COMMUNICATIVE COMPETENCE BASED ENGLISH SYLLABUS DESIGN FOR STUDENTS OF PTKI (PERGURUAN TINGGI KEAGAMAAN ISLAM)

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Abstract

Communicative Competence (CC) is the target of language teaching today. It contains six competences: Linguistic Competence, Discourse Competence, Socio-Cultural Competence, Formulaic Competence, Interactional Competence, and Strategic Competence. Teaching English for students of PTKI should also convey those competences. However, most of the English syllabus has not conveyed the highlight of those competences. This paper, therefore, aims to propose a syllabus design and the sample of materials based on Communicative Competence. This is a literature study. Here, the writer describes the syllabus—containing the highlight of those competences—as the method. The design, then, can be developed by the lecturers to meet the students' needs.

Keywords: Communicative Competence, English Syllabus, PTKI

I. Introduction

In Indonesia, English is usually learned after local language or *Bahasa Daerah* (as the mother tongue), *Bahasa Indonesia* (as the National language), and other foreign languages, such as Arabic and Mandarin. Therefore, it needs some strategies to be success in learning English. Students with good motivation will be successful in language learning[1] . Besides, the

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[1] Brown, H. Douglas. *Principles of language learning and teaching, Fifth edition* (San Fransisco: Longman, 2007)

teachers should give appropriate materials to the students based on the competence that will be achieved in language teaching.

Nurgiyantoro[2] said that language teaching is aimed to achieve Communicative Competence. Madya[3] also mentioned that the target of language teaching in Indonesia is the competence to use the target language to communicate. Thus, Communicative Competence is as the target. This competence is proposed by Celce-Murcia[4] .It conveys six competences; Linguistics Competence, Discourse Competence, Socio-cultural Competence, Interactional Competence, Formulaic Competence, and Strategic Competence.

English for students of PTKI such as in STAI Al Muhammad Cepu, has been being taught in semester 1 and semester 2. Here, the syllabus mostly contain reading and grammar. It has no specific highlight related to Communicative Competence. Therefore, this paper aims to propose a syllabus design and the sample of materials based on Communicative Competence. This is a literature study which describes the English syllabus containing the highlight of Communicative Competence components.

II. Communicative Competence

The concept of "communicative competence" was first introduced by Dell Hymes in 1972. He argued that the concept of

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[2] Nurgiyantoro, Burhan. *Penilaian pembelajaran bahasa berbasis kompetensi*, *First Edition* (Yogyakarta: BPFE, 2012)

[3] Madya, Suwarsih. (2013). *Metodologi pengajaran bahasa: Dari era prametode sampai era pascametode*. Yogyakarta: UNY Press.

[4] Celce-Murcia. *Rethinking the role of communicative competence in language teaching*. In Soler and Jordà (Ed). *Intercultural language use and language learning (*Spain: Springer, 2008)

competence should be extended to language use[5].He also proposed it to represent the use of language in social context[6]. Therefore, "communicative competence" is the aspects of human competence that enables them to convey messages and to negotiate interpersonally within specific context.

As mentioned before, this model conveys six competences in which Discourse Competence is as the core. Meanwhile, the other competences (Linguistic Competence, Socio-cultural Competence, Interactional Competence, Formulaic Competence, and Strategic Competence) support the Discourse Competence. The model can be seen in figure 1 below.
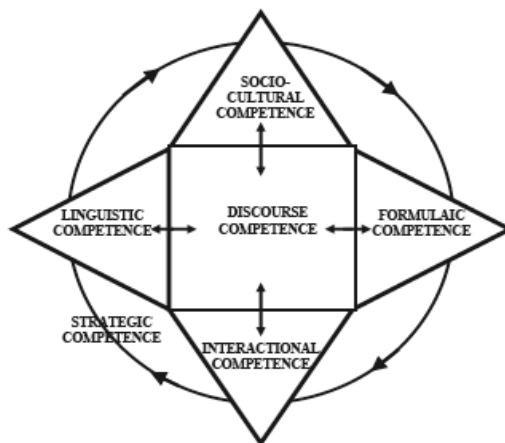

Figure 1. Revised schematic representation of "communicative competence" [7]

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[5] Verhoeven, Ludo. *Sociolinguistics and education: The handbook of Sociolinguistics*. (Oxford: Blackwell Publisher Ltd, 1998)

