

Formative Assessment Practices in Malay Language Speaking Skills: Teachers' Feedback and Implications for Secondary Education in Malaysia

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Abstract

In the Malaysian secondary education system, the teaching of Malay language is currently undergoing the transformation from examination-oriented to formative assessment which is a process of change towards improving student assessment. While the importance of this transformation is important to fulfil students' needs and the country's educational goals, there are still some concerns on how teachers perceive and practice this formative assessment, especially in teaching of Malay language. Therefore, this study attempts to explore teachers' feedback for Malay language speaking skills on students in secondary school in Malaysia. This qualitative research employs a case study design on six secondary school teachers teaching form one and form two who were selected through purposive sampling. The six teacher-informants were selected from secondary school in one of the districts in the southern zone in Peninsular Malaysia. The study data were collected through semi-structured interviews, classroom observation, and document analysis until the data reached the point of saturation. The findings of the study showed that all informants implemented expression of praise and immediate feedback to their students during the Malay language speaking skills assessment activities in the classroom. The findings of this study also indicated that the feedback given by teachers increase the motivation and student achievement in speaking skills. The authors recommend for future studies related to language assessment to identify

other effective assessment to enhance student learning and improvement of teacher teaching method so that the national education system can run smoothly in line with Malaysian Standard Curriculum and Assessment Document (DSKP) especially in the Malay language curriculum.

Keywords: classroom assessment, teachers' feedback, Malay language, speaking skills, formative assessment

1. Introduction

In the Malaysian education system since 2016, school assessments have been referred to as Classroom Assessments (CA). In teaching and learning (T&L) sessions, classroom assessment (CA) is an ongoing process that gathers data on students' growth, progress, abilities, and mastery of the targeted curriculum objectives (Malaysian Curriculum Development Division, 2019). According to Ministry of Education Malaysia (MOE, 2018), the practice of mid-year and end-year examinations for Phase 1 is discontinued as of 2019. This is because additional objective metrics, such as the daily practice of pure values, are required to examine the student's overall learning development.

Classroom Assessment (CA) is implemented by the teacher of each subject continuously throughout the year during the teaching and learning (T&L) process taking place in the classroom with reference to the Malaysian Standard Curriculum and Assessment Document (DSKP). The DSKP provided to teachers contains Content Standards (CS), Learning Standards (LS), and Performance Standards (PS) for each subject. CA encompasses formative and summative assessments. Formative assessment practices the concepts of Assessment as Learning (AaL) and Assessment for Learning (AfL) aimed at evaluating the learning progress of students implemented along with teaching and learning. Summative assessment practices the concept of Assessment of Learning (AoL), i.e., monthly examinations and mid- or year-end examinations. (MOE, 2018). This means that CA has various forms of authentic and contextual evaluation that give the teacher the opportunity as an examiner to measure the level of student learning mastery of a subject taught. CA generally refers to the learning process that goes along teaching and learning. The implementation CA needs to be carried out in a structured manner that requires the teacher to plan teaching and learning and assessment methods, execute T&L and assessment, record and analyze student performance, follow-up actions, and report performance level on a student's learning for a specific purpose. In the context of this study, the assessment intended is the speaking skills feedback assessment that is the practice of the Malay language teacher in the classroom. According to the DSKP of Malay Language, speaking or oral skills involve mental processes, observation and pronunciation of sounds that are integrated with cognitive processes to produce language sounds in the form of conversation to interact and convey information, opinions, feelings, and ideas that are creative and critical with correct references, intonations and tones. According to Burns and Seidlhofer (2002), speaking skills involve a two-way interaction of both sides that occurs at some point in time.

