

Stages of Concerns among Year 6 Primary School English Teachers on Classroom-Based Assessment

Norhafizah Hanoom binti Ahmad Azman Khan and Hishamuddin bin Ahmad

Abstract – Following the Ministry of Education's decision to eliminate the *Ujian Pencapaian Sekolah Rendah* (UPSR) in 2021, the primary method of assessing the academic performance of year 6 students, including their proficiency in the English language, is now the classroom-based Assessment (CBA), also referred to as *Pentaksiran Bilik Darjah* (PBD). Hence, the study was undertaken to examine the apprehensions of Year 6 English primary school teachers regarding CBA. The fundamental objective of this study is to ascertain the requirements of English instructors in year 6 of primary school who are engaged in CBA. Additionally, the study intends to effectively meet these requirements by utilising the data acquired. The questionnaires regarding concerns which also called as stages of concerns questionnaires (SoCQ), derived from the Concerns-Based Adoption Model (CBAM) were modified for the specific objectives of this study. The findings revealed that year 6 primary school English teachers possess a clear understanding of the significance of CBA and express a genuine concern for it. The answer asserted the necessity for more collaboration, implementation of effective practises, and the adoption of more meaningful methods to conduct English CBA with year 6 students.

Keywords – CBA (classroom-based assessment), SoCQ (stages of concern questionnaire), Concern based adoption model, ESL, assessment, measurement, English teachers

I. INTRODUCTION

Classroom-based Assessment (CBA), often referred to as *Pentaksiran Bilik Darjah* (PBD), has gained significant prominence in recent years because it serves as a substitute for traditional school assessments. It is a method used during the process of teaching and learning to gather information about students' progress, capabilities, and accomplishments. CBA takes the form of either formative or summative assessment in connection to the lesson being taught. This assessment provides teachers with five distinct advantages. The items are:

- i. To assess the holistic growth of students.
- ii. To facilitate teachers in identifying the strengths and flaws of the lesson.
- iii. To assess the efficacy of instruction.
- iv. To create and adapt appropriate instructional strategies.
- v. To promptly undertake appropriate action.

As an integral component of the Malaysian curriculum, CBA offers valuable insights into students' academic accomplishments and performances. Every teacher received

Norhafizah Hanoom binti Ahmad Azman Khan, SK Kerayong Jaya, Bera, Pahang, Malaysia
(Email: qistinamaisarah1747@gmail.com)
Hishamuddin bin Ahmad, Sultan Idris Education University, Malaysia. (Email: hishamuddin.a@fpm.upsi.edu.my)

comprehensive training, resources, and materials to facilitate the implementation of efficient assessment methods. However, another crucial factor that is sometimes disregarded is the consideration of teachers' concerns and beliefs throughout the implementation of CBA, ensuring that instructors receive the necessary assistance to ensure the successful implementation of CBA. This problem also encompasses elementary school English educators. There is a scarcity of research on the concerns of primary school English teachers regarding CBA.

Therefore, this study will make a substantial effort to ascertain the teachers' concerns on classroom-based assessment which will answer the research questions;

- I. What are the concerns of Year 6 English teachers on the implementation of CBA?
- II. What are the suggestions/improvement that can be made in making sure Year 6 English CBA is implemented effectively by the teachers?

In addition, the paper will also provide foundational data for future scholars who wish to undertake a similar investigation. The study was conducted to specifically address the concerns of English primary school teachers regarding CBA, as indicated by the given issues. The primary objective of this study is to determine the requirements of primary school English instructors who are engaged in CBA and thereafter address those requirements using the obtained data.

II. PROBLEM STATEMENT

There are several issues regarding assessments and testing. Arumugham & Arffin (2021) state that instructors have encountered difficulty in accepting CBA, despite its existence for over a year, following the abolition of UPSR. The authors noted that the dilemma arises when teachers and administrators lack a comprehensive understanding of the concept of CBA. They still lack knowledge on how to distinguish *tahap penguasaan* (performance levels) and provide professional assessments. Hock et.al (2022) substantiates this claim by asserting that the absence of requisite skills and self-assurance are influential elements that impede the adoption of CBA in educational institutions. According to the *Dokumen Standard Kurikulum dan Pentaksiran Bahasa Inggeris Tahun 6* (English Year 6's Curriculum Standard and Assessment) the primary rationale behind instructors' practise of segregating CBA from teaching and learning lies on the assumption that these two aspects are distinct from one another.