[6] Savignon, Sandra J. *Communicative language teaching for the Twenty-First Century. Edited by Marianne Celce-Murcia. Teaching English as a second or foreign language, Third edition* (USA: Heinle & Heinle Thompson Learning, 2001)

[7] Celce-Murcia. *Rethinking the role of communicative competence in language teaching*. In Soler and Jordà (Ed). *Intercultural language use and language learning* (Spain: Springer, 2008)

A. Linguistics Competence

Linguistic competence can be defined as the ability to produce and understand well-formed and meaningful sentence[8]. It involves *phonology*, *morphology*, and *syntax*. In addition, to understand a sentence meaning, the competence also includes *semantics*. Those components are described generally as follows:

1. Phonology

Phonology is the study of speech sound patterns in a language. It is also important for learners to be aware to the intonation in using language to understand the sentence types and their functions since their types and functions can be altered by changing the context[9]. For example, a sentence type, declarative sentence, may differ from functional utterance types, e.g. statement or question[10].

In phonology, the students will understand, for example, how to pronounce a word, how to distinguish the sound [p] in "pull" and the sound [b] in "bull" since those sounds have different meaning[11]. So do stress and intonation as part of this study. Stress in word also can distinguish the meaning[12], for example, stress in **re**cord and re**cord** (the stress sound is typed in bold) are different in word category or part of speech. They show the word "record" as a Noun and as a Verb.

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[8] Hoff, Erika. *Language development: Second edition* (USA: Wadsworth, 2001)

[9] Goodwin, Janet. *Teaching pronunciation*. Edited by Marianne Celce-Murcia. *Teaching English as a second or foreign language, Third edition* (USA: Heinle & Heinley Thompson Learning, 2001)

[10] Celce-Murcia, Marianne and Elite Olshtain. *Discourse and context in language teaching: A guide for language teachers* (Cambridge: Cambridge University Press, 2000)

[11] Strazny, Philipp. *Encyclopedia of linguistics* (New York: Fitzroy Dearborn, 2005)

[12] Roach, P. *English phonetics and phonology: A practical course (*New York: Cambridge University, 1990)

Meanwhile, intonation is also important to differentiate type of sentence, for example, rising and falling intonation in interrogative sentence is different from imperative sentence.

2. Morphology

Morphology is the study of the internal structure of the words and the rules by which words are formed[13]. It, basically, related to the part of speech and word formation. It is important for students to understand the type of word (Part of Speech) before they create the longer structure of phrase, clause, sentence, paragraph, or discourse. There are also free morpheme and bound morpheme, derivational morpheme and inflectional morpheme[14].

a. Free morpheme can stand by itself as free word, such as *bed, tree, dance,* etc.

b. Bound morpheme may appear with at least one other morpheme. They cannot stand by themselves, such as "-s" in "dogs", "ed" in "recorded", etc.

c. Inflectional morpheme never changes the category of words, e.g.

   go (Verb)   +   ing (suffix)   →   going (Verb)
   free morpheme   bound morpheme

d. Derivational morpheme can change the category of words, e. g.

   agree (Verb)   +   ment (suffix) →   agreement (Noun)
   free morpheme   bound morpheme

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[13] Schmidt, Richard & Richards, Jack C. (2002*). Longman dictionary of language teaching and applied linguistics.* NY: Longman Pearson Education.

[14] Fromkin, Victoria, Robert Rodman, Nina Hyams. *An introduction to language (Ninth Edition)* (Boston: Wadsworth, 2011)

Besides, it describes the rules of word formation, such as compound word (pickpocket, brainwash), blending (smog → smoke + fog), abbreviation (ISBN, WHO), etc. The samples can be seen in next part The Syllabus Design".

3. Syntax

Syntax is the study of the principle and processes by which sentences are constructed in particular languages[15] . Baker[16] stated that when we investigate English syntax, we try to determine the rules how English speakers combine words to be arranged into a meaningful form of clause or sentence. This study involves syntactic units, starting from word, phrase, clause, and sentence.

4. Semantics

Chomsky[17] stated that to understand a sentence, we must know not only the sentence structure but also the reference and meaning of morphemes or words. In other words, we also must know semantics. It is the study of meaning expressed by words or sentences[18].

