

UNIVERSITI TEKNOLOGI MARA

**ATTITUDES OF ENGLISH LANGUAGE
TEACHERS TOWARD THE
IMPLEMENTATION OF SCHOOL-BASED
ASSESSMENT IN ESL CLASSROOMS,
IN SERIAN DISTRICT**

HELDA ANAK JUGAH

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AUTHOR'S DECLARATION

I declare that the work in this thesis or dissertation 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 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 the Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Helda Anak Jugah
Student I.D. No. : 2011443376
Programme : Master of Education (TESL)
Faculty : Faculty of Education
Thesis/Dissertation Topic : Attitudes of English Language Teachers toward the
Implementation of School - Based Assessment in Their ESL
Classrooms, in Serian District
Signature of Student :
.....
Date :

Abstract

This study was on the attitudes of English Language teachers in Serian District, toward the implementation of SBA in their English Language classroom. The objectives of this study were to investigate the extent of 53 English Language teachers' knowledge of the content of School-Based Assessment (SBA) document, their attitudes toward School-Based Assessment and their attitudes toward the implementation of SBA in English Language classrooms. It also investigated the relationship between teachers' attitudes in implementing SBA in their English Language classes with teachers' teaching experience, teachers' choice of assessment, teachers' level of knowledge and teachers' attitudes toward SBA. In addition, this study also identified other factors that influence English Language teachers' attitudes toward the implementation of SBA in their English Language classroom. The method used for this study was a questionnaire. The data were analysed using SPSS 16 and categorized accordingly. The findings showed that teachers needed professional development on SBA. They had mixed feeling about SBA and the implementation of SBA in their English Language classroom. Factors like time constraint, classroom size, Internet access, extreme different levels of students in the class and no proper modules and guidelines did influence teachers' attitudes in implementing SBA in their classroom. No proper training given to teachers is also one of the factors that influence teachers' attitudes toward the implementation of SBA in their English Language classroom.

Key words: School – Based Assessment, Attitudes, Implementation

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CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter discussed the background of this study, statement of problems, objectives of the study, research questions, scope of the study, theoretical framework, conceptual framework, significance of the study and definition of terms. It began with an account on the background information of School-Based Assessment and the extent of its implementation in Malaysian schools.

1.1 Introduction

In 2010, the Ministry of Education (MOE) announced that starting in 2012, the lower secondary public examination *Penilaian Menengah Rendah* (PMR) would be abolished and a new assessment system would be implemented to replace PMR. The new system mentioned by the Ministry is School-Based Assessment (SBA) for lower secondary school and *Peperiksaan Tingkatan 3* (PT3). It was believed that the PMR examination system produced students who were good at memorising what they had learnt rather than applying what they had learnt. As a result, MOE decided that the Malaysia Education System needs some transformation so that it will be on par with other developed countries.

The present Education Minister Y.A.B. Tan Sri Muhyiddin Yassin stated that the Malaysian Education System should not be too exam-oriented and suggested that the