

**ESL TEACHERS' PERCEPTIONS AND PRACTICES ON FORMATIVE
ASSESSMENTS IN CLASSROOM**

**NORHAYATI BINTI HUSAIN
MP111203**

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**Faculty of Education
Universiti Teknologi Malaysia**

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ABSTRACT

The main purpose of this study is to investigate the perception of English teachers on formative assessment in secondary schools. It also aims to determine their current understanding on formative assessment, their practices of formative language assessment and to discover the challenges they might perceived when implementing formative language assessment especially in classroom situation and how they overcome the challenges. A descriptive-correlation research design was employed to allow both quantitative and qualitative description of the relevant features of data collected. The study involved the use of questionnaire and semi-structured interviews. Purposive sampling was employed to English teachers from selected schools in Kuantan district. Data collected was analyzed using the SPSS software and the data gathered from interview responses were compared to probe the related understandings and experiences of English teachers. Majority of ESL teachers understand the main concepts of formative assessment although some of the teachers have misconceptions on formative assessment. The findings also indicated the challenges that ESL teachers perceived in implementing formative assessment. The challenge of entering the online data was identified to be the major reason that made the report of assessment seems burdensome to the teachers.

ABSTRAK

Tujuan utama kajian ini adalah untuk menyiasat persepsi guru Bahasa Inggeris terhadap pentaksiran formatif di sekolah menengah. Ia juga bertujuan untuk mengenalpasti kefahaman semasa guru tentang pentaksiran formatif, cara-cara penggunaan pentaksiran formatif dan untuk mencari halangan-halangan yang mungkin dihadapi semasa mengendalikan pentaksiran formatif terutamanya di dalam situasi kelas dan bagaimana mereka mengatasinya. Satu kesinambungan-deskriptif telah dijalankan untuk membolehkan deskripsi kualitatif dan kuantitatif dijalankan pada data terkumpul. Kajian ini menggunakan borang kaji selidik dan semi-struktur temubual. Sample terpilih digunakan kepada guru-guru Bahasa Inggeris di dalam daerah Kuantan. Data terkumpul di analisa menggunakan SPSS 20.0 dan data terkumpul daripada respons temubual dibandingkan untuk mencari kefahaman yang berkaitan dan pengalaman guru Bahasa Inggeris. Majoriti guru ESL memahami konsep-konsep utama pentaksiran formatif walaupun terdapat kesalahfahaman konsep mengenai mengenai pentaksiran formatif. Hasil kajian turut menunjukkan cabaran-cabaran yang mungkin dihadapi oleh guru ESL. Cabaran memasukkan data online dikenalpasti sebagai sebab utama yang menjadikan laporan pentaksiran menjadi bebanan kepada guru-guru.