The main idea for CA is that with CA, students can improve their learning processes and teachers can determine whether the teaching and learning procedures in the classroom are

effective. Teachers can analyze the efficiency of teaching and learning processes, reflect, and enhance teaching and learning procedures based on the information gathered. Every subject's LS expresses the knowledge, abilities, and values that students have mastered, and CA gives a clear picture of how well they are doing. The data from the CA enhances the teaching and learning process and assists parents and school administrators in devising remedial measures aimed at elevating students' learning accomplishments and mastery, rather than solely focusing on test scores. This method of assessment gives a broad picture of how well students are learning, pointing out their strengths and weaknesses so that appropriate action can be taken right away to enhance students' learning. It can also yield feedback regarding how well teachers are teaching. Teachers are also responsible for giving feedback on students' learning processes while CA takes place in the classroom. Scott (2020) stated that classroom assessments encouraging learning. Close collaboration between students, educational organizations, learning curriculum and the use of appropriate assessment and feedback is important in supporting student learning and improving their performance indirectly.

As part of an assessment process that influences a student's learning progress, feedback assessment is a crucial component (Hattie & Timperley, 2007). Feedback's efficacy is contingent upon the teacher's delivery style. Cognizant of both cognitive factors and motivation, feedback assessment that benefits students is a simultaneous process (Brookhart, 2008). Cognitive elements that affect feedback when students can comprehend and assimilate information from teachers are meant to enhance learning and help students decide what needs to be learned in the future. After determining what needs to be done and why, students feel as though they have learned something and can, inadvertently, use this situation to motivate themselves. Students can even improve their learning outcomes by changing the way they think or behave based on the feedback they receive (Shute, 2008).

In the context of Malay language assessment, modular approaches and fun learning as well as holistic approaches are optimally emphasized. Therefore, it is very important that the Malay language assessment is carried out in the classroom to minimize the potential of students to explore various fields of knowledge, develop and evaluate the ability to master language skills by demonstrating language skills and competence. Also, the Malay language is crucial in establishing Malay as the official language of the country, the language of unity, the language of science, and the language of intermediate instruction in schools. In addition, it promotes an appreciation of language by helping listeners comprehend the reasoning, mindset, and social background of the language's users (DSKP, 2016).

Additionally, the emphasis is placed on mastering proper grammar so that students can produce high-caliber, critical, and creative writing in addition to communicating with accuracy and correctness in language use. Students can appreciate, live, enjoy, create, and present their work in creative pronunciation while utilizing the beauty of the Malay language through a variety of techniques that promote relaxed and enjoyable language skills when studying language arts (DSKP, 2016).

In the context of the practice of implementing feedback assessment in Malaysia, researchers

found that teachers give students less feedback about their strengths and weaknesses and instead use grades or simple comments like "Good," "Satisfied," and "Keep it up" as feedback in their assessment (Senin & Asri, 2019). In addition, Varatharaj (2015) found that teachers often practice verbal feedback when students were found to have questions related to classroom activities. On the contrary, teachers rarely comment in writing on a student's task even though teachers are convinced and believe that the use of written comments on the student's task has a significant effect in improving student learning.

The research question of this study is how teachers' practices as part of CA in giving feedback for students on their Malay language speaking skills in secondary school in Malaysia. This study aims to show that feedback is valuable when it is sufficiently good to motivate students to engage with it and apply it in a way that will ultimately produce a desired outcome. Thus, both providing and receiving feedback are important.

2. Literature Review

2.1 Teacher' Feedback in the Classroom

Classroom assessment (CA) is inherently accompanied by feedback. As defined by Hattie and Timperley (2007), feedback is any information about performance or comprehension that is provided by a teacher. Feedback assessment is information given to the student with the goal of changing how they think or behave to enhance their learning (Shute, 2008). Feedback can be provided either formally or informally, and it can take many different forms, including written comments, grades, oral responses, and complex mixtures of instructions and conversation (Assessment Reform Group, 2002; Plank et al., 2014). The findings of the study by Tajularipin et al., (2020) indicate that instructors had a thorough understanding of formative assessment procedures. Nevertheless, some lecturers were unaware of alternative assessment practices, even though they were crucial to the learning process.