Another problem related with CBA is that many schools were found to have instructors who used traditional and teacher-centered teaching approaches, such as instruction

focused on chalk and talk. By employing this approach, most pupils just retain the crucial and foundational components of the lesson. (Hock et al., 2022). Consequently, teachers feel disconnected and alone in their involvement with CBA due to the lack of easily observable advantages for students. The teachers also have the perspective that CBA does not enhance their work, but instead primarily advantages the *Pejabat Pendidikan Daerah* (District Education Office), *Jabatan Pendidikan Negeri* (State Education Department), and Malaysian Ministry of Education. Furthermore, educators perceive CBA as challenging because to their inadequate foundational knowledge and the excessive time and effort it demands, despite its pertinence. (Hock et al., 2022).

Arumugham & Ariffin (2021) highlight the challenges encountered by ESL teachers in classroom-based assessment for oral proficiency. These challenges arise from an excessive dependence on summative and standardised tests, difficulties in evaluating learners' oral proficiency, and inadequate courses and trainings on formative language assessment offered by the Malaysian Ministry of Education. The inadequate language assessment skills of ESL instructors may have also played a role in the inefficient execution of language evaluation in classrooms.

Consequently, this has an impact on the quality assurance in CBA (Arumugham and Ariffin 2021). Another concern pertains to the matter of validity. When comprehensive CBA is fully applied in elementary schools, concerns over its validity are being raised. This theory is corroborated by Arekkuzhiyil's research findings in 2021. Within his research, he asserted that examinations may not provide sufficient evidence to demonstrate their validity and reliability. A significant number of the assessments employed to assess students in educational institutions lack standardisation and are not developed utilising a systematic test development approach and psychometric principles. This issue impedes the efficacy of the classroom-based assessment.

III. LITERATURE REVIEW

Assessment is part of the education system as it is crucial in determining students' learning progress. Brown (1990) support this in his book. He claimed that assessment is a continuous process that includes a broader scope. The teacher unconsciously evaluates the student's performance whenever they answer a question, provide a comment, or attempt to use a new phrase or structure.

In addition, Weir (1995) refers assessment as to the systematic gathering, analysis, and utilisation of data to enhance present performance. It serves as a diagnostic tool to find solutions, interventions, and opportunities for improvement. He added that during the assessment, teachers offer feedback on students' performance and suggestions for enhancing it, focusing on the process rather on the product.

Year 6 English Language Curriculum

The curriculum provides a comprehensive outline of the themes, language skills, grammar, language functions, and vocabulary that will be taught to Primary Year 6 pupils.

The English Language Curriculum for Primary Schools in Malaysia emphasises the significance of consistently utilising the English language within and beyond the confines of the classroom. The curriculum itself adopts an interdisciplinary methodology, as evidenced by its three primary themes:

- World of Self, Family and Friends
- World of Stories
- World of Knowledge

All the subjects covered in the selected textbook and the lessons created by teachers that are not derived from a textbook will be centred around the three aforementioned themes. The Year 6 learning standards delineate the linguistic abilities that students develop as they gain new linguistic structures, language functions, and vocabulary, while also revisiting language learned in Years 1-5. By the end of Year 6, most children are expected to achieve a proficiency level of A2 Mid on the Common European Framework of Reference (CEFR) for Listening, Speaking, Reading, and Writing, as outlined in the Year 6 Content and Learning Standards. The curricular framework document provides a comprehensive outline of the specific Content and Learning Standards for sixth grade. (LPM, 2022)

The Ministry of Education Malaysia (2022) highlighted in the English Year 6's Curriculum Standard and Assessment that English is used as a second language in the curriculum of all elementary and secondary schools in Malaysia. Mastery of the English language is crucial for pupils to gain access to information and knowledge that is written in English. Proficiency in the language is essential for students to efficiently retrieve information from electronic media, particularly the Internet, as it is extensively utilised in the field of Information and Communications Technology (ICT). The curriculum has been designed to guarantee that learners get a high level of proficiency in the English language, in line with the government's policy of improving English abilities. The curriculum's meticulously crafted content and rigorous learning requirements are designed to enable children to acquire language skills that can be directly used in their daily lives, academic pursuits, and professional endeavours.

The English language curriculum lays great importance on the development of reading abilities and critical literacy skills. The major objective of primary schooling is to ensure that kids gain essential reading skills and create a strong linguistic base, which will enable them to progress towards language competency in secondary school. Acquiring literacy skills is essential for providing pupils with the required means to improve their personal growth and enabling them to participate efficiently and effectively to society. This is consistent with the goals of the National Philosophy of Education, which seeks to optimise the cognitive, affective, and spiritual capacities of every student.

In their study, Husan Sahib and Stapa (2021) asserted that the formal introduction of the English language to children in Malaysia takes place during primary school, typically when they reach the age of seven. Language acquisition is compulsory until the age of seventeen in secondary education and has the potential to be continued at

the university level. Moreover, the Malay language has consistently functioned as the official language and a medium of instruction in national public schools to this day. According to the authors, national-type schools in the country are permitted to use languages other than the national language, such as Mandarin and Tamil, for teaching because of the varied ethnicities present. However, the English language was officially acknowledged as a secondary language and utilised for educational purposes. Malaysians have expressed diverse responses on the government's decision on language policy and the English language curriculum, considering the problems and difficulties that have arisen throughout the implementation phase.