B. Discourse Competence

There are components of discourse competence suggested by CMDT: cohesion, coherence, deixis, and genre (text types).

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[15] Comsky, Noam. *Syntactic Structure* (Paris: Mouton Publisher, 2002)
[16] Baker, C.L. *English syntax (2nd printing (* London: The MIT Press, 1989)
[17] Comsky, Noam. *Syntactic Structure* (Paris: Mouton Publisher, 2002).
[18] Palmer, F.R.. (1981). *Semantics. Second edition*. Cambridge: Cambridge University Press.

1. **Cohesion** [19]**:** identified cohesive ties into reference, conjunction, ellipsis, and substitution.

   ✓ Reference, for example: personal pronouns

   ✓ Conjunction, for example: *and, but, or, however, because, since.*

   ✓ Ellipsis refer to omission of a repeated word or phrase such as:

   > *The children came home. Both ( ) were late.*

   ✓ Substitutions is the replacement of one word or phrase, for example:

   X: Did Sally buy the blue jacket?

   Y: No, she bought the red one. (One = jacket)

2. **Coherence:** This competence involves the management of old and new information in a text[20], for example:

   Once upon a time, *there was an old lady.*

   She *was very poor, but she was happy.*

   She *had a handsome son called Ande-Ande Lumut.*

   He *was a fine young man.*

   Note:

   Many girls liked **him.**

   Old information

   New information

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[19] Halliday, M.A.K., and Hasan. (1985). *Language, context, and text: Aspects of language in a social-semiotic perspective.* Victoria: Deakin University

[20] Celce-Murcia, Marianne., Zoltan Dőrnyei, Sarah Thurrell. (1995). *Communicative competence: A pedagogically motivated model with content specifications.* Issues in Applied Linguistics Vol. 6 (2), page 5-35.

3. **Deixis:** Two common definitions of deixis are "pointing or indicating" [21] and "a pointing via language" [22]. There are personal deixis e.g. I, You; spatial deixis e.g. here, there, and temporal deixis.

4. **Genre:** It refers to text types of every culture agreed by the members of speech community [23]. It has communicative purposes, generic structure, and linguistic features, e.g. Procedure text and Narrative text.

5. **Conversation Structure:** The structure includes, how to perform openings, hold the floor—the right to talk, adjacency pairs as turns to speak, such as question-answer, greeting-greeting, expression-response, etc [24]. It is also called as turn-taking [25].

C. Socio-Cultural Competence

Socio-cultural competence refers to the speaker's knowledge of how to use appropriate messages within the social and cultural context, such as formality, politeness, etc. Politeness deals with perceptions, expectations, and conventional realizations of communicative strategies to enhance social harmony [26]. We need to understand the social values of a society in order to speak politely [27]. For example, a request can be made

[21] Levinson, Stephen C. (1991). *Pragmatics*. Cambridge: Cambridge University Press.

[22] Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.

[23] Bhatia, V.K. (2004). *Worlds of written discourse: Genre based view*. London: Longman.

[24] Widdowson, H.G. *Discourse analysis* (Oxford: Oxford University Press, 2007)

[25] Rankema, J. *Discourse studies: An introduction textbook* (Philadelphia: John Benjamin's Publishing Company, 1993)

[26] Celce-Murcia, Marianne and Elite Olshtain.*Discourse and context in language teaching: A guide for language teachers* (Cambridge: Cambridge University Press, 2000)

[27] Holmes, Janet. *An introduction to Sociolinguistics* (New York: Longman Group UK Limited, 1992)

indirectly "Could you possibly pass me the salt?" or by statement "I think that is the salt beside your plate", or by adding "Please" or "If you would be so kind", etc[28].

Besides, the socio-cultural competence includes:

1. Social Contextual Factor

It includes participant variables (such as age, gender, status, social distance, relations) and situational variables (e.g. time, place, social situation).

2. Stylistic Appropriateness Factor

It involves socio-cultural background knowledge of the target language, living conditions, beliefs, norms (e.g. the major dialect).