A crucial component of the learning process is feedback (Wisniewski et al., 2020) and must be prompt, selective, clear, accurate, and precise (Butler & Mc Munn, 2014). With repeated changes, teachers and peers serve as the primary information sources for students, and their feedback helps them learn effectively (Carless & Boud, 2018; Yao et al., 2020). Feedback can be defined as the process by which students interpret data from multiple sources and apply it to improve their work or methods of learning. This concept emphasizes the importance of the student's part in making sense of the feedback and using it to improve future work (Boud & Molloy, 2013; Carless 2015).

In this study, feedback assessment is defined as information conveyed to the learner by the teacher with the intention of changing his or her behavior or way of thinking to enhance learning during speaking skills assessment. Furthermore, even though the teacher might also get student-related data and utilize it to modify their lesson plans.

2.2 Malay Language Speaking Skill Assessment

Speaking skills in Malay language teaching and learning enable students to interact with others to express feelings, experiences passed, give opinions and views accurately and

effectively (MOE, 2018). For example, one of the formative assessment activities is discussion in group work that can give students the opportunity to interact with peers to obtain the necessary information according to the task given by the teacher.

Speaking communication skills are becoming increasingly crucial in the 21st century, whether it be in the field of education, business, economics, law, or others. When someone speaks, the intention is to spread knowledge to other people. People who are brilliant and effective communicators make it possible for others to understand and receive information in an understandable way.

Language, according to Fulcher (2003) and Mohamed (2001), is a tool for communication-speaking is the act of using language to communicate with others. Fulcher asserted that productive skills are involved in language proficiency, which includes reading, writing, speaking, and listening. Speaking skills assessment occur in the context of student-teacher interactions, student-student interactions, and student interactions with the curriculum (MOE, 2018). In the context of a classroom assessment, the instructor will assign a task and have face-to-face interactions with the students in groups or individually. Teachers will use written, spoken, and observational strategies in assessing the students. Teachers frequently use the speaking strategy of asking students to respond to their impromptu, verbal questions right away. In the hope to get responses that students provide to the teacher, regardless of whether they are aware of the correct response.

Nevertheless, the linguistic characteristics that can be seen in speaking and written skills for example are quite different. There are three characteristics of speaking skills, namely phonological elements, lexical grammar, and discourse analysis. Phonology encompasses segmental and suprasegmental. Segmental is composed of the smallest element, the phoneme, the string of words until it contains a single word. Whereas suprasegmental requires someone to name with intonation, long short, and appropriate voice vibration. Next, vocabulary focuses not only on words but also on morphological pronunciation levels (Bygate, 2009). Meanwhile, discourse analysis is how social relationships take place by applying language rules to be understood during communication activities (Bygate, 2009; Widdowson, 1979).

Teachers can gauge students' learning progress during speaking skills in the classroom. By deciding whether to give a student another chance or to proceed with the speaking activity, teachers can assess the student's level of mastery for the upcoming speaking task. Furthermore, this speaking skills assessment is significant because it enables teachers to assess the teaching and learning efficacy (Ekua, 2016). If the teaching goal is not met, the teacher may reflect and adjust techniques, approaches, methods, or strategies in preparation for the next speaking skills assessment. Therefore, the importance of implementing these oral skills helps teachers improve teaching and learning and make plans for follow-up actions.

Student-to-student interaction is a process of rapid and spontaneous interaction that occurs through response when the student answers a peer's question during a conversation, gives a peer an opportunity to express an opinion, or provides a demonstration. The interaction process gives the student the opportunity to speak words and sentences clearly, correctly, and accurately. Interactions involve students and learning materials, such as poems or tasks given

by teachers by using textbooks as student learning materials. The activities carried out in the classroom indirectly allow students to imitate the style and way their teacher speaks, using the words with the style, intonation, and pronunciation correctly. This learning process can improve speaking skills among students from time to time not only in the field of language, but also in other fields.