Classroom-based assessment

Classroom-based assessment is a type of assessment whereby students will be assessed continuously throughout the year. It is also a thorough evaluation methodology that assesses a student's performance and achievements, while also critically analysing the instructional methods and strategies used by an instructor. CBA, usually referred to as formative assessment, has gained growing importance in modern education systems.

During administering the assessment, teachers are given the autonomy to use suitable and appropriate instrument with their students. In a study conducted by Sartaj et. al (2019), the authors asserted that selecting the suitable instrument for a certain assessment is a crucial element of the learning and evaluation process since the main goal of the CBA is to guide students' progress in the right path. Furthermore, CBA aids them in developing and improving their teaching approaches. A good instrument enables learners to perform well in class. This argument is supported by Hishamuddin et.al. (2022) in their studies with early childhood education teachers. The authors stated that it has been discovered that the instrument performs more effectively when given to teachers who possess lower, rather than higher, levels of perception on the quality of teaching, learning, and assessment in early childhood care and education. Put simply, this study revealed that teachers' perceptions of the quality of teaching, learning, and evaluation in early childhood care and education remain low.

Implementing CBA in educational establishments and providing comprehensive training to teachers in assessment approaches can provide significant benefits for both educators and students. The assessment will appraise not only the students' performance and development, but also the efficacy of the teacher, instructional tactics, and approaches (Shartaj et. al.,2019).

In the context of Malaysia, CBA was implemented in primary schools. CBA is carried out throughout the year and report of student's academic performance are done twice a year. During the assessment, teachers must consider all facets of a student's learning when assessing their overall performance. When assessing and determining the overall proficiency level, teachers should exercise their utmost discernment. Students will be rewarded with *Tahap Penguasaan* (performance level) 1 to 6 whereby 1 is the lowest and 6 is the highest. The performance level represents

the extent to which pupils have acquired knowledge and skills. Teachers can utilise their expertise and practical understanding to make informed decisions, taking into account their interactions with pupils and their professional discourse with fellow educators. Table I illustrates the explanations of each performance level.

TABLE I: OVERALL LEVEL OF PERFORMANCE

PERFORMANCE LEVEL	EXPLANATION
1	The pupil shows little ability to reach the curriculum goal.
2	The pupil is on track to meet the goal set by the curriculum.
3	The pupil meets the goals for the curriculum.
4	The goal of the curriculum is for the student to go above and beyond what is expected.
5	The student is on track to do better than the curriculum goal.
6	The student goes above and beyond the curriculum goal.

Adapted from *Kurikulum Standard Sekolah Rendah Bahasa Inggeris Sekolah Kebangsaan* (2022)

Concern Based Adoption Model (CBAM)

CBAM contributes to establishing a basis for comprehending the requirements and worries of the teacher. The results can also assist educators, educational administrators, and curriculum developers in comprehending the difficulties they face. Additionally, the advantages of using CBAM was also supported by Olson et.al (2020) that professional development activities are closely aligned with the specific problems and challenges that teachers face during the implementation of the programme.

Unlike other models, the CBAM views curriculum modification and implementation as a continuous process rather than a one-time event. It is specifically designed for educators. CBAM provides guidance to educators on effectively promoting the adoption of an innovation in learning. It focuses on understanding the concerns of instructors and how this understanding can enable the acceptance of the innovation, rather than explaining the reasons behind the adoption of the innovation. The CBAM is a highly effective technique for assessing teachers' implementation efforts by monitoring the development of taking note on the concerns and their behaviours about the usage of innovation. Traditionally, policy makers have typically created policies, implemented curricula, and organised professional development activities based on their assumptions about the skills and knowledge that teachers possess or require. This approach does not prioritise teachers' ability to recognise their own needs and concerns when establishing new policies and programmes. Researcher like Mugweni (2020) claimed the effectiveness of programming relies on the active involvement of teachers and their level of comfort with the project. Therefore, in relation to this paper it is essential to understand of the teachers' concern in making sure that the implementation of CBA especially in Year 6 students is a success.