3. Non-Verbal Communicative Factor

Examples: turn-taking signal, gestures, eye contact, touching, silence

D. Strategic Competence

It involves the mastery of verbal and nonverbal strategies to compensate for breakdowns and to enhance the effectiveness of communication [29] for examples[30]:

1. Avoidance Strategies, e.g. message replacement, topic avoidance
2. Achievement Strategies, including: Circumlocution (e.g., the thing you open the bottle with for corkscrew); Non-linguistic means (mime, pointing, gestures, drawing pictures); Restructuring (e.g., The bus was very... there were a lot of people on it); Word-coinage (e.g.,

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[28] Spolsky, Bernard. *Sociolinguistics* (Oxford: Oxford University Press, 1998)

[29] Verhoeven, Ludo. *Sociolinguistics and education: The handbook of Sociolinguistics* (Oxford: Blackwell Publisher Ltd, 1998)

[30] Celce-Murcia, Marianne and Elite Olshtain. *Discourse and context in language teaching: A guide for language teachers* (Cambridge: Cambridge University Press, 2000)

vegetarianist); Literal translation from first language, Foreignizing (e.g., first language with target language pronunciation), etc.

3. Time-Gaining Strategies, e.g. fillers, gambits (*well, actually...?*)

4. Self-Monitoring Strategies, e.g. *I mean ...*

E. Formulaic Competence

Formulaic competence is the fixed and prefabricated chunks of language that speakers use heavily in everyday interactions[31], for example:

1) Routines

   a) Fixed phrases like *of course*, *all of a sudden*

   b) Formulaic chunks like *How do you do? I'm fine, thanks; how are you?*

2) Collocations:

   a) verb-object: e.g. *spend money, play the piano*

   b) adverb-adjective: e.g. *statistically significant*, *mutually intelligible*

   c) adjective-noun: e.g. *tall building, legible handwriting*

3) Idioms: e.g., to kick the bucket = to die; to get the ax = to be fired/terminated

4) Lexical frames: e.g., *I'm looking for _____.*
   See you (later/tomorrow/ next week, etc)

F. Interactional Strategies

Interactional competence involves three competences[32]): Actional Competence, Conversational Competence, and Non-Verbal/Paralinguistic Competence.

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[31] Celce-Murcia. *Rethinking the role of communicative competence in language teaching*. In Soler and Jordà (Ed). *Intercultural language use and language learning (* Spain: Springer, 2008)

1. *Actional competence*

It is knowledge of how to perform common speech acts. Speech Act is action performed via utterances. Austin as quoted by Hoff[33] stated that speaking is not just uttering sentence that but "doing things with words" such as apology, complaint, compliment, etc. There are three components of speech act proposed by Austin [34].

a) Locutionary Act is the act of saying something.

b) Illocutionary Act is the act which has intended meaning.

c) Perlocutionary Act is the effects from the act of affecting someone.

For example, the utterance "It is cold in here" is a basic description of the speaker's state that carries locutionary meaning. It may take illocutionary force when it acts as a request or has intended meaning of, such as "please close the window". Furthermore, when it affects the addressee to close the window, it is called perlocutionary force.

Besides, Searle as quoted by Yule[35] classified general functions performed by speech acts. They are declaration, representative, expressive, directive, and commissive.

a) *Declaration* is speech act that change the world via their utterances, e.g. when the justice of the peace says, "I now pronounce you husband and wife".

b) *Representative* is speech act to express beliefs to be the case or not. For example "The earth is flat".

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32 Celce-Murcia. *Rethinking the role of communicative competence in language teaching*. In Soler and Jordà (Ed). *Intercultural language use and language learning (*Spain: Springer, 2008)

33 Hoff, Erika. *Language development: Second edition*. (USA: Wadsworth, 2001)

34 Yule, George.. *Pragmatics* (Oxford: Oxford University Press, 1996)

35 Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.

c) *Expressive* is speech act that state what the speaker feels, e.g. apologizing, complaining, complimenting, and congratulating.

d) *Directive* is speech act that speakers use to get someone to do something, e.g. commands, orders, requests, and suggestions.

e) *Commissive* is speech acts that speakers use to commit themselves to some future actions, e.g. promises, threats, refusals.

2. *Conversational competence*

It includes turn-taking systems and other dialogic genres, such as:

a) How to open and close conversations

b) How to establish and change topics

c) How to get, hold, and relinquish the floor

d) How to interrupt

e) How to collaborate and backchannel, etc.

