COMMUNICATIVE COMPETENCE: AN ANALYSIS OF THE OCCURRENCE OF POLITENESS STRATEGIES AND REPETITIONS IN L2 ORAL INTERACTIONS

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1. Letter of Report Submission

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Prof/Tuan/Puan,

LAPORAN AKHIR GERAN PENYELIDIKAN ACADEMIC & RESEARCH ASSIMILATION (ARAS) FASA 1/2016 (Kod projek: 600-IRMI/DANA 5/3/ARAS (0109/2016))

Merujuk kepada surat tuan/puan yang bertarikh 8 Jun 2017, Laporan Akhir Projek di bawah geran penyelidikan *Academic & Research Assimilation* (ARAS) yang bertajuk *Communicative Competence: An Analysis of the Occurrence of Politeness Strategies and Repetitions in L2 Oral Interactions* adalah dilampirkan.

2.   Laporan ini bertujuan untuk mengkaji aspek kemahiran sosial di kalangan pelajar UiTM dalam aktiviti komunikasi dan interaksi terutamanya dalam aspek kompetensi komunikasi melibatkan ujian lisan yang berlangsung di dalam kelas. Kesopanan berbahasa dan pengulangan kata atau perkataan merupakan fokus kepada pelaporan ini kerana kedua-duanya berlaku secara signifikan dalam kebanyakan proses interaksi sosial. Dapatan penyelidikan ini diharap dapat membantu meningkatkan pemahaman tentang tahap kompetensi komunikasi pelajar dalam bahasa kedua serta kemahiran sosial mereka seterusnya membantu penggubal kurikulum Bahasa Inggeris menghasilkan soalan yang bersesuaian dengan tahap kompetensi pelajar.

3.   Semoga Laporan Akhir Projek ini memenuhi syarat sebagaimana yang ditetapkan. Kami ingin mengambil kesempatan ini untuk mengucapkan terima kasih di atas kelulusan permohonan geran penyelidikan ARAS ini.

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5. Report

5.1 Proposed Executive Summary

Social skills have long been recognized as important component that make up speakers' communicative competence. One major component of social skills is soft skills which have received great recognition with the recent adoption of the concept Integrated Cumulative Grade Point Average (iCGPA) to measure Malaysian university students' performance. Based on this concept, both students' academic results and soft skills which include leadership, communication, entrepreneurial, social and critical thinking skills are taken into consideration in the grading system. Driven by this move, the current study aims to investigate the aspect of social skills among UiTM students in their oral interactions, particularly by examining their communicative competency during oral assessments in classrooms. To achieve this aim, some role play activities conducted by UiTM students taking ELC121 (Integrated Language Skills I) in UiTM Kelantan branch will be observed and recorded before the oral data are transcribed and analyzed. As the students are given only ten minutes to act out the role play (five minutes each for preparation and presentation), it is reasonable to assume that their interactions are spontaneous, hence, reflecting their real communicative competence in using the English language. The main focus of data analysis is on formality/informality of language use, politeness level and turn-taking strategies because these components are expected to emerge significantly in most social interactions. Nevertheless, other emerging attributes that may impact oral communication such as the use of fillers and adjacency pairs will also be noted as they can also reflect students' communicative competence in social interactions. As the respondents involved are the first semester diploma students, the findings will lead to suggestions on what should be included in the curriculum for the following semesters (second semester onwards) in order to equip the students with greater social skills, hence, making them more competent in speaking English.