

UNIVERSITI TEKNOLOGI MARA

**CHALLENGES FACED BY
ENGLISH LANGUAGE TEACHERS
IN THE IMPLEMENTATION OF
SCHOOL-BASED ASSESSMENT**

Hazura binti Abdul Aziz

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AUTHOR'S DECLARATION

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

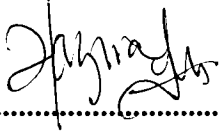
Name of Student : **Hazura binti Abdul Aziz**

Student ID No. : **2010540279**

Programme : **ED770**

Faculty : **Faculty of Education, UiTM Shah Alam**

Thesis Title : **Challenges Faced by English Language Teachers
in the Implementation of School-Based
Assessment**

Signature of Student : 
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Date : **30 Jun 2013**

ABSTRACT

The Primary School Standard Curriculum (KSSR) was officially introduced in all national primary schools in Malaysia in 2011. The tides of change have empowered the English Language (EL) teachers in making School-Based Assessment (SBA) decisions in their language teaching and learning process. It is becoming increasingly difficult to ignore the challenges that have washed into the education shore of Malaysia. This study presents the findings of a study on the KSSR SBA implementation challenges faced by the EL teachers in nineteen (19) national primary schools in the Sepang District of Selangor. Data for the study were collected from fifty-three (53) EL teachers using a 53-item survey questionnaire. The findings of this study identified eleven (11) SBA implementation challenges faced by the EL teachers which are divided into two (2) types: Internal Implementation Challenges (IC) and External Implementation Challenges (EC). These challenges are still at a low to moderate level as SBA is in its second year. Three (3) IC are found to be the teachers' professional knowledge, the teachers' professional adequacy and the teachers' professional attitude and motivational interest. The eight (8) EC are school ethos, resource adequacy, in-school professional support, external professional support, ongoing professional development, time, workload, and fairness. The highest ranked SBA IC faced by these EL teachers is the teachers' professional attitude and motivational interest, whereas the highest ranked SBA EC is time. The results of this study indicated that there is a significant difference in the SBA implementation challenges faced by the EL teachers between the 19 national primary schools in the Sepang District of Selangor. When facing the SBA EC, it is found that there is no significant difference between the EL teachers' teaching experience, highest academic qualification and frequentness of attending KSSR SBA in-service training. However, there is a significant difference among the EL teachers' teaching experience when facing the SBA IC in their schools. The study concludes that the teachers' teaching experience is a predictor variable that contributes towards the SBA IC. Five (5) strategies were undertaken by the EL teachers to overcome their SBA implementation challenges: effective time management, creating supportive network of implementation, investing in professional development, communicating a shared vision of intended change and providing continuous assistance. To conclude, the success of the SBA implementation would need the full commitment and support from all education stakeholders in creating a supportive network, investing in professional development, and providing continuous communication to the public and assistance to the teachers. It is recommended for further research that this study should be extended to a wider population from different parties affected by SBA such as the students, parents and school administrative using a variety of data collection instruments.

ABSTRAK

Kurikulum Standard Sekolah Rendah (KSSR) telah diperkenalkan di semua Sekolah Kebangsaan (SK) di Malaysia pada tahun 2011. Usaha pembaharuan telah dibuat pada sistem Penilaian Berasaskan Sekolah (PBS) di mana kuasa untuk membuat keputusan penilaian murid semasa proses pengajaran dan pembelajaran Bahasa Inggeris (BI) di dalam kelas telah diagihkan kepada semua guru BI di SK. Ia menjadi semakin sukar untuk mengelak kewujudan cabaran-cabaran semasa pelaksanaan PBS di SK. Maka, kajian yang menggunakan borang kaji selidik 53 item ini, telah dijalankan untuk menyiasat cabaran-cabaran pelaksanaan KSSR PBS yang dihadapi oleh lima puluh tiga (53) guru-guru BI dalam sembilan belas (19) buah SK di daerah Sepang, Selangor. Hasil dapatan menunjukkan bahawa terdapat sebelas (11) cabaran pelaksanaan PBS yang dihadapi oleh guru-guru BI yang terdiri daripada dua (2) jenis cabaran: Cabaran Pelaksanaan Dalaman (IC) dan Cabaran Pelaksanaan Luaran (EC). Penemuan mengenalpasti tahap cabaran pelaksanaan PBS masih pada paras yang rendah hingga sederhana di kalangan guru BI di peringkat SK. Tiga (3) IC adalah pengetahuan profesional guru, kecukupan professional guru, dan sikap profesional dan motivasi guru. Lapan (8) EC adalah etos sekolah, kecukupan sumber, sokongan profesional di sekolah, sokongan profesional dari luar, pembangunan professionalism yang berterusan, masa, beban kerja, dan keadilan. Kajian ini telah mendapati IC yang tertinggi ialah sikap profesional dan motivasi guru, manakala EC yang tertinggi adalah masa. Terdapat perbezaan yang signifikan di antara guru-guru BI dari 19 SK di daerah Sepang, Selangor apabila berhadapan dengan cabaran-cabaran pelaksanaan PBS. Apabila menghadapi EC, didapati bahawa tidak ada perbezaan yang signifikan antara pengalaman mengajar guru, kelayakan akademik tertinggi, dan kekerapan menghadiri kursus latihan KSSR PBS dalam perkhidmatan. Namun, terdapat perbezaan yang signifikan antara pengalaman mengajar guru apabila berhadapan dengan IC. Kajian ini menyimpulkan bahawa pengalaman mengajar guru merupakan pembolehubah yang menyumbang terhadap IC. Lima (5) strategi telah diaplikasikan oleh guru-guru BI untuk menangani cabaran-cabaran pelaksanaan PBS di SK: pengurusan masa yang berkesan, mewujudkan jaringan sokongan pelaksanaan PBS, melabur dalam pembangunan profesional, berkomunikasi wawasan perubahan kepada masyarakat umum, menyediakan bantuan yang berterusan untuk mengatasi cabaran-cabaran pelaksanaan PBS yang dihadapi dalam SK. Bagi menyokong kejayaan proses pelaksanaan PBS di Malaysia, adalah perlu komitmen dan sokongan daripada semua pihak dalam mewujudkan rangkaian sokongan, pelaburan dalam pembangunan profesional, dan menyediakan komunikasi yang berterusan kepada orang ramai dan bantuan kepada guru-guru. Ia adalah disyorkan untuk penyelidikan selanjutnya bahawa kajian ini perlu diperluaskan kepada populasi yang lebih luas daripada pelbagai pihak yang terlibat dengan PBS seperti pelajar, ibu bapa dan pentadbiran sekolah dengan menggunakan pelbagai instrumen data.

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