Thus, speaking skills benefit the teacher in their role as an assessor since they can offer a chance to enhance the teaching and learning process and the assessment if the students' learning goals are not met (Ernst & Katz, 2006). Schildkamp and Lai (2013) asserted that the assessment data collected is crucial because it enables teachers to gauge student progress and enhances student learning outcomes in subsequent teaching and learning sessions. Consequently, a student who is communicative can be produced through their speaking competency, which reflects their mind that can be understood during a debate.

In this study, the researchers explore how teachers practice giving feedback during speaking skills assessment in the classroom when students interact in speaking activities to determine the level of student achievement in Malay language teaching and learning.

2.3 Teacher's Role in Implementing Speaking Skills

Malay language education can be shown by a teacher who is skilled in using Malay language in everyday life. In this case, qualified Malay language teachers must meet the characteristics of having: (1) knowledge of the subjects taught; (2) ability to manage, produce, and utilize various forms of resources; (3) knowledge of learning and pedagogical principles; and (4) sensitivity to educational policies and issues. (MOE, 2018). In this regard, the implementation of speaking skills, which is part of the classroom assessment, emphasizes the role of the teacher during the teaching process in the classroom. According to Moss (2008), a teacher should first establish in their minds to be always ready to recognize and trace the extent to which a student's learning level is, such as how a student solves a problem and what mistakes need to be corrected during learning. Teachers should also use the evidence obtained during the teaching and learning to plan the action to be taken in the forthcoming teaching sessions. Next, the teacher should consider whether the task is suitable to shape the learning of the student and the continuous guidance given by the teacher so that the student can understand what is being learned.

In Malay language T&L, teachers play an important role in giving feedback to students. It refers to the teacher's feedback on the level of accuracy of the task performed by the student. It also involves correcting their mistakes either in writing or verbally in performing the task. Feedback indicating the student's task is appropriately trusted can raise the student's level of motivation. This is since it increases students' self-confidence and capacity for learning. When students receive feedback pointing out their errors, it is also thought to increase their motivation for appropriate correction. This is a result of the students' belief that by adhering to the teacher's corrections, they can perform better. Feedback given by teachers in reading skills, writing skills and listening skills can improve student learning performance.

To ensure the implementation of the CA goes well, teachers need to be prepared,

knowledgeable and always willing to improve specific skills in performing effective classroom assessment. Among the skills that must be mastered by the teacher are adequate knowledge of the content, the ability to build instruments, establish the level of mastery of students, interpret test scores and perform various forms of assessment (Lim et al., 2014). By evaluating the efficacy of assessment and providing students with feedback, teachers ought to be able to refine and enhance their teaching and learning strategies and assist students in strengthening their areas of weakness.

According to Brown (2007), spontaneity, fluency, and ease of communication are the most important things for teachers to focus on while they are teaching orally. The teacher's instruction in this situation should be given in a broad, understandable, and structured manner so that the student may hear it and provide an evaluation. In fact, the student's prior knowledge should inform the topic or theme selection.

Therefore, there is a need for a study that focuses on how Malay language teachers give feedback to students while performing speaking skills in the classroom. The way in which students view the feedback they receive from peers or teachers is crucial to their learning (Crichton & McDaid, 2019).

3. Method

3.1 Research Design

The researchers used a qualitative design based on a case study approach to enable researchers to explore Malay language teachers' practices regarding the use of feedback as classroom assessment to increase student achievement in Malay language speaking skills. According to Merriam and Tisdell (2016), a fundamental qualitative method looks at three things: (1) people's interpretations of their experiences; (2) how they interpret their worlds; and (3) the significance people give their experiences. According to Merriam (2009) and Yin (2008) case studies aim to understand or explore a social phenomenon or unit such as an individual, a group of humans, a family, a class, a community, an institution, an organization, a community, an event, or a culture.

