

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning English is very important because English is one of the most Languages in the world that used as an International Language, almost all the people around the world learn English and also many countries used English as their second language. As an international language, automatically many people use English as a tool to communicate in orally or in writing. It can help us to get more information or to share the information with the people around us. In Indonesia, English is not considered as a second language but English is a foreign language. But, English language learned in the entire formal school in Indonesia as an Indonesian curriculum.

To improve students English competence, the teacher can start from their vocabulary. Sometimes, people focus on the grammar that use and did not thought the vocabulary. Teaching and learning vocabulary need more time to remember and understand the meaning of the words. According to Scott Thornbury on his book “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression”.¹ From his book, it can be conclude that more practice can help learner to mastery vocabulary

¹ Scott