Stages of concerns questionnaires (SoCQ)

The Stages of Concern questionnaires consists of 35 items that pertain to diverse issues that an individual may experience while implementing CBA. All of the items can be divided into four main categories of concerns that are; unrelated issues, self-concerns, task concerns, and impact concerns. Mahajan et.al (2022) explains that the dependability of the study tool was also assessed in the current investigation. The values obtained were 0.607 for Stage 0, 0.690 for Stage 1, 0.726 for Stage 2, 0.740 for Stage 3, 0.744 for Stage 4, 0.821 for Stage 5, and 0.702 for Stage 6. These values were determined to be satisfactory. He added that the questionnaire demonstrates high reliability, as indicated by a Cronbach's alpha coefficient ranging from 0.64 to 0.83. Additionally, it exhibits strong test-retest reliability, with a Pearson's correlation coefficient ranging from 0.65 to 0.86. Figure 1 presents the categories of concern that correspond to each category of SoCQ and its possible explanation.

STAGES OF CONCERNS	UNRELATED	Stage 0: Unrelated - "I have other priorities"
	SELF	Stage 1: Information - "What is it?" Stage 2: Personal - "How does it impact me?"
	TASK	Stage 3: Management - "How does it work?" "How do I do it?"
	IMPACT	Stage 4: Consequence - "How does it impact my students?" Stage 5: Collaboration - "How do others do it?" Stage 6: Refocusing - "Is there a better way?"

Figure 1. Stages of Concerns. Adapted from Hall & Hord (2020)

Further statements about SoCQ is provided by Hall & Hord (2001). They explained that the Unrelated stage examines the level of teacher engagement with the innovation. The Informational stage is centred on acquiring additional knowledge about the innovation, including its overall qualities, consequences, components, and usage requirements. The personal stage focuses on the individual teacher's relationship with the innovation, including their role, decision-making process, and evaluation of potential conflicts or lack of success. The Management stage encompasses the practical aspects of utilising, implementing, or integrating the innovation. The Consequence stage centres on the ramifications or influence of the innovation on learners. The Collaboration stage entails the synchronisation of endeavours in utilising the innovation with other individuals or groups. Finally, the Refocusing stage prioritises the investigation of alternative methods to optimise the utilisation of the invention with more effectiveness and efficiency.

To sum up, the SoCQ is a framework that centres on individual traits and relates to the attitudes of teachers towards the revision and execution of curriculum which for this paper is CBA. It also explores the emotions and driving forces that a teacher may experience during various stages of implementing a new curriculum or teaching approach. Furthermore, SoCQ encompasses the apprehensions that teachers have as they advance through the process of adopting new practises. This is what the researcher focuses on investigating; to tackle the concern raised by Year 6

Primary school English teachers.

IV. METHOD

A quantitative research method was employed for this study to identify the concerns of Year 6 English teachers. This paper focused on the English teachers who are teaching Year 6 students and their concerns with the classroom-based assessment. The respondents are 141 Year 6 English teachers from several states in Malaysia; Pahang (113), Perak (2), Terengganu (10), Negeri Sembilan (6), Kelantan (8), Selangor (4), Kuala Lumpur (4), Melaka (2), and Johor (2). All of them have the teaching experience with teaching English in Year 6 ranging from less than 5 years to more than 20 years. Pahang has the biggest respondents because the author got an assistance by the officer of Pahang State Education Office to cooperate with the research.

In addition, the respondents are from various types of primary schools; National type school (*sekolah kebangsaan*), Chinese type school (*sekolah jenis kebangsaan cina*) and tamil type school (*sekolah jenis kebangsaan tamil*) because the author is interested to know the teachers's concern from different type of primary school. Table II presents the number of respondents for each type of the primary school.

TABLE II: TYPE OF PRIMARY SCHOOL AND NUMBER OF RESPONDENTS

TYPE OF SCHOOL	NUMBER OF RESPONDENTS
Sekolah Kebangsaan (SK)	115
SJK (Cina)	18
SJK (Tamil)	7

The data was assessed through a set of questionnaires that were adapted from the SoCQ. There was a total of thirty-five questions that used a Likert scale ranging from 0 (irrelevant statement) to 7 (very true statement). The questionnaires were distributed via Google Form as an online survey method, chosen for its appropriateness and ability to yield rapid answers. The participants were provided with a hyperlink to access the questionnaires. They willingly participated in the research. No coercion was used upon any of the respondents to respond to the inquiries. In addition, the author offers email support to address any inquiries or concerns regarding the item. The questionnaires were also arranged based on the seven stages categorized by Hall et al 2001. Table III illustrated the arrangement and also the scattered item based on the stages of concerns.

