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THE PERCEPTION OF ESL TEACHERS IN SELECTED MALAYSIA PRIMARY SCHOOLS ON SCHOOL BASED ASSESSMENT SYSTEM

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AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other 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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ABSTRACT

This study was a survey on the perception of ESL teachers on the implementation of school based assessment (SBA) in Malaysia public schools. The focus of the study is to seek information based on three main aspects namely 1) the teachers' level of readiness/ preparedness in implementing SBA, 2) the teachers' perceived effectiveness of SBA, and 3) the current issues and concerns regarding the implementation of SBA in school level. The respondents of this study consisted of 83 ESL teachers from 32 schools in Kuala Krai, Kelantan. The teachers were asked to complete a questionnaire to provide information for this study. The result of this study has shown that teachers' level of readiness/ preparedness and confidence level to conduct SBA in schools were not at a satisfactory level, and teachers did not feel that the school-based assessment has been effectively implemented in schools. Significantly, the respondents of this study preferred to terminate SBA if they were given a choice. The respondents had indicated that time constraint, class size, documentation and records, teaching materials and sources of reference, support and professional development were among the issues and concerns that need to be addressed by all educational stakeholders in Malaysia if SBA is deemed to be successful. This research can be taken as a reference by all educational stakeholders in rectifying the issues related to the implementation of school based assessment.

ABSTRAK

Penulisan ini adalah merupakan kajian mengenai persepsi guru Bahasa Inggeris terhadap implimentasi Penilaian Berasaskan Sekolah (PBS) di sekolah-sekolah awam di Malaysia. Kajian ini memfokuskan kepada tiga aspek utama iaitu 1) tahap kesediaan dan keyakinan guru untuk melaksanakan sistem PBS , 2) persepsi guru terhadap keberkesanan sistem PBS, dan 3) isu-isu semasa yang berhubung kait dengan pelaksanaan PBS. Responden dalam kajian ini terdiri daripada 83 orang guru Bahasa Inggeris dari 32 buah sekolah rendah di daerah Kuala Krai, Kelantan. Guru-guru ini telah diminta untuk melengkapkan borang kajian untuk mendapatkan maklumat yang diperlukan untuk kajian ini. Hasil kajian ini mendapati bahawa tahap kesediaan dan keyakinan guru-guru untuk melaksanakan PBS di sekolah masih belum memuaskan. Guru-guru ini juga tidak merasakan bahawa sistem PBS begitu berkesan untuk di gunapakai di sekolah-sekolah di Malaysia. Oleh yang demikian, responden memilih untuk tidak melaksanakan PBS di sekolah sekiranya mereka diberi peluang untuk membuat pilihan. Para responden juga telah menyatakan bahawa antara isu semasa yang menjadi penyumbang kepada kejayaan dan keberkesanan PBS ialah halangan masa, bilangan murid di dalam sesebuah kelas, rekod dan dokumentasi, sumber rujukan dan bahan bantu mengajar, peningkatan professional dan sokongan dari semua pihak yang berkaitan dengan sistem pendidikan di Malaysia. Kajian ini boleh diambil sebagai rujukan oleh semua pihak yang terlibat dengan sistem pendidikan di Malaysia untuk menambahbaik sistem penilaian berasaskan sekolah yang sedia ada sekarang.

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