The researchers used interviews, observations, and document analysis as a method of obtaining data. The primary data collection approach for this study is semi-structured interviews, which investigate how teachers practice feedback during speaking skills assessments in the classroom. An in-depth interview with informants assisted the researchers in gathering data. Using the interview method allowed the researchers to get more in-depth data, deeper understanding, and additional clarification of teachers' practice regarding the use of feedback assessment in the classroom. The guiding questions for semi-structured interviews are as follows:

- 1) When is the speaking skill carried out?
- 2) How do you provide students with feedback on their speaking skills abilities?
- 3) Does the practice of feedback assessment have a positive, negative, or both impact on your teaching and student learning? Can you elaborate?

- 4) When did you give the students their feedback assessments? Before, during, or after T&L?
- 5) Is feedback assessment able to minimize the minimum level of mastery of each student's assessed speaking skills?
- 6) What strategies do you use to implement feedback assessments?
- 7) Do you believe that feedback assessment can help improve student's proficiency in speaking skills?

The observation method is also used in this study. Observation is one way used to gather information about the circumstances and interactions of a phenomenon (Merriam, 2016). By using observational methods, the researchers experienced and saw the actual situation of the teacher's teaching behavior and activities and enable them to understand the roles played (Bogdan, 2003). In the context of this study, observations of teachers were conducted to see what was said and informed during the interview regarding teachers' practice the use of feedback assessment in the classroom. Based on analysis of data obtained by the researcher, the feedback assessment given by informant to the student during the speaking assessment can be demonstrated through interviews, observations and analysis of documents recorded in the student exercise book. Below is the summary of the observation performed by the researcher during the feedback assessment in the classroom. Observation data is also supported by data interviews with all informants:

Table 1. Summary of Classroom Observations Methods

Classroom Observations
<ul style="list-style-type: none"> • The observations were conducted for three months. A total of 17 T&L observations has been made involving all informants. • Data collections were videotaped and audiotaped live T&L processes as well as speaking assessment in the classroom. • Before the observation session, the researcher first makes a checklist based on the research questions. • The observations data were supported by semi-structured interviews (transcribed); face-to-face interview recording.

In this study, some documents are analyzed, such as the Standard Curriculum of Secondary Schools (KSSM), which is the national secondary school curriculum, the Standard Curriculum and Assessment Document (DSKP) for Form one, the Standard Curriculum and Assessment Document (DSKP) for Form two, the Malay language textbook, the daily teaching plan, and students' exercise books.

3.2 Sampling

Six teachers who taught Malay language for form one and form two students in three different secondary schools were selected for the study. The six teacher-informants were selected from secondary school in Seremban districts in the southern zone in Peninsular Malaysia. Each school was represented by two informants. According to Creswell (2013),

choosing research informant was crucial and informants must voluntarily engage to share experiences and information honestly and openly. The researchers managed the interview in a comfortable atmosphere so that the informants were more confident in responding. The audio recording was used during the interview, and the video recording was used when the speaking skills assessment process was observed in the classroom. Criteria for informants' selection were that they (a) comprised of Malay language teachers with more than five years of classroom experience, (b) teacher's education background has a degree in the field of Malay language, (c) using DSKP as a main reference in T&L and classroom assessment, and (d) experienced teacher teaching lower secondary students.

The researchers have been to school to meet with all the informants in the study. The first meeting between the researchers and the informants was crucial, which aimed to establish rapport to generate the confidence and comfort of the relationship that was built between researchers and the selected informants. The researchers obtained the consent and permission of the informants on their involvement throughout the study carried out by filling out the informant consent form. Data saturation was achieved during six informant interviews; no new information was discovered, and the same data was repeated.

3.3 Data Collection and Analysis

In the process of understanding the interview data, observations in the classroom, and documentation, the researchers read transcripts as many times as possible of the interview that they had written themselves. The next step was to investigate the important information given by the informants so that no data is out of sight. In the final step, the researchers numbered the lines of each statement given by the informants and formed categories based on the research question of the study.

