FACULTY OF ADMINISTRATION SCIENCE AND POLICY STUDIES

ENGLISH COMMUNICATION SKILLS: A STUDY ON EFFECT TOWARD FUTURE PERFORMANCE OF STUDENTS IN UITM SARAWAK.

DIPLOMA IN PUBLIC ADMINISTRATION (AM110)

RESEARCH METHODOLOGY (PAD 340)

GRACE ANYIE JOCK   2007133559

CAROLINE ANAK GUMBA   2007133521

VERONICA BURIE ANAK MADIN   2007141465

REPARED FOR,

Lt Col Saiful Anwar Md Ali (R)

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION OF THE STUDY

As we all know, UiTM is the only one public university that used the English language as the main medium in study process. It is one of the uniqueness of UiTM. It is important for the student to able to communicate well in this language as it is reflecting to the university name too.

There are many benefits that the students can gain by enhancing their English language communication skills. It is not only makes them easy to fit in future work environment but also help a lot in understanding during the learning process. It is quite make us sad, because there is still a gap for the students in mastering this language.

Communication skills divided into five types. Firstly is interpersonal skill. Next is formal and informal skill. Besides that is the internal and external skill. Non – verbal and actives listening is also considered under the communication skills.

In order to cope with this problem, we come out with several solutions. For examples, we will propose to the management to provide more workshops to student on how to enhance their English language.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

As for the information, according to the National Literacy Survey in 1996 stated that the average of the Malaysian reads only two books a year. Apart from that, when the survey findings hit the headlines, in the Education of Ministry had came up with the NILAM (Nadi Ilmu Amalan Menbaca) programme in the year 1998 to nature the reading habits among the school children. In this reading project, the student will be awarded marks for the number of books that had been read by them in a particular time and the Education of Ministry has suggested that an award ranking system for primary and secondary schools.

Unfortunately, many schools have been not yet start with the programme and those that have are still in the infancy stage. There are various reasons for setbacks in the implementation regarding to this reading programme which has been cited. For example these reasons are include the recent of the economic downturn which will make a national launch more impossible. Apart from that, we can see that many teachers also expressed confusion about the concept and this will make unsure of them about to implementing it in their schools.

The Education of Minister has frequently commented in the local media that most of the Malaysian student read only because they want to pass in exams and not read for pleasure. Besides that, he also had been instrumental in implementing many of the projects which is to aim to improve the student's reading ability in this country. As we know that reading skills are very important in order to through out our future life. This because that through a good reading it will lead to good communication skills in the English languages. Particularly as we had respond to a new demand and changes in jobs whereby we want a student with a very good English in order to make sure them can communicate well after they had finish their studies in hereafter. What is communication? Communication refers to the exchanges of the information and the idea to create the understanding between the two parties and is not limited to only verbal communication but it entails all forms of communication including non-verbal. Communication also can be broken into several phases linking the sender and the receiver (Zainal Ariffin Ahmad & all, 2009).

CHAPTER 5

CONCLUSION

SECTION A

Table 1.1 indicates our respondent's gender. It shows that the overall numbers of the respondents are 120 persons in where there are 98 female and 22 male. This is usual in any situation where the population of female is more than population of male in the campus.

Table 1.2 indicates our respondent's part. We found that the majority of our respondents are from Part 6 students, and then followed by Part 5 and Part 6 students.

Table 1.3 indicates the course of our respondents. There are six courses that we have here that are DPA, DOM, DBS, DIB, and DIA. We found that DBS students were the majority of our respondents with 24 persons, followed by DIM and DPA students with 23 persons, DIB students with 21 persons, DIA students with 18 persons, DOM students with 11 persons.

Table 1.4 indicates the age of respondents. It shows that age between 19-21 years old become the major of our respondents that recover 83 students and followed by student's age between 22-25 years old and student's age below 19 years old.

Table 1.5 indicates the CGPA of the respondents. We noticed that the majority of our respondents is from the CGPA between 2.50-2.99 with 39 students out of 120 our respondents and followed by 36 students between 3.00-3.49, 28 students between 2.01-2.49, 15 students between more than 3.50, and 2 students below than 2.00.

Table 1.6 indicates the race of our respondents. Here, we found that Malay become the major of our respondents with 48 out of 120. This followed by the others races such as Iban, Bidayuh, Kadazan, Kayan, Rungus, Bajau, Bisaya, Lun Bawang and Melanau.