

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' READINESS IN IMPLEMENTING
SCHOOL-BASED ASSESSMENT**

**SALBI BINTI ABU BAKAR
2009929017**

Dissertation submitted in partial fulfillment of the requirement
for the degree of
**Master of Education
(TESL)**

Faculty of Education

November 2012

Declaration of Work

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi Mara. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree of qualification.

In the event that my thesis be found to violate the conditions above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi Mara.

Name of Candidate : SALBI BINTI ABU BAKAR
Candidate's ID No. : 2009929017
Programme : M Ed. TESL (Hons)
Faculty : Faculty of Education
Thesis Title : Teachers' Readiness in Implementing School-Based Assessment
Signature of Candidate : 
Date : 30 NOVEMBER 2012

ABSTRACT

The main purpose of this study was to determine teachers' readiness in implementing School-Based Assessment in primary schools. The objectives of the study are firstly to find out whether the teachers have knowledge about the School-Based Assessment; secondly, to find out whether the teachers are given adequate knowledge to implement the assessment; thirdly, the study was aimed to determine whether the teachers are ready to implement the new form of assessment; fourthly, the study aims to identify the problems faced by the teachers in implementing the School-Based Assessment; and finally, the study intended to solicit the teachers' recommendation in implementing the School-Based Assessment. The respondents consist of 98 Year One teachers from 15 primary schools in Kuching, Sarawak. A questionnaire consisting of 5 sections according to the research objectives was specially designed and developed for the purpose of this study. The findings were presented in percentages and illustrated using tables. The findings of the study show that most of the teachers have knowledge of School-Based Assessment and they were given adequate training in order to implement the new assessment system. In addition, the respondents gave positive response and indicated that they are ready to implement the School-Based Assessment. However, there were problems and challenges faced by these teachers in implementing the School-Based Assessment. Thus, recommendations are put forward to the Ministry of Education Malaysia particularly the Malaysian Examination Syndicate that may enable the teachers to implement School-Based Assessment confidently and effectively.

ABSTRAK

Tujuan utama kajian ini adalah untuk mengetahui kesediaan guru-guru dalam melaksanakan Pentaksiran Berasaskan Sekolah di sekolah-sekolah rendah. Untuk mendapatkan maklumbalas tentang kesediaan guru-guru terhadap pentaksiran ini, aspek pertama yang dikaji adalah untuk mengetahui sama ada guru-guru mempunyai pengetahuan tentang Pentaksiran Berasaskan Sekolah. Seterusnya, kajian ini juga bertujuan untuk mengetahui sama ada guru-guru telah diberi maklumat yang lengkap untuk melaksanakan pentaksiran ini, di samping mengetahui sama ada guru-guru ini bersedia untuk melaksanakan pentaksiran ini di sekolah-sekolah. Selanjutnya kajian ini juga ingin mengenalpasti masalah-masalah yang dihadapi oleh guru-guru dalam melaksanakan Pentaksiran Berasaskan Sekolah dan mendapatkan cadangan oleh guru-guru tersebut untuk melaksanakan sistem pentaksiran ini. Seramai 98 orang guru Tahun Satu dari 15 buah sekolah rendah di Kuching, Sarawak terlibat dalam kajian ini. Dapatan kajian ini telah dibincangkan secara diskriptif dan dibentangkan dalam bentuk peratusan dengan menggunakan jadual. Dapatan kajian menunjukkan bahawa kebanyakan responden mempunyai kefahaman tentang Pentaksiran Berasaskan Sekolah kerana mereka telah diberi latihan yang sewajarnya mengenai pentaksiran tersebut. Tambahan pula, responden telah memberi respon yang positif bahawa mereka bersedia untuk melaksanakan Pentaksiran Berasaskan Sekolah di sekolah. Walau bagaimanapun, terdapat permasalahan dan cabaran dalam melaksanakan Pentaksiran Berasaskan Sekolah. Oleh yang demikian, cadangan telah diberi dan akan memberi faedah kepada Kementerian Pelajaran Malaysia, khususnya Lembaga Peperiksaan Malaysia bagi membolehkan guru-guru melaksanakan Pentaksiran Berasaskan Sekolah dengan lebih yakin dan berkesan.

ACKNOWLEDGEMENT

It was an amazing journey that ever I had in completing this dissertation. All the hardships and challenges are too valuable and the experience I have gained is meaningful and unforgettable. Thanks to Allah Almighty for His blessing in making this dissertation a success.

This dissertation would not have been possible without the support, encouragement and guidance of several individuals. Hence, I would like to take this golden opportunity to acknowledge with sincere gratitude to those who directly or indirectly involved in assisting me to accomplish my dissertation.

First and foremost, I would like to express my gratitude to my supervisor Associate Professor Dr Abu Bakar bin Haji Ibrahim for his patience, meaningful advice and guidance. Special thanks to all my lecturers for their great contributions and advice.

To my beloved husband and daughter, thank you so much for your sacrifice and support. Your understanding inspires me to believe in myself and encourage me to do my best. My gratitude also goes to my mother, siblings, sister in-law, father and mother in-law, colleagues for their support and teachers of 15 primary schools who have given their feedback for this study.

Last but not least, this dissertation is also dedicated to my late father who has become my inspiration. His advice will always remain in my mind that nothing is impossible and always try to be the best.