The data analysis in this study was carried out by adhering to the triangulation method which aims to further strengthen the data analysis process. After obtaining information from the interview, observation, and document analysis, the next part involves three stages of data processing, namely, reduction, coding and making verification. The codes that have been verified were analyzed according to specific themes based on research questions (Meriam, 2016). Themes and built-in categories are then analyzed on a case-by-case basis. Then at the reduction stage, information is done by selecting, summarizing, and cutting out information that did not contribute to the research question. The information that has gone through the reduction process was displayed in a structured and more focused form by building codes that describe specific themes.

3.4 Trustworthiness

Validity and reliability are important aspects of any research carried out either qualitatively or quantitatively. The aim is to ensure the validity of the findings of the study obtained by the researcher. In qualitative studies, honesty is a more appropriate term to use than validity and reliability in quantitative studies. Through honesty in this qualitative study can determine the credibility, adjustability, reliability, and validation in the study to be carried out later (Lincoln & Guba, 1985). To determine whether an explanation fully fits a description, Merriam and

Tisdell (2016) propose comparing descriptions and explanations to obtain validity. According to Sufean and Ghazali (2016), the reliability of data obtained through interviews and observations can be gained through peer reviews.

In this study, the researchers created codes on top of each theme or category before being referred and checked by the appointed reference expert. The researcher appointed a field expert as a code verifier. The same goes for trustworthiness when making transcripts. The researcher has appointed a linguist to review, approve, and make validation of semi-structured questioning instruments by field experts, triangulation of data, results of field record reports, expert validation on the theme of research findings obtained. Next, after the researcher has made a complete transcription of the feedback practice in speaking skills assessment, the researcher gave a copy of the transcription to the informants. Informants then checked the accuracy of the transcription data obtained during the interview and observation. This process was to obtain the consent of the data that has been presented during data collection.

4. Results and Discussion

The DSKP places a strong emphasis on the comprehensive feedback assessment of a students' learning, which enables the teacher to identify, comprehend, value, honour, and acknowledge the student in accordance with their skills and abilities. The feedback provided by the informants to the student during the speaking skills assessment is evidenced by the interviews, classroom observations, and document analysis of six informants recorded documents.

4.1 Profile of Malay Language Teacher

In this study, the six teachers have experience teaching of Malay language for 3 to 28 years. Two of them had been teaching Malay language for more than ten years, and four of them had been teaching for less than ten years. The identities of the informants were concealed using pseudonyms. All the informants were high school teachers of Malay language to form one and form two students. The profiles of the six informants in this study are compiled in Table 2.

Table 2. Informants Profile

Pseudonym	Age	Malay Language Teaching Experience
P01	52	28 years
P02	54	27 years
P03	42	9 years
P04	33	10 years
P05	28	3 years
P06	32	9 years

4.2 How Teachers' Practice Regarding the Use of feedback assessment to Increase Student Achievement in Speaking Skills

Based on the interview and classroom observations sessions, two themes were identified to answer the research question of how teachers' practice regarding the use of feedback assessment to increase student achievement in speaking skills. These two themes are: i) expressions of praise and ii) immediate feedback. As shown in Table 3, the theme and category are further described:

Table 3. Theme and Category

Theme	Category
i) expressions of praise	i) express gratitude by saying ii) giving presents
ii) immediate feedback	i) feedback to groups or individual ii) written feedback iii) peer-to-peer feedback

4.2.1 Expressions of Praise

The results of the study demonstrated that more compliments were given by the informants. Informants in the study found that complimenting students improved their learning and raised their sense of self-worth. P06 admitted that she frequently gave compliments to the students in the classroom because it made them feel valued and encouraged them to speak up with ideas on the spur of the moment. For instance, P06 told the class during the speaking skills assessment: "Hah, that's an example of a careless human attitude." Good one, Shawini. Give her your applause." In addition, if the student participates positively in the activity, she will reward the student with a prize:

Once a compliment has been made. I occasionally give the group gifts like pens if they perform well. (P06)

Based on classroom observation, P02 also expresses gratitude to students who participated in the speaking assessment who shared an opinion or idea. In teaching and learning, for instance, P02 depicts her commending: "Ok, excellent! The price needs to be the subject of the second negotiation. Prices that are appropriate for you to exchange in the night market."

