

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' CONCERNS REGARDING THE
IMPLEMENTATION OF SCHOOL-BASED
ASSESSMENT**

NUR HAIYU BINTI ISHAK

Dissertation submitted in partial fulfilment of the requirements
for the degree of
Master of Education
(TESL)

Faculty of Education

August 2014

CANDIDATE'S DECLARATION

I declare that the work in the 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 dissertation has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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Name of Candidate : NUR HAIYU BINTI ISHAK
Candidate's ID No. : 2010125869
Programme : MASTER OF EDUCATION (TESL)
Faculty : FACULTY OF EDUCATION
Dissertation Title : TEACHERS' CONCERNS REGARDING
THE IMPLEMENTATION OF
SCHOOL-BASED ASSESSMENT

Signature of Candidate : 

Date : August 2014

ABSTRACT

School-based assessment (SBA) is currently being implemented in Malaysian education system as part of its educational reform (Examination Syndicate of Malaysia, 2011). However, we know little about the concerns of the teachers as the main implementers of the transformation. Therefore the main aim of this study was to explore English language teachers' concerns regarding the implementation of school-based assessment (SBA) in Malaysia. A Stages of Concerns (SoC) Questionnaire adapted from Cheung, Hattie & Ng (2001) consisting 22-item statements was distributed to 48 secondary school teachers in Kota Bharu, Kelantan. Semi-structured interviews were also conducted with five randomly selected teachers to obtain more insights on the challenges faced by teachers and the support they needed for the effective implementation of SBA. The findings of this study revealed that a majority of the English language teachers is concerned about the informational-personal stage of SBA implementation. In other words, they were interested to learn more about SBA and how it is different and better from the previous approach. They also wanted to know how their roles would change as they implement SBA in their classrooms and how much time and energy are required in the course of this educational transformation. However, the findings also showed that there was no significant difference in terms of teachers' concerns between optionist and non-optionist, male and female, and novice and experienced ESL teachers except for the awareness stage between optionist and non-optionist English language teachers. According to the English language optionist teachers, this was mostly because they were occupied with other things than SBA and did not have much knowledge about SBA; whereas for the non-optionist English language teachers felt this was because they were rather concerned about SBA but were not keen to learn about it yet. In addition, the findings identified six main challenges faced by the teachers. They are in terms of time constraint, limited access to teaching and assessment materials to administer SBA in the classroom, reliability and validity issues in SBA implementation, coping with external pressure on the implementation of SBA, and finally, management and documentation procedures related to SBA. Last but not least, this study also identified the kind of support the teachers need. The teachers articulated that they required appropriate teaching modules, on-going training, external moderation of scores, a more teacher-friendly and realistic filing and documentation procedures, and finally they expressed a call for the stakeholders to play bigger and more effective roles during this reform. Henceforth, the results of this study will be of useful reference to concerned parties to make further improvements for the effective implementation of school-based assessment in Malaysia.

ABSTRAK

Pentaksiran Berasaskan Sekolah (PBS) sedang dilaksanakan dalam sistem pendidikan di Malaysia sebagai sebahagian daripada transformasi pendidikan (Lembaga Peperiksaan Malaysia, 2011). Walau bagaimanapun, hanya sedikit yang kita ketahui tentang keprihatinan guru sebagai pelaksana transformasi dalam pelaksanaan ini. Oleh itu, kajian ini bertujuan untuk meneroka peringkat keprihatinan guru Bahasa Inggeris tentang pelaksanaan Pentaksiran Berasaskan Sekolah di Malaysia. Soal selidik peringkat keprihatinan (Stages of Concerns Questionnaires) yang diadaptasi dari Cheung, Hattie & Ng (2001), yang mengandungi 22 pernyataan item telah diedarkan kepada 48 guru Bahasa Inggeris sekolah menengah di Kota Bharu, Kelantan. Temu duga berstruktur secara rawak bersama lima orang guru dalam kalangan peserta soal selidik juga diadakan untuk mendapatkan lebih banyak pemahaman tentang cabaran yang mereka hadapi dan jenis sokongan yang mereka perlukan untuk pelaksanaan PBS. Kajian ini mendapati bahawa majoriti guru Bahasa Inggeris prihatin tentang tahap infomasi-personal pelaksanaan PBS. Dalam kata lain, mereka berkehendak untuk mendapatkan lebih banyak maklumat tentang PBS, dan bagaimana ianya berbeza dan lebih baik daripada pendekatan lama. Mereka juga ingin tahu bagaimana peranan mereka akan berubah semasa mereka melaksanakan PBS di bilik darjah, serta komitmen masa dan tenaga yang diperlukan dalam tempoh transformasi. Walau bagaimanapun, dapatan kajian menunjukkan tiada perbezaan ketara antara tahap keprihatinan guru opsyen dan bukan opsyen, guru lelaki dan perempuan, serta guru kurang berpengalaman dan guru berpengalaman kecuali pada tahap kesedaran antara guru opsyen dan bukan opsyen Bahasa Inggeris. Menurut guru opsyen Bahasa Inggeris, hal ini adalah demikian kerana mereka sibuk dengan perkara-perkara lain selain PBS dan tidak mempunyai banyak maklumat mengenainya; manakala bagi guru bukan opsyen pula, mereka gak prihatin tentang PBS tetapi kurang berminat untuk belajar mengenainya. Selain itu, dapatan kajian ini telah mengenal pasti enam cabaran utama yang dihadapi guru-guru. Mereka adalah kesuntukan masa, akses terhad kepada pengajaran dan bahan pengukuran PBS, isu kesahan dan kebolehpercayaan dalam PBS, menghadapi tekanan luar semasa pelaksanaan PBS, dan akhir sekali, pengurusan dan prosedur dokumentasi berkenaan PBS. Kajian ini juga mengenal pasti jenis-jenis sokongan yang guru-guru perlukan. Mereka adalah aspek keperluan modul pengajaran berkaitan PBS, latihan berterusan, moderasi markah oleh pihak luar, prosedur dokumentasi dan failing yang lebih mesra-guru dan realistik, serta panggilan kepada pihak berkewajipan untuk memainkan peranan yang lebih besar dan efektif dalam tempoh perubahan ini. Justeru, hasil kajian ini akan menjadi sumber rujukan kepada pihak yang berkenaan untuk menambahbaik PBS supaya ia dapat dilaksanakan dengan efektif di Malaysia.

ACKNOWLEDGEMENT

First and foremost, I would like to extend my deepest gratitude and thanks to my dearest Mama, brothers and sisters for their unwavering support and words of encouragement for me to complete my dissertation and finish my Master's degree. They are those whom I turn to for comfort and I cherish them every day in my life.

Also, I would like to extend my sincere appreciation to my wonderful supervisor, Prof Gurnam Kaur Sidhu, for her continuous help and guidance to walk me through this challenging and enlightening journey. She opens my eyes to see the details which, oftentimes, I miss.

I am thankful to all my friends who have been very assisting and dear to me. I treasure their concerns and opinion, and I wish them well wherever they are.

Last but not least, I thank all the respondents for their willingness and cooperation to participate in this study. I am indebted to all of you for your great help.

Thank you.