3. *Non-verbal/paralinguistic competence*

It includes such as body language, non-linguistic utterance, etc.

a) Kinesics (body language), non-verbal turn-taking signals, backchannel

b) Behaviors, gestures, affect markers, eye contact.

c) Proxemics (use of space by interlocutors)

d) Haptic behavior (touching)

e) Non-linguistic utterances with interactional import (e.g. *ahhh! Uh-oh. Huh?*) the role of silence and pauses.

In addition, Celce-Murcia[36] gave examples that interactional competence contains the strategies of appealing for help directly (e.g., what do you call?) and indirectly (e.g., I don't know the word in English...); requesting including Repetition requests (e.g., Pardon? or Could you say that again please?), Clarification requests (e.g., What do you mean by...?), and Confirmation requests (e.g., Did you say...?); Expressions of non-understanding involving Verbal (e.g., Sorry, I am not sure I understand...), Non-verbal (raised eyebrows, blank look), Interpretive summary (e.g. You mean...?/So what you're saying is...?), Responses (repetition, reduction, confirmation, rejection, repair), Comprehension checks whether the interlocutor can follow you, e.g. Am I making sense?, on the phone: Are you still there?

The nonverbal or paralinguistic aspects of oral interaction are crucial and rarely treated in the language classroom. They may overlap in conversational turn-taking, such as a speaker's body movement, in breaths, and eye contact. Therefore, interactional competence is very important.

III. Syllabus Design

The syllabus design is organized under the discussion of "Language Curriculum Design" proposed by Nation and Macalister[37], "The Learner-Centered Curriculum" by David Nunan (1988), and "The

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[36] Celce-Murcia, Marianne., Zoltan Dőrnyei, Sarah Thurrell. *Communicative competence: A pedagogically motivated model with content specifications* (Issues in Applied Linguistics Vol. 6 (2), page 5-35, 1995)

[37] Nation, I.S.P., & Macalister, John. (2010). *Language curriculum design*. NY: Routledge.

ELT Curriculum" by Ronald V. White[38]. Meanwhile, the Communicative Competence as presented above was proposed by Hymes (1972) then were discussed further by Canale and Swain (1980), Celce-Murcia, Marianne., Zoltan Dőrnyei, Sarah Thurrell (1995), and Savignon[39] .

There are two general types of syllabus proposed by Ronald V. White; Type A and Type B (1988:44). The first type emphasizes on "What is to be learnt?" while type B focuses on "How is it to be learnt?" In other words, type A focuses on the product while type B focuses on the process. This type B is adopted here to design the syllabus based on Communicative Competence. The design here is the model as proposed by Nation and Macalister[40]. This model is in figure 2 below.

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[38] White, Ronald V. (1988). *The ELT curriculum: Design, innovation, and management*. UK: Basil Blackwell.

[39] Savignon, Sandra J. (2001). *Communicative language teaching for the Twenty-First Century. Edited by Marianne Celce-Murcia. Teaching English as a second or foreign language, Third edition.* USA: Heinle & Heinle Thompson Learning.

[40] Nation, I.S.P., & Macalister, John. (2010). *Language curriculum design*. NY: Routledge.
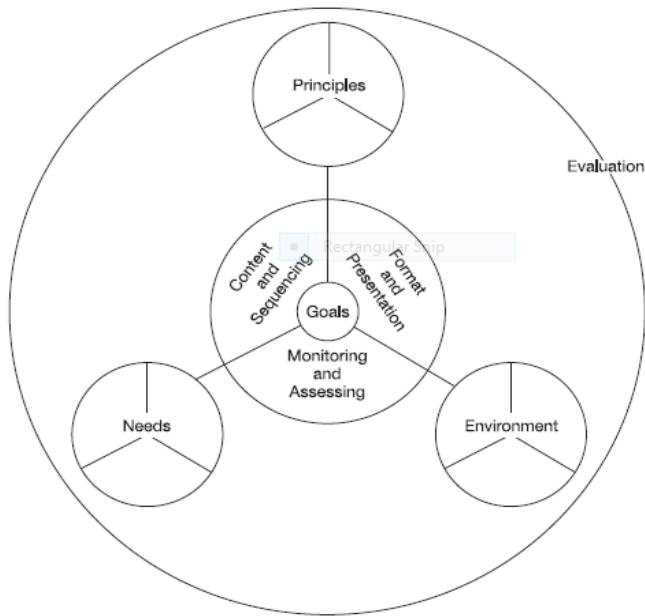
Figure 2. A model of the parts of the curriculum design process

The inner circle has *goals* as the central. Here, the goal of language teaching is Communicative Competence. The other components are below:

- The *format and presentation* represents the format of the lessons or units of the course, including the techniques and types of learning activities.
- The *content and sequencing* refers to the items to learn in a course, and the order in which they occur.
- The *monitoring and assessment* represents giving attention of learning, testing the results of learning, and providing feedback to the learners about their progress.