TABLE III: THE SEVEN STAGES OF CONCERS, DESCRIPTIONS & RELATED ITEM

STAGE	DESCRIPTION	ITEM
Stage 0: Unconcerned	Little concern about or involvement with CBA is indicated.	3, 12, 21, 23 & 30
Stage 1: Informational	A general awareness of CBA and interest in learning more about it is indicated.	6, 14, 15, 26 & 35
Stage 2: Personal	Individual is uncertain about the demands of CBA, her/his inadequacy	7, 13, 17, 28 & 33

	to meet those demands and her/his roles with CBA.	
Stage 3: Management	Attention is focused on the processes and tasks of using CBA and the best use of the information and resources.	4, 8, 16, 25 & 34
Stage 4: Consequences	Attention focuses on the impact of CBA on students in her/his immediate sphere of influence.	1, 11, 19, 24 & 32
Stage 5: Collaboration	The focus is on coordination and cooperation with others regarding CBA.	5, 10, 18, 27 & 29
Stage 6: Refocusing	The focus is on exploration of more universal benefits from CBA, including possible changes or replacement with a more powerful alternative.	2,9,20,22 & 31

Adapted from George et.al., (2013)

To score the questionnaire, one must compute the raw scores for each of the seven stages, or scales. Then, the percentile score for each scale is presented in a table. Finally, the results can be shown on the Stages of Concern chart.

V. FINDINGS

This section will give the compiled data obtained from the study done on Year 6 English teachers. The acquired data will be examined in accordance with the research methodologies that were previously stated. The raw scores of the questionnaires are presented in Table IV.

TABLE IV: NUMBER OF RESPONSES PER ITEM & LIKERT SCALE

ITEM	NUMBER OF RESPONSES ON THE LIKERT SCALE							
	0	1	2	3	4	5	6	7
1	2	5	8	8	16	25	53	24
2	4	13	10	19	21	44	22	8
3	5	20	14	21	28	31	13	9
4	12	11	13	10	29	34	17	15
5	5	14	14	19	26	35	21	7
6	12	40	26	15	22	16	8	2
7	8	15	20	19	29	25	18	7
8	9	22	13	18	21	37	11	10
9	5	16	13	17	30	34	21	5
10	3	3	18	21	24	29	29	14
11	2	7	9	16	14	23	50	20
12	44	40	17	9	9	8	10	4
13	9	11	13	19	19	27	29	14
14	3	9	12	18	21	28	39	11
15	1	1	13	13	12	29	49	23
16	9	16	10	19	21	29	27	10
17	4	10	10	22	11	41	28	15
18	3	12	11	23	17	27	35	13
19	3	9	14	13	16	29	38	19
20	6	14	13	16	13	41	24	14
21	7	17	14	14	21	34	24	10
22	7	8	13	15	22	36	24	16
23	20	31	19	18	23	19	9	2
24	1	7	15	12	14	29	42	21

25	7	12	12	15	14	39	28	14
26	3	9	10	15	15	34	37	18
27	2	9	14	13	13	34	38	18
28	2	9	11	15	14	34	36	20
29	1	4	17	11	13	26	42	27
30	11	18	16	12	20	33	20	11
31	5	13	11	16	16	34	31	15
32	5	10	15	16	14	38	31	12
33	5	10	15	16	14	37	32	12
34	4	15	7	15	19	33	33	15
35	3	14	18	11	27	26	32	10

In addition, this part will also present research findings that will provide answers to the following research inquiries:

1. What are the concerns of Year 6 English teachers on the implementation of CBA?

Results reveal that Figure 2 show a high score in all the stages. As Stage 0 examines the level of teacher engagement with the innovation, the results may indicate that majority of the respondents involve deeply in CBA. However, the findings also illustrates that some of the respondents claimed that they are not involve in CBA which have lesser concern with CBA. These respondents are mostly teachers with less than 5 years of experience in teaching Year 6.

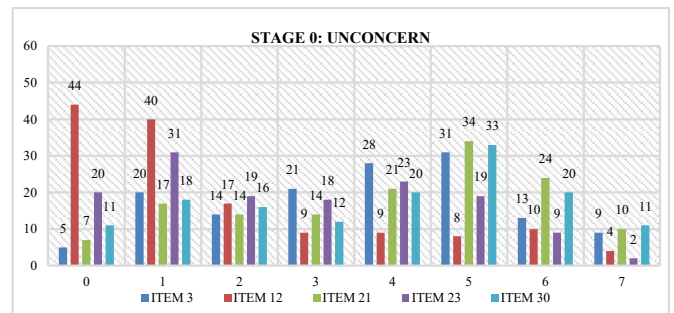


Figure 2. The results of Stage 0: Unconcern

The Informational stage focuses on obtaining further knowledge about the innovation, including its overall characteristics, ramifications, components, and utilisation prerequisites. The findings in Figure 3 shows that most of high scores can be seen in 4 to 7 Likert scale. This points out that majority of the respondents are aware and knowledgeable about CBA.

