COURSE CODE : UHB 2422
COURSE : ADVANCED ENGLISH FOR ACADEMIC COMMUNICATION
PROGRAMME : ALL PROGRAMMES
DURATION : 2 HOURS 30 MINUTES
DATE : SEPTEMBER 2012
MARKS : 30

INSTRUCTIONS TO CANDIDATES:
Answer the question in the answer booklet provided.

THIS EXAMINATION PAPER CONSISTS OF 6 PRINTED PAGES (INCLUDING THIS PAGE).
Semua Mahasiswa,
Program Ijazah Sarjana Muda,
Pengajian Separuh Masa,
Universiti Teknologi Malaysia

Saudara/i,

PERINGATAN KHAS PEPERIKSAAN


2. Tindakan tatatertib boleh dikenakan kepada mana-mana pelajar yang ditangkap kerana kesalahan seperti di atas dan jika disabit kesalahan boleh dihukum melalui Peruntukan Kaedah 48, Bahagian V, Tatacara Tatatertib, Kaedah-Kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-Pelajar) 1999, yang membawa hukuman maksima seperti “digantung daripada pengajian” atau “dipecat” dari Universiti Teknologi Malaysia. Hukuman juga boleh berdasarkan Peraturan Akademik, UTM Bahagian XIII yang membawa hukuman maksima “membatalkan keputusan keseluruhan peperiksaan dan diberhentikan daripada pengajian”.

3. Pihak Universiti tidak tergak-agak untuk mengambil tindakan dan menjatuhkan hukuman maksima jika saudara/i didapati bersalah dalam melakukan penyelewengan akademik.

Sekian.

DEKAN
Sekolah Pendidikan Profesional dan Pendidikan Berterusan (UTMSPACE)
Universiti Teknologi Malaysia

30 Julai 2012
Instructions
Read the situation below and complete the task given using the primary and secondary sources provided.

Situation
Disciplinary problems among secondary school students are on the rise. If these problems are not resolved, they will lead to many negative consequences. In view of this, the Ministry of Education had set up a task force to investigate the matter. A total of 300 secondary school principals were surveyed and the results from the study are presented in the following pages.

Task
You are the head of the research team. Write a report of five to seven pages using information from all the primary data given and your background knowledge. You should also use relevant secondary data from the two excerpts provided. Your report should include the following headings:

INTRODUCTION (background, objectives, scope and significance of study)
METHODOLOGY (respondents, instruments and research procedure)
FINDINGS AND DISCUSSION
CONCLUSION
RECOMMENDATIONS

Note: Marks will be deducted for direct lifting of sentences from the excerpts without proper in-text citation.
PRIMARY DATA

Table 1: Types of Disciplinary Problems in Secondary Schools

<table>
<thead>
<tr>
<th>Types</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking</td>
<td>35</td>
</tr>
<tr>
<td>Fighting</td>
<td>18</td>
</tr>
<tr>
<td>Truancy</td>
<td>15</td>
</tr>
<tr>
<td>Bullying</td>
<td>17</td>
</tr>
<tr>
<td>Stealing</td>
<td>8</td>
</tr>
<tr>
<td>Sexual misconduct</td>
<td>7</td>
</tr>
</tbody>
</table>

Figure 1: Causes of Disciplinary Problems in Secondary Schools
Table 2: Proposed Solutions to Curb Disciplinary Problems in Secondary Schools

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide counselling sessions to students and parents</td>
<td>89</td>
</tr>
<tr>
<td>Carry out capital punishment on disruptive students</td>
<td>18</td>
</tr>
<tr>
<td>Suspend students from school over a length of time</td>
<td>45</td>
</tr>
<tr>
<td>Provide more religious classes for problematic students</td>
<td>65</td>
</tr>
<tr>
<td>Expel students from school</td>
<td>27</td>
</tr>
</tbody>
</table>
SECONDARY DATA

Excerpt 1


Students’ misbehaviour is a persistent problem affecting schools not only in Malaysia but also across many nations around the world. Discipline is an important ingredient that plays a crucial role in a school system. School discipline insists that students uphold the moral values expected of students. Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Students’ misconduct in the classroom can interfere with teaching and learning and is thought to be a cause of later school dropouts and other negative social outcomes.

Wyngard (2008) says that students’ disciplinary problems are also thought to be a leading contributor to teachers’ stress. When faced with these problems, teachers’ mental and emotional stability can be affected, for example, teachers may lose their dignity and self-respect, have intense feelings of anger, shame and depression at work.

Educators are considering ways on how to resolve this problem. In schools where the headmaster emphasises punishments more than rewards, pupils’ progress tends to be inhibited. In contrast, whenever the number of rewards exceeded the number of punishments, progress was greater (Duke & Canady, 1991).

Although there is no easy solution, generally, educators are of the opinion that striking a balance between rewards and punishments can be the answer to disciplinary problems in secondary school.
Discipline problem among secondary school students has always been the favourite news report in the local newspapers. *The Star* newspaper (9 July 2009) reported 28 discipline cases from January to July 2009. To name a few, the cases reported included smoking, sexual misconduct, bullying, fighting, vandalism, truancy and rebelling against teachers. *Berita Harian* (4 November 2008) reported that truancy cases occurred at an average of five percent out of 2,500 students of Sekolah Menengah Ibrahim Fikri, Seberang Takir, Terengganu from January to March 2008. This means that 125 of the students skipped school during the first three months of 2008.

Despite the efforts made by the Ministry of Education to instil good discipline among secondary school children, disruptive problems have continued in secondary schools with a new dimension. Not only are they more violent and destructive, but some are also premeditated and planned and have caused harm to victims and damages to school properties. There seems to be a lack of effective alternative strategies to contain student indiscipline.

Research repeatedly has demonstrated that suspension, expulsion, and harsh corporal punishments are not the solution to students’ misconduct. In fact, evidence indicates that disruptive students do not behave better when they are caned, suspended and expelled from schools. Quite often, they become worse. In contrast, research has also proven that positive discipline strategies benefit all students. For instance, opportunities to establish relationships with caring and trustworthy adults, coupled with engaging curriculum can minimise discipline problems. Furthermore, discipline that is fair, corrective and includes therapeutic relationship-building between parents, teachers and students reduces the likelihood of further problems. In addition, strategies that strongly maintain zero tolerance to disciplinary problems and appropriate social behaviour make schools safer. Safer schools are more effective learning environments. Finally, when students are given an appropriate education in a supportive environment, their behaviour and performance improve.
KERTAS SOALAN PEPERIKSAAN TAMAT