The outer circle contains environment, needs, principles, and evaluation. Here, those components related to English for Islamic Studies. The components are below:

- *Environment* analysis involves considering the situation and determining how the course should take account of them which focus on the nature of the learners, the teachers and the teaching situation.

- The *needs* can be discovered by testing, questioning, and interviewing, recalling previous performance, consulting teachers and others involved, collecting data such as textbooks and manuals, etc.

- The *principles* include the importance of repetition and thoughtful processing of material, the importance of taking account of individual differences and learning style, and the learner attitudes and motivation.

- *Evaluation*, basically, tries to answer the question "Is this a good course?" An evaluation of a course can have many purposes, the main ones being to continue or discontinue the course, or to bring about improvements in the course.

In addition, Nunan[41] proposed "Learner-Centered" curriculum. It is clear that the focus in designing the curriculum is the learners. In this discussion, the competence of the learners are to use the target language (English) to communicate.

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[41] Nunan, David. (1988). *The learner-centered curriculum*. UK: Cambridge University Press

IV.   The Communicative Competence Based English Syllabus

The syllabus below is proposed and designed along with the guidance or highlight showing each component of Communicative Competence. Some samples of materials are taken from some English textbooks used by students of PTKI to show the teachers or lecturers how to categorize the topics into the competences. Besides, the writer proposes her own samples of activities based on her understanding. The sample here is a syllabus in general which only contains one meeting with one topic and several subtopics related to each component of Communicative Competence followed by the examples of its application.

Table 1 Several Subtopics Related To Each Component Of Communicative Competence

MT	Communicative Competence	TOPIC	SUB TOPIC
1		Introduction to Syllabus	- Orientation to the syllabus - Introducing each other - The role of lecture.
2	**Linguistic or Grammatical Competence**: - Past Tense - Phonology: pronouncing some vocabularies correctly - Morphology: understanding part of speech, creating phrases, clause, and sentences by doing	Narrative Text	Reading Passage: Prophet Muhammad (Darwis, 2001) Vocabulary and Pronunciation (the examples of phonology and morphology application are in the next discussion below)

some exercises	
- <u>Syntax</u>: understanding types of sentence to make longer construction, e.g. writing another narrative text	
- <u>Semantics</u>: finding the synonymy or antonyms of certain words mentioned in the passages.	<u>Spoken Practice</u>: Listening, Interpreting, Maing Conversations, Discussing, etc.
Discourse Competence:	
- Genre: Narrative text (social function and generic structure)	
- Cohesive ties mentioned in the passages (reference, conjunction, substitution, etc.)	<u>Doing Exercises</u> Example: making dialogue between teacher and student or between classmates talking about the topic above.
- Coherence (organizing old and new information in a text)	
- Deixis: personal, temporal, etc.	
- Conversational structure: turn-taking in spoken	

practice by interpreting the main content of the passage.

Socio-cultural Competence:
- Politeness strategy in conversation
- Social context: age, gender, power, time, place, etc

Formulaic Competence:
- Routine
- Collocations
- Idiom

Interactional Competence
- Speech act: apologizing, forgiving, complaining, etc.
- Conversational competence: interrupting, holding the floor, opening and closing the conversations, etc.
- Non-verbal competence: gesture, touching, eye contact, body language, etc.

Strategic Competence:

Written Practice: Making a narrative text, e.g. legend, history, etc.

- Holding floor in
  conversation
- Adjacency pair
- Time gaining
- Self monitoring
- Code switching and
  code mixing

The Passage

PROPHET MUHAMMAD

A great thing was happened in the year 571 A.D. Muhammad, the last prophet, was born in Mecca 571 years after the prophet Isa. His father, Abdullah, died before his birth. He lost his mother, Aminah, when he was only 6 years old. He married to Khadijah when he was 25 years old. She was a noble lady of Mecca.

