

**UNIVERSITI TEKNOLOGI MARA**

**A CASE STUDY OF A  
NOVICE TEACHER'S  
IMPLEMENTATION OF  
ASSESSMENT FOR LEARNING  
TOOLS IN A YEAR ONE ENGLISH  
CLASSROOM**

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## AUTHOR'S DECLARATION

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

I , hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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*“I can do all things through Him who strengthens me”  
Phillipians 4:13*

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## **ABSTRACT**

In 2011, School Based Assessment (SBA) has officially made its way into the Malaysian education system starting from Year 1. The advent of SBA gives rise to the usage of assessment for learning tools and practices in the classroom. The purpose of this study is to investigate the assessment for learning tools and strategies used by a novice teacher in a Year 1 English classroom. The assessment for learning tools are the selection of task type, usage of feedback and questioning while the strategies are the inclusion of assessment for learning practices that the novice teacher puts into her teachings. This case study employed interviews, class observation and document analysis as part of the data collection. In addition, the data were transcribed and analysed using thematic analysis. The findings indicated that the novice teacher preferred pair or group work type of task and employs positive feedback and high usage of low order thinking skills type of questioning. From this case study, it is highly recommended that teachers need to be trained well in the actual usage of assessment for learning tools and strategies to make it a realized practice in the day-to-day lesson. Future research should look into the revision of the content and learning documents pertaining to SBA in general and assessment for learning in particular. Selection of the prescribed teaching and learning resources should also be revised to optimize the usage of assessment for learning in the classroom.

## **ABSTRAK**

Pentaksiran Berasaskan Sekolah (PBS) telah memasuki sistem pendidikan Malaysia bermula dari darjah satu pada tahun 2011. Pengenalan PBS telah membolehkan penilaian terhadap pengajaran dan pembelajaran di dalam kelas. Objektif kajian ini adalah untuk mengetahui penilaian terhadap bahan pengajaran dan pembelajaran yang dijalankan oleh tenaga pengajar yang baru di dalam kelas darjah satu untuk matapelajaran Bahasa Inggeris. Penilaian terhadap bahan pengajaran adalah pemilihan jenis tugasan, penggunaan tindak balas dan soal jawab dimana bahan-bahan pengajaran tersebut diguna pakai sebagai penilaian dalam amalam pengajaran yang digunakan oleh tenaga pengajar baru. Kajian ini menggunakan kaedah temuramah, kajian lapangan melalui pemerhatian di dalam kelas dan analisa dokumen untuk mendapatkan data kajian. Selepas itu, data diidentifikasi dan dianalisis menggunakan kaedah analisis tematik. Dapatan kajian menunjukkan bahawa tenaga pengajar baru menyukai kaedah kerja berkumpulan atau berpasangan, menggunakan tindak balas positif dan penggunaan kemahiran berfikir pada tahap rendah dalam bertanyakan soalan kepada pelajar. Daripada kajian ini dicadangkan agar tenaga pengajar baru perlu dilatih dalam strategi dan penggunaan bahan pembelajaran dan pengajaran untuk menjadikannya lebih berkesan. Kajian akan datang perlu melihat kepada keberkesanan dokumen standard kurikulum sekolah rendah yang berkaitan dengan penilaian pembelajaran dan pemilihan bahan pengajaran dan pembelajaran.