



FACULTY OF LIBERAL ARTS

School of Service Professional Development

FINAL EXAMINATION

Student ID (in Figures) :

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Student ID (in Words) : _____

Course Code & Name : **MPU3232 Academic Writing Skills**
 Trimester & Year : January – April 2022
 Lecturer/Examiner : Nur Harizah Mohd Faiz
 Duration : 2 hours

INSTRUCTIONS TO CANDIDATES

1. **This question paper consists of 2 parts:**
 - PART A : READING COMPREHENSION & SUMMARY**
(55 marks) There are **TWO (2)** sections in this part. Answer both questions in the space provided.
 - PART B : ESSAY WRITING**
(45 marks) There is only **ONE (1)** section in this part. Answer the question in the space provided.
2. **Candidates are not allowed to bring any unauthorized materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.**
3. **This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.**
4. **Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.**

WARNING: The University Examination Board (UEB) of BERJAYA University College regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students’ Handbook, up to and including expulsion from BERJAYA University College.

Total Number of pages = 7 (Including the cover page)

PART A : READING COMPREHENSION & SUMMARY (55 MARKS)

INSTRUCTION(S) : There are **TWO (2)** sections in this part. Answer both questions in the space provided.

University Students Online Learning System During Covid-19 Pandemic

Adapted from: Purwanto, A 2020, 'University students online learning system during Covid-19 pandemic', *Systematic Reviews in Education*, vol. 11, no. 7, pp. 570-576, viewed 17 January 2022, <<https://www.sysrevpharm.org/articles/university-students-online-learning-system-during-covid19-pandemic-advantages-constraints-and-solutions.pdf>>

COVID-19 has changed lifestyles around the world. People are advised to keep their distance from each other and limit travel as often as possible, and these security measures apply to education as well. State governments have recommended distance learning and additional learning materials via an online system, and everywhere school administrators, teachers, and students are making efforts in various ways to adapt to and benefit from the new online learning environment. The implementation of online learning is not limited to crisis situations such as the current pandemic. Indeed, online learning has been suggested as a substitute for face-to-face learning even before the 2020 pandemic (Stacey et al., 2004), and classes set up using remote imaging systems have been widely used since the 1990s to facilitate two-way interaction, participation in learning, class achievement, and levels of satisfaction similar to that of face-to-face classes (Jeong, 2010).

A survey of students from five private universities after four weeks of online distance learning as participants, in which distance learning was done using an online system was carried out to explore the advantages, constraints and solutions of online learning for private university students. A comfortable educational environment was the most common advantage identified for online learning. Homes are the most common place to participate in temporary distance learning as a result of COVID-19, meaning that many homes are equipped with environments that allow for comfortable online learning. According to Earthman (2002), a classroom that can be too complex and crowded with many people can create a variety of problems, and as a result students' academic achievements can suffer. These results suggest that the online learning environment, which most students perceive as comfortable, is an important element that can positively affect academic achievement. Time utilization emerged as the second highest theme. Some examples of responses classified this as they do not spend too much time traveling to campus, their travel time is saved, and their travel time load has decreased. Learning online that does not take a lot of time can also allow students to develop themselves in other things, such as reading, writing or drawing. That way, students do not just study, or seek knowledge, but also develop their talents and potential. Smooth interaction between instructors and students also shows a high response rate with examples of the responses grouped into this theme is that they can speak comfortably over chat applications, they can freely ask questions to the teachers and they feel like they are taking a one-on-one class.

Disadvantages for online learning are often associated with student dissatisfaction. For example, students suggest improvements around areas of dissatisfaction such as increasing network instability. Some opinions that are often expressed about network instability are that delays often

occur, teachers' voices and teaching materials are not synchronous and they cannot take classes when wi-fi is not connected. The second most frequent complaint involved unilateral communication through increased one-sided interactions. This includes restricted communication with teachers who progress on their own without interaction with students as well as the direct dissolution of relationships between friends. The third most frequent complaint was reduced concentration with many students responding that it was difficult to focus on lessons for long periods of time. Parents saw the problem as more related to less discipline at home, and added distractions from increased screen time.

According to Schlesselman (2020), the potential for future crisis situations that require the implementation of remote classes is high. Therefore, to improve distance learning, the difficulties experienced by students as well as faculty must be understood, and a way to solve them must be found. Telecommunications companies around the world have improved infrastructures, and packages to boost internet use have been widely promoted since the start of the pandemic. Students who usually buy internet packages once a month, can now buy the same internet packages to use for up to two to three months. From the results of this study, students who are satisfied with their academic achievement can be said to have demonstrated the abilities required to participate in distance learning. Simonson et al. (1999) presents an independent and comfortable environment that suits learners which also provides a sense of individuality and responsibility as some of the main positive characteristics of online learning. Results also indicate that interactions are more influenced by individual student's personal characteristics than by distance teaching systems. As a result, students can be satisfied with interactions only when they fully learn the functions of the online platform and use it smoothly, participate actively, and invest time improving communication with instructors as well as peers. By easily accessing readily available learning materials or following instructional videos, students do not need to wait for the teacher who sometimes "drags" lessons. As a result, students have more flexible time to study, especially studying at home, as they don't have to spend a lot of time going to campus as usual. With a learning system like this, at least education is more advanced.

Based on the student experiences presented in this study, it should be possible to reduce complaints while maintaining the advantages of distance learning.

SECTION 1 : Reading Comprehension (30 marks)

Instructions : Reconstruct the argument presented in the article above by identifying the following elements:

a) the main claim (3 marks)

b) **FOUR (4)** reasons in support of the main claim

(8 marks)

c) the opposing claim

(3 marks)

d) **FOUR (4)** reasons in support of the opposing claim

(8 marks)