Muhammad lived for 63 years. He received the first revelation from Allah in 611 A.D. when he was 40. At that time the Arabic people were idol worshippers. For 25 years he preached the message of truth. Muhammad invited the people to return to Islam.

1. **The Application of Linguistic Competence**

Here, it only presents the sample of analysis on applying phonology and morphology:

a. **Phonology**

From the English textbook, there is no discussion on phonology. There are only vocabulary lists with their Indonesian translation without giving phonetic transcription (the sounds representation in written symbol). So, the student should learn by themselves or by teacher

instruction to understand how to pronounce those words. The examples of phonology application are listed in table 1 as follow[42].

Table 2. The Phonology Application

Vocabulary	Phonetic transcription	The Indonesian Equivalent
• **Obedience**	[ɔbei:dIəns]	*Ketaatan*
• **Benefactor**	[benIfæktə(r)]	*Pemurah*
• **Brotherhood**	[brΛðə(r)hu:d]	*Persaudaraan (ukhuwah)*
• **Preach**	[pri:tʃ]	*Menyiarkan*
• **Revelation**	[revəleIʃn]	*Wahyu*

b. Morphology

It can be applied in several activities, such as completing sentence using appropriate word. In this case, the students should understand the word category or part of speech whether it should be completed by a noun, a verb, an adjective, or an adverb. The samples are shown below. It is taken from Chapter IV, Activity IV "Vocabulary Building"

The Direction: Fill in the blank with the words you find in the text!

1. We are ... by God and He is the ...

    Answer: created (Verb), the Creator (Noun)

2. God sent ... to guide human beings.

    Answer: prophets (Noun)

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[42] Darwis, Djamaludi. *English for Islamic Studies*. (Jakarta: PT Raja Grafindo Persada, 2001)

3. The prophet ... us how to be good human beings.

   Answer: taught (Verb)

4. God is .., He has no partner.

   Answer: One (Adjective)

5. ... is the last prophet.

   Answer: Muhammad (Noun)

Besides, there are some activities dealing with word formation, for example, by Compounding Nominal (Nominal Phrase) and by adding Affixes (Derivative Morpheme). The data samples are listed as follow, taken from Chapter VIII [43].

<u>Compound Noun</u>

- A book case =   a case that holds books

- A race-horse =   a kind of horse for racing

<u>Derivative Words</u>

Obey (Verb)   - Obedient (Adjective)   -Obedience(Noun)

Practice (Verb)   - Practical (Adjective)   - Practice (Noun)

The phonology is usually not applied in the material explicitly. However, it is integrated with other skills in the activities, such as in reading and speaking by interpreting and giving comment towards the text. So, listening activity is not mentioned in the material but it is automatically integrated with speaking activity since there is no speaking without listening.

Meanwhile, the morphology sometimes is adequate. There are many activities that can be applied in vocabulary building. For example,

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[43] Darwis, Djamaludin. *English for Islamic Studies.* (Jakarta: PT Raja Grafindo Persada, 2001)

the students learn the smallest unit before they create longer unit such as phrase, clause, sentence, paragraph, or discourse. They also learn the word formation, for example, compound word, abbreviation, derivative words which change the word category (Verb becomes Noun, Verb becomes Adjective, etc. by adding affix).

2. The Application of Discourse Competence

From the passage above, the discourse competence can be applied, such as identifying cohesive ties and coherence. The activities are usually in the form of "Reference" as below, taken from Chapter I activity III[44].

1. He was born in Mecca.

    He refers to ……………..

2. He lost his mother

    His refers to ……………..

3. He married to Khadijah

    He refers to ………………

4. She was a noble lady

    She refers to ……………..

5. At that time the Arab people were idol worshippers

    At that time refers to ……

Another activity that can be applied is text discussion. Here, the students work in a group, doing conversation or interpreting the content of the text. The activities are below:

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44 Darwis, Djamaludin.. *English for Islamic Studies.* (Jakarta: PT Raja Grafindo Persada, 2001)

1. Mention the characters presented in the text
2. The relation of those characters to the prophet
3. The time and events mentioned in the text

Meanwhile, the activity of creating a coherent paragraph can be as follow (taken from Chapter XII, Activity VIII, "Paragraph Construction" [45]

Arrange the following sentences in order to create a coherent paragraph.

