she suggested to use words other than theoretical framework to explain the theory.

In terms of time allocation, the validator scored 3. The validator stated that the time is appropriate to support the skill delivered. She also stated that there is no difficulty in conducting instruction using the developed products. The overall products are suitable with construct of sentence-based writing. The skills taught are chronologically arranged from simple to complex and the exercises are also given from simple to complex.

5. Try-out

One unit of the validated products was tried out to gain further feedback for the final revision of the product. The try-out was conducted on 12 May 2017. The try-out was aimed at finding out the students’ engagement with the instruction, their interest with the instruction, the attractiveness of the visuals and teaching media and the success and failure of the product to reach the objectives.

Based on the observation, the students seemed to enjoy the instruction. They actively participated in the instructional activities as well as group discussion.
6. Final Products

The final products, which are the syllabus and instructional materials for the teaching of Sentence Based Writing course, were the revision from the preliminary products using considerations from the validation and try-out. After being revised, the products are now ready to use.

DISCUSSION

A syllabus and instructional materials for the teaching of Sentence Based Writing (SBW) were developed in this research. This aims at providing an ideal type of syllabus and instructional materials which are developed based on needs analysis and thorough research. The developed products can be used to help the English Study Program students and teachers in the teaching and learning process. The syllabus contains all the required elements namely syllabus identity, objectives, course description, meeting schedule, and matrix of the course. The lecturers of SBW can use the developed materials in their teaching by using them as a guideline in instructional process. They can also adapt them based on the needs and condition of their own classes. They will no longer face difficulty in finding materials which are in line with the construct of SBW course.

One of the strengths that the products have is their appropriateness with the construct of SBW course. The choice of materials, activities and contents are all made appropriate with the construct. In addition to the appropriateness, the materials are made interesting suited with students’ everyday life context. The activities are also made various and interesting and many of them involve students’ campus life.

Despite the strengths, the products have several weaknesses; the materials are not accompanied with games in writing which can enhance students’ creativity skill. In addition, the try-out was only conducted with one chapter due to time limitation. There should be more try-outs to ensure that the products are of the best quality. Regarding the colorfulness of a material, the product is lacking pictures and nuances of colors. This was also pointed out by the practitioner expert that the materials should have more pictures to make it colourful and not monotonous. Related with the syllabus, it is not yet accompanied by the guideline of teaching and learning process for teachers, so they need to make some adjustments by themselves.

Regarding the previous studies, the result of this research is relatively at the same vein. However, as have already been explained before, this present research tries to fill the gap made by the previous three researches conducted by Arifin (2010), Rahmiati (1995), and Susyla (1994) who merely focused on the theory development concerning the syllabus making, yet they still skipped the theory regarding material development. Different from those three previous studies, this present research used Masuhara’s (2004) guidance on material development to ensure the right steps of material development.

Previous study by Arifin (2010) concerns with the development of syllabus and instructional materials to teach ESP for management at University of Tarakan. He also went through a series of processes of syllabus and material development before coming up with the ready-to-use products. The proposed syllabus was based on information gathered from students, alumni, English language lecturer, subject specialists, the officers at Management Department and document analysis relevant to the study. The same as the present study, the procedures of course development also used Richard’s (2011); however, Arifin’s study combined Richard’s model and Yalden’s (1987) covering production of a prototype syllabus, production of pedagogical syllabus.

Another previous study conducted by Rahmiati (1995) was also related with the development of a set of Reading Comprehension materials for medical students at Brawijaya University. The final product of the study was a prototype of English course materials for medical students that need close guidance of the teachers. Since this one is a prototype so there is a need to have further process of making it into pedagogical syllabus one of which is by asking the teachers involve to really have a closer look on the developed syllabus and make a lesson plan of it.

The last previous study is from Susyla (1994) who developed reading materials for students of Faculty of Economics at Muhammadiyah University Bengkulu. She developed the materials by following the procedures suggested by Dick and Carey (1985). The same as the present study, the materials were adapted and simplified from the authentic economics textbooks. There was no process of making up the new materials as the materials needed were ready but they just needed to be adapted and simplified based on the needs.

All in all, the developed materials might not be of the best quality to be produced these days, so some adaptation and addition are suggested for its betterment.
CONCLUSION

In order to meet the objectives of this study, several steps of Research and Development have been conducted. Those steps were: needs analysis, syllabus design, instructional material development, product validation and try-out. After the try-out, there was revision on the instructional materials until it formed the final product which is ready to use in teaching and learning processes in the classroom. The notes and comments from validators, both the subject matter expert and practitioner were taken into consideration when revising both the syllabus and instructional materials.

After all the R&D steps were taken, it resulted in the syllabus and instructional materials that cover six units. Unit 1 talks about Clauses, consisting of the definition of a clause, the structure of a clause, and the types of a clause which is divided into dependent and independent clause, and the clause connectors. Unit 2 discusses Types of Sentences, and the sub-units are the definition of a sentence, the types of sentences like simple sentence, compound sentence, complex sentence, and compound-complex sentence, the characteristics of each type of sentence, and clause connectors. Unit 3 deals with Sentence Problems covering comma splice, run-on sentence, fragments, choppy sentence, and stringy sentence which is elaborated in terms of its characteristics and its connectors. The last three topics are Noun Clauses, Adverbial Clauses, and Adjective Clauses which are discussed in detail.

It is recommended to do R&D in other basic skill courses in the faculty, so that in the end students can use appropriate materials in the course under an appropriate syllabus as well. It is also suggested to conduct the try-out in many different sessions to ensure that the product is all implemented before the real use in class.

REFERENCES

Jarum. 2007. Improving Students’ Writing Ability through Cooperative Learning Strategy at the English Department of University of Muhammadiyah Malang. UniversitasMuhammadiyah Malang. Pusat Penelitian JKPNPNA.