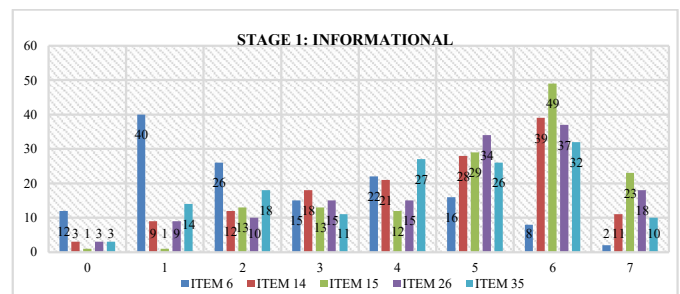


Figure 3. The results of Stage 1: Informational

In Personal stage, the respondents shows that they interact well with CBA. This can be seen in the high scores for 5 and 6 Likert scale from Figure 4. It can be suggested that the respondents are concern with their role, decision-

making procedure, and assessment of potential conflicts or failures while administering Year 6 English CBA.

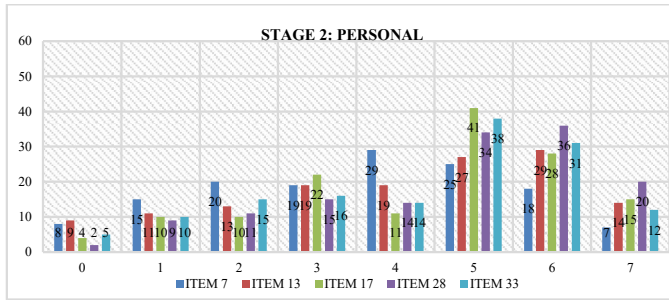


Figure 4. The results of Stage 2: Personal

This stage involves the practical application, implementation, or integration of the invention, namely CBA in this context. The findings in Figure 5 shows that most of the respondents agree with CBA. This may imply that the respondents are concern with the primary focus on the utilisation of CBA methods and optimising the usage of information and resources.

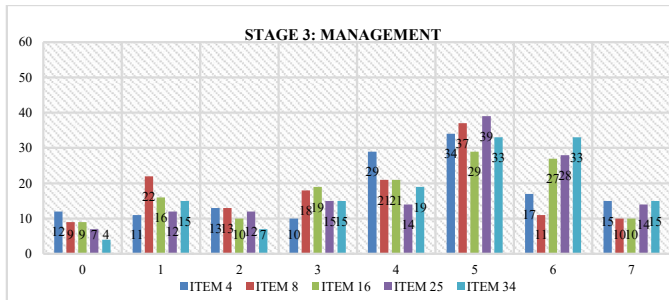


Figure 5. The results of Stage 3: Management

The next finding shows the teachers' concern on the effects of CBA on Year 6 students in English. From Figure 6, high scores can be seen in 5 and 6 Likert scale. This can be implied that the respondents' express apprehensions over the potential impact of implementing the innovation on students.

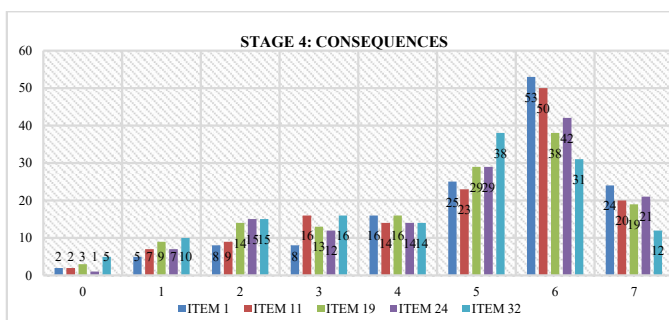


Figure 6. The results of Stage 4: Consequences

2. What are the suggestions/improvement that can be made in making sure Year 6 English CBA is implemented effectively by the teachers?

Result revealed on this stage (Fugue 7) that respondents score high in 5 and 6 for all 5 items in Stage 5: Collaboration. The lowest score can also be seen in stage 0. This may

indicate that majority of the respondents are concern with having collaboration in implementing CBA. They express concerns regarding collaboration with others with regards to the implementation of the idea.

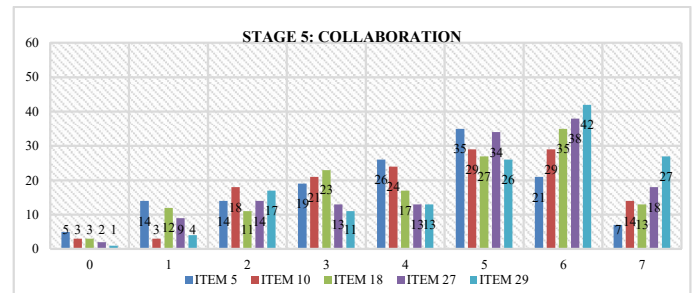


Figure 7. The results of Stage 5: Collaboration

In the last stage which is refocusing (Figure 8), the respondents show high scores in 4, 5 and 6 Likert scale. The lowest score can be seen in 0. It can be suggested that the respondents are concern with their role, decision-making procedure, and assessment of potential conflicts or failures while administering Year 6 English CBA.