P03 also presents the same scenario, she explained that she gave the students written or verbal compliments. Offering praise to students can boost their enthusiasm and motivation, and it will encourage their peers to learn more effectively as well: "Orally like "Okay...", "Very good" or I compliment in the form of writing in the workbook. By employing this method, you may motivate or encourage them with their friends.

Praise was also given during the class observation in the teaching and learning session by P04. As she mentioned:

Well done! To the fourth group. (P04)

4.2.2 Immediate Feedback

Implementing an immediate feedback strategy by the teacher is a positive step that benefits the student. To avoid making the same mistakes again, the student can fix errors at that

moment as well and hopefully will remember them. Students were given feedback by their teachers about common errors in speech, sentence construction, and foreign language usage during the speaking skills assessment in the classroom.

P01, a teacher of more than ten years, acknowledges the importance of providing students with prompt feedback so they can recognize instances in which the sentence structure used in the assessment was misused. According to what was said by P01 during the interview session:

For example, the word ‘dialogue’. The student used the word ‘dialogue’ instead of ‘dialog’ in Malay language. Or using the word ‘so...’, ‘next...’ during the presentation in front of the class. Mix the code in one conversation with the other are error that is extremely obvious. Usually, before I assist, I’ll ask their friends to make corrections. (P01)

Based on P01 statement above, she would advise students in case mixing the use of English and it became a habit when interacting verbally would affect the mastery of the Malay language. In this situation, P01 believes that spontaneous feedback frequently given to students can help them to improve the quality of their speaking skills.

While P02, during group discussion activity, admitted that she would give immediate feedback to students if they made any language mistakes during activities in the classroom. She argued that if a teacher made immediate feedback, it would have a positive effect on the students so that they would not repeat the same mistakes in the future:

I’ll make immediate feedback and remind them about how to use the correct language structure. When I corrects the mistakes of my students either in groups or individual, I hope they won’t repeat the same mistakes in the future. (P02)

P06 stated that she would listen to students who use English during the speaking skills assessment: “For example, students say ‘oh my god’, and ‘so’, we emphasize to them not to mix the use of English. During the observation, the researchers found that P06 gave immediate feedback by repeating the use of English words by the students to raise awareness that there was a mistake in foreign language usage while they were speaking. P06 did not punish the students instead of spontaneously feedback. P06 believes that it is crucial for a teacher to provide immediate feedback either in groups or individual for students to understand the error they have done and not repeat it in the future. Through this act, the student swiftly corrects the sentence that was expressed just now by substituting the word ‘so’ with ‘jadi’ in Malay.

Meanwhile, P02 revealed that she complimented her students either orally or in writing: “Orally like ‘Well done’... ‘Very good’... or in writing I write in their exercise books. There’s also a motivational stamp that I usually used”.

P05 summarised her practice regarding immediate feedback in speaking skill assessments: “During the group presentation in front of the class, I will first ask the students if any of their friends made any grammatical mistakes. If so, I will assist the student in fixing the error and

remind them not to make the same mistake twice. She pointed out mistakes in the student's sentence structure, for instance, during teaching observation. She's also going to encourage her students because she thinks this would spur them on to do better in class. P05 elaborates on why she was providing the students with feedback: "So that the other student does not repeat the same mistake and the student can immediately remember what was said by the teacher."

This study aimed to explore Malaysian Malay language teachers' practices of providing feedback to students during Malay language speaking classroom assessment. The results of this study align with the DSKP, which highlights the need of providing students with immediate feedback. Two themes have been identified within that theme: expression of praise and immediate feedback. All six informants knew the importance of giving feedback and implementing feedback to students during Malay speaking skills activities in the classroom. The reason why each informant practiced this act is that to make sure that students were able to communicate verbally with correct, appropriate, and meaningful language structures. For example, P06 and P02 always gave words of compliment to students who can answer questions accurately whenever the activity in the class takes place. They believe that through positive feedback can increase the motivation of students to learn.

