

UNIVERSITI TEKNOLOGI MARA

**TEACHER COMPETENCE IN THE
IMPLEMENTATION OF SCHOOL BASED ORAL
ENGLISH ASSESSMENT**

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**Dissertation submitted in partial fulfillment of the requirements
for the degree of
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ABSTRACT

School Based Oral English Assessment (SBOEA) has brought an impact in the role of English teachers. Since 2003, English teachers are to be accountable to implement SBOEA during classroom instructions and to assess student oral skills according to its standard process and procedure provided by the Malaysian Examination Syndicate (MES). However, the competence of the English teacher to carry out SBOEA in their daily classroom instructions has to be investigated. Therefore, this study aims to examine teacher competence in the implementation of SBOEA. A total of forty-eight Form 4 and Form 5 English teachers of eight secondary schools in Kota Samarahan division involved in the study. This descriptive study employed a set of questionnaire in obtaining data. There are two types of analyses used in this study such as descriptive analysis of frequencies and percentages; and inferential analyses of independent samples t-test and ANOVA. Data analysis produced the following results: 1) Teachers possess a high competence level in the implementation of SBOEA. 2) The first hypothesis failed to be rejected because there were no significant differences in means of the teacher competence level among English teachers from different schools; 3) The second hypothesis was rejected because there were significant differences in means according to teaching experience years and; 4) The third hypothesis was rejected because there were significant differences in means between teachers who attended and not attended the SBOEA course. The results have indicated that most of English teachers in Kota Samarahan possess a high level of teacher competence in the implementation of SBOEA even though there exist some significant differences in terms of teaching experience and; between teachers who attended and not attended the SBOEA course. Thus, this study indicates that these groups of English teachers are competent in implementing SBOEA and able to assess students in SBOEA objectively.

ABSTRAK

Ujian Lisan Berasaskan Sekolah - Bahasa Inggeris (ULBS-BI) telah memberi impak ke atas peranan guru Bahasa Inggeris. Sejak tahun 2003, guru Bahasa Inggeris dipertanggungjawab untuk melaksanakan ULBS-BI semasa proses pembelajaran dan pengajaran untuk menilai kemahiran lisan pelajar. Pelaksanaan ini harus sesuai dan mengikut kehendak proses dan prosedur standard yang disediakan oleh Lembaga Peperiksaan Malaysia (LPM). Walau bagaimana pun, tahap penguasaan atau kecekapan guru Bahasa Inggeris untuk melaksanakan ULBS-BI semasa proses pengajaran dan pembelajaran adalah masih belum teruji. Oleh kerana itu, kajian ini bertujuan untuk menguji kecekapan guru dalam pelaksanaan ULBS-BI yang telah melibatkan sebanyak empat puluh lapan guru –guru Bahasa Inggeris Tingkatan 4 dan Tingkatan 5 sekolah menengah di sekitar bahagian Kota Samarahan. Kajian deskriptif ini menggunakan satu set borang soal selidik sebagai kaedah pungutan data. Dua jenis kaedah analisis digunakan dalam kajian ini adalah analisis deskriptif yang melibatkan frekuensi dan peratusan, dan analisis inferensi yang melibatkan ujian-t sampel bebas dan ujian sehala ANOVA. Analisis data telah menghasilkan keputusan berikut: 1) Guru-guru Bahasa Inggeris mempunyai tahap kecekapan yang tinggi dalam melaksanakan ULBS-BI; 2) Hipotesis pertama gagal ditolak kerana tidak ada perbezaan yang signifikan dari segi tahap kecekapan di antara guru-guru Bahasa Inggeris dari sekolah yang berbeza; 3) Hipotesis kedua ditolak kerana terdapat perbezaan yang signifikan dalam min mengikut tahun pengalaman mengajar dan; 4) Hipotesis ketiga ditolak kerana terdapat perbezaan yang signifikan dalam min di antara guru yang pernah dan tidak pernah menghadiri kursus ULBS-BI. Hasil kajian ini menunjukkan bahawa sebahagian besar guru Bahasa Inggeris di Kota Samarahan mempunyai tahap kecekapan guru yang tinggi dalam pelaksanaan ULBS-BI walaupun terdapat beberapa perbezaan yang signifikan dalam pengalaman mengajar dan; di antara guru yang pernah dan tidak pernah menghadiri kursus ULBS-BI. Oleh yang demikian, kajian ini menunjukkan bahawa kumpulan guru Bahasa Inggeris ini adalah cekap dalam melaksanakan ULBS-BI dan mampu menilai pelajar secara objektif.

Candidate's Declaration

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 other degree or qualification.

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