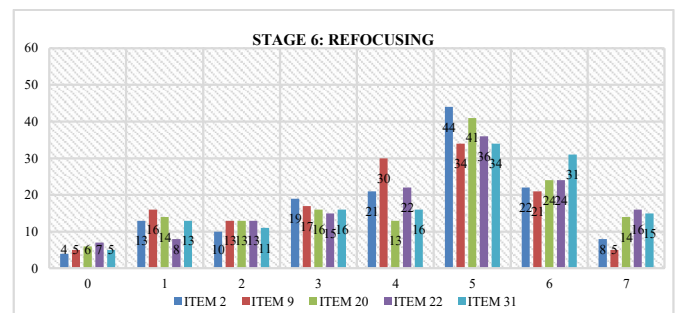


Figure 8. The results of Stage 6: Refocusing

The sum up, the results in all findings revealed that most of the teachers' concerns range in between 4-6 Likert scale which means true to very true statements. Further explanation regarding the findings will discussed in the next section.

VI. DISCUSSION

Measuring the concerns of teachers are important as it plays a role to improve the implementation of CBA especially in Year 6 teachers. All the findings indicated that teachers do have concerns when it comes to CBA. The results are consistent with a similar study by Hanoom, (2021) which reported that teachers showed high concern in CBA especially on its impact on their students. Therefore, it is vital to everyone in the education system including stakeholders and the Ministry of Education to take note of the teachers' concern because in not doing so it will affect the effectiveness of CBA itself. This argument is further supported by Hasnida (2022). She claimed that failure to address and rectify these challenges will undermine the efficacy and achievement of the education transformation goals established by the Ministry of Education. Classroom-based evaluation will perpetually remain exam-oriented, without undergoing any significant changes (Hasnida,2022).

When it comes to knowledge about CBA, the results signify that English teachers in year 6 of primary school have a comprehensive understanding of the importance of CBA and demonstrate a sincere interest in it. The response emphasised the need for more collaboration, implementation of efficient practices, and the development of more relevant approaches to conduct English CBA with year 6 pupils. In addition, the low score in Stage 4 indicates that all respondents believe they are already familiar with CBA. The results indicate a notable achievement in stage 3 (Management), while displaying a comparatively low scores in the same stage for Stage 4: Consequences. This suggests that the respondents had apprehensions over management matters such as time and logistics, while also expressing concern about the impact of CBA on their students. The substantial high score in stage 5 indicates that the majority of respondents express a concern to collaborate with others in the context of CBA. George et.al (2013) explains that the higher the score, the more intense the concerns are on that stage.

Besides that, the respondents also demonstrate a willingness to engage in collaborative efforts with other teachers. However, on the contrary, the findings suggest that the majority of respondents had lost interest in furthering their knowledge of CBA. The respondents are likely to perceive that they have sufficient influence on CBA. This conclusion is consistent with the findings in the Unconcerned, Informational, and Personal categories.

VII. CONCLUSION (OR LIMITATION OR SUGGESTION FOR FURTHER STUDIES)

To summarise, this article successfully tackled the issues of English primary school teachers regarding Classroom-Based Assessment (CBA) in terms of collaboration and administration. They require further partnerships with fellow educators and show apprehension over time management throughout the implementation of CBA. To ensure the effectiveness of CBA, it is recommended to implement strategies such as professional learning communities (PLCs) and workshops focused on time management. The teachers also express a willingness to acquire knowledge and insights from others, rather than prioritising the role of leading the collaborative effort.

ACKNOWLEDGEMENT

I wish to convey my sincere appreciation to my supervisor, Assoc.Prof Dr Hishamuddin Ahmad from the Faculty of Human Development, UPSI, for his essential assistance and mentorship throughout this research. I express my gratitude to officers from *Pejabat Pendidikan Daerah Bera, Pahang* and *Jabatan Pendidikan Negeri Pahang* for assisting me with the data sampling and collection, my colleagues from *SK Kerayong Jaya*, and fellow English teachers for participating and willingly to participate in the study. Finally, I like to express my gratitude to my family, TESL Cohort 2 friends and 3Hh.Qa. Pb for their steadfast, love, *doa* and constant support.