Similarly, P03 who complimented her student either verbally or in writing in the student's exercise books believes that by complimenting a student, she encourages other students to compete in learning and can improve their learning achievement. Results from observations in the classroom found that P01, P02, P04, P05, and P06 also gave verbal compliments, such as "Well done", "Excellent", "Good one", "Give her your applause" and "Very good". Data from document analysis proves that there are informants who give written compliments in the student's exercise book. P06 also would give a pen or other kinds of gifts to a student who speak up and contributes during a group discussion. The findings of this study supported the study of Niu and Zhang (2018) shows that teacher feedback plays a dominant role in students' English writing process.

The aim of immediate feedback is to make sure the student can correct the mistake at that time and would remember the error so as not to repeat it in the future. Based on classroom observations in the classroom, P01 and P06 provided immediate feedback to students who use English vocabulary in their group work presentations in front of the class. All six informants would provide immediate feedback when the student makes a mistake using the wrong sentence structure, foreign language usage and improper grammar.

Peer feedback is a reciprocal process in which students provide information and comments on one or more aspects of their peers' task performance or understanding. It is an essential part of formative assessment (Latifi & Noroozi, 2021). The findings of this study also demonstrate that informants provide other students with the chance to provide peer feedback to their friends. For instance, P05 would ask the students what grammar mistakes their friends had made during the presentation of the group work. It is undeniable that informants also realize that peer feedback was very important because through peer feedback could help students get information and improve learning achievement by making self-reflection towards

improving the quality of oral skills (Chen, 2006; Saito, 2008; Turner & Purpura, 2016).

The findings of the study provide empirical data on how teachers' feedback for Malay language to increase student achievement in speaking skills. The findings concur with the study by Cheng & Jun Zhang (2024) which showed teacher implemented with pre-feedback sessions, various feedback practices, and post-feedback encourage students to engage with peer feedback that can proactively influence their behaviour and cognition. The success of the process depends on how the teacher provides feedback and how the student engages in it similar to the findings of (Cohen & Singh, 2020).

5. Conclusion

In conclusion, this study was aimed at exploring teachers' practices as part of CA in giving feedback for students on their Malay language speaking skills in secondary school in Malaysia. It demonstrates the role of the teachers is crucial in delivering feedback assessments so that it can improve the speaking skills assessment of students more effectively. This study contributes to the body of research on CA in the new education system to replace examination oriented so teachers get a clearer picture of how to perform feedback assessment in the classroom. The ability of teachers to deliver feedback assessments is dependent on teachers role and high level of knowledge to ensure CA can be implemented effectively to students. The results of this study prove that peer feedback can help students improve learning motivation in daily communication through speaking skills activities. Indirectly, informants could improve the quality of student speaking skills delivery in the classroom practice.

Despite the positive findings derived from the study, the sampling was small and thus cannot be generalised to the wider group Malay Language teachers. This study was also limited to teacher who only implemented feedback assessment to their students in the classroom. The Ministry of Education (MOE) hopes to strengthen students' learning domains, namely cognitive, affective, and psychomotor domains, through the implementation of CA in schools to continuously assess students. Teachers can evaluate students' abilities in various contexts, not just through written tests. At the same time, the CA records provide an opportunity for the MOE to improve the curriculum and diversify teachers' teaching strategies for greater effectiveness. Meanwhile, in the context of teachers as assessors in the classroom, teachers not only deliver subject matter but also serve as assessors who continuously evaluate student progress. Teachers need to master various assessment methods such as formative assessment, summative assessment, observation, rubrics, portfolios, and project-based assessment. Teachers must also organize, implement, document, and evaluate assessment data. When evaluating student achievement, CA requires teachers be more reflective, meticulous, and fair in making judgements about student achievement.

The implications for CA students are to provide them an opportunity to identify their learning potential, which includes becoming proficient in speaking and listening, reading, and writing skills using a variety of teacher-provided assessment tools.

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