1. According to Islamic teaching, he is obliged to make the pilgrimage
2. Ali has a lot of money. He is very rich.
3. He will leave for the pilgrimage to next year
4. He is personally and physically healthy
5. Knowing that pilgrimage is compulsory for him, he wants go to the bank to pay for the tickets for pilgrimage

3. The Application of Socio-Cultural Competence

In this activity, it can be applied through making conversation between teacher and student. It is to apply the politeness. Here, the students work in a group or a couple. One of them is as a teacher. The things they should be consider are the age (the teacher is older than the student), time and place, etc.

They may practice a story telling about "Prophet Muhammad". Then they discuss the topic. In this activity, they will practice how to be

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[45] Darwis, Djamaludin.. *English for Islamic Studies.* (Jakarta: PT Raja Grafindo Persada, 2001)

polite while speaking, when they should open, hold, or end the conversation, how to interrupt or clarify politely, etc.

4. The Application of Formulaic Competence

As mentioned above, the formulaic competence can be applied in routines, collocations, idioms, and lexical frames. Therefore, it can be spoken or written activities. This competence, of course, is connected with other competences, particularly discourse competence as the core. Here, the sample activities are related to particular terms with their equivalence in Indonesian, taken from "Islamic English" text book[46].

- Islamic pillar = *Rukun Islam*
- Prayer mat = *Sajadah*
- Fasting month = *Bulan Ramadhan*
- Islamic boarding school = *Pesantren*
- The sunset prayer = *Sholat Maghrib*
- Messenger = *Rosul/Utusan*
- Private prayer = *Salat munfarid/sendirian*
- The prayer at dawn = *Sholat Subuh*

5. The Application of Interactional Competence

This competence is mostly applied in spoken activities. As presented before, it includes actional competence, conversational competence, and non-verbal competence. The sample activities below are taken from an English textbook "English for Islamic Learning for

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[46] Syah, Muhibbin. Islamic English: *A competence-based reading and self-study reference* (Bandung: PT Remaja Rosdakarya, 2005)

College Students[47]. It is about conversational competence especially turn-taking systems, such as how to open and close the conversations.

Read the situations below then complete the sentence with "*I think I'll… or I don't think I'll…*"

1. It is a bit cold. You decide to close the window.

   You say: ………………………………………

2. You are feeling tired and it is quite late. You decide to go to bed.

   You say: ………………………………………

3. A friend of yours offers you a lift in his car but you decide to walk.

   You say: ………………………………………

4. You arrange to play tennis today. Now, you decide that you don't want to play.

   You say: ………………………………………

5. You were going to go swimming. Now, you decide that you don't want to go

   You say: ………………………………………

6. The Application of Strategic Competence

This competence, basically, has the same points with interactional competence. Therefore, it is mostly happened in speaking activities. It includes holding floor, time gaining, adjacency pair, self monitoring, code switching, and code mixing. The samples of strategic competence

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[47] Kardimin. *English for Islamic learning: for college students* (Bandung: Mizan Media Utam, 2011).

presented here are the expressions of non-understanding using verbal expressions. The expression is typed in italic.

Albar   : *I'm sorry. What did you say?*

Kania   : I said you should retype the code first.

Albar   : Oh, OK. I'll repeat.

Kania   : Any time.

V.   Conclusion

Communicative Competence is the target of language teaching today. It conveys six competences: Linguistics Competence, Discourse Competence, Socio-cultural Competence, Interactional Competence, Formulaic Competence, and Strategic Competence. Teaching English for students of PTKI (*Perguruan Tinggi Keagamaan Islam*) should also contain those competences. However, most of the syllabus have not contain the highlight of the competences.

The English syllabus proposed here is designed based on Communicative Competence. It contains the highlight of each competence. Besides, there are samples of supporting materials taken from some English textbooks used by the students of PTKI to show the teachers or lecturers how to categorize the topic into each component of Communicative Competence.

Finally, the writer hopes that this paper could help the English teachers and lecturers in designing the syllabus and materials based on Communicative Competence. Furthermore, the teachers and lecturers can develop the syllabus and materials by themselves.

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