REFERENCES

- Anniliza, Al Amin, Abdul & Wan Fadhlurrahman. (2020). Transformasi Pendidikan Tahap 1: Peperiksaan Ke Pentaksiran Bilik Darjah (PBD), Kesan Terhadap Autonomi Guru.
- Areekkuzhiyil, S. (2021). Issues and Concerns in Classroom Assessment Practices. *Edutracks*, 20(8), pp 20-23.
- Arumugham, K. S., & Ariffin, J. (2021). Pemansuhan Ujian Penilaian Sekolah Rendah dan Pelaksanaan Pentaksiran Bilik Darjah: Satu Tinjauan dalam Kalangan Guru Besar. *Asian People Journal (APJ)*, 4(2), 80-89. <https://doi.org/10.37231/apj.2021.4.2.290>
- Brown, D. H. (1990). *Language assessment: Principles and classroom practices*. London: Longman.
- George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2013). *Measuring Implementation in Schools: The Stages of Concern Questionnaire*. SEDL.USA
- Hanoom, N. (2021). The Concern of Primary School English Teachers on Classroom Based Assessment. MELTA International Conference 2021. MELTA.
- Hishamuddin, A., Nordin, M., Mazlina, C.M., & Syahida, I.M.Y. (2021). Validating the teaching, learning, and assessment quality of Malaysian ECCE instrument. *International Journal of Evaluation and Research in Education (IJERE)* Vol. 10, No. 1, pp. 135-141. <https://doi.org/10.11591/ijere.v10i1.20857>
- Hall, G. & Hord, S. (2001). *Implementing change: Patterns, principles and potholes*. Needham Heights: Allyn & Bacon.
- Hall, G. E., & Hord, S. M. (2020). *Implementing change: Patterns, principles, and potholes* (5th ed.). Pearson.
- Hock, T.T., Ayub, A.F.M., Shah, M.M., & Ahamed, A.B. (2022). Implementation of Classroom-Based Assessment in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 76-87.
- Hussan Sahib, F., & Stapa, M. (2021). Managing English Language Curriculum Reform in Malaysian Primary Schools Issues and Challenges. *E-Proceedings of International Conference on Language, Education, Humanities & Social Sciences (i-LEdHS2021)*, 464-476.
- Kurikulum Standard Sekolah Rendah Bahasa Inggeris Sekolah Kebangsaan. *Dokumen Standard Kurikulum dan Pentaksiran Tahun 6*. (2022) Bahagian Pembangunan Kurikulum. Kementerian Pendidikan Malaysia.
- Lembaga Peperiksaan Malaysia LPM. (2022). *Panduan Pengurusan Pentaksiran Berasaskan Sekolah*.
- Mahajan, R., Virk, A., Saiyad, S., Kapoor, A., Ciraj, A.M., Srivastava, T., Chhatwal, J., Mondal, T., Kukreja, K., Barua, P., Bhandary, S., & Singh, T. (2022). Stages of concern of medical faculty toward adoption of competency-based medical education in India: A multicentric survey. *Int J App Basic Med Res* 2022; 12:87-94.
- Mugweni, R. (2020). *Dynamics of Innovation and Change in Education and Impact to Learners: A Theoretical*

- Analysis. *Journal of Popular Education in Africa*. 4(5), 73 – 88.
- Olson, K., Lannan, K., Cumming, J., MacGillivray, H. & Richards, K. (2020). The Concerns-Based Adoption Model and Strategic Plan Evaluation: Multiple Methodologies to Understand Complex Change. *Educational Research: Theory and Practice*, 31(3), 49-58.
- Pentaksiran Bilik Darjah (2019) Available: <https://www.moe.gov.my/en/soalan-lazim-menu/kurikulum/kurikulum>.
- Rosli, R., Mokhsein, S. E., & Suppian, Z. (2022). Classroom Assessment Practices in Malaysian Primary Schools: A Meta-Analysis. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 97–111.
- Sani, & Yunus. (2019). Malan perancangan, pelaksanaan dan pentaksiran dalam proses pengajaran dan pembelajaran pranuterasi di tadika swasta. *Jurnal Pendidikan Malaysia*, 43 (2). <https://doi.org/SSN 0126-6020 / 2180-0782>
- Sartaj, S., Kadri, S. Shah, S., & Siddiqui, A. (2019). Investigating the Effectiveness of Classroom Based Assessment on ESL Teaching Strategies and Techniques in Pakistan: Study from Teachers' Perspective. *Theory and Practice in Language Studies*. 9. 826. [10.17507/tpls.0907.12](https://doi.org/10.17507/tpls.0907.12).
- Vlachou, A. (2018). Classroom assessment practices in middle school science lessons: A study among Greek science teachers. *Cogent Education*. <https://doi.org/10.1080/2331186X.2018.1455633>
- Wang, T. H. (2010). Web-based dynamic assessment: taking assessment as teaching and learning strategy for improving students' e-Learning effectiveness. *Computers & Education*, 54(4), 1157–1166. <https://doi.org/10.1016/j.compedu.2009.11.001>
- Weir, J. C. (2005). *Language testing and validation: Evidence-based approach*. New York, NY: Palgrave Macmillan.
- Weir, J. C., & Roberts, J. (1994). *Evaluation in ELT*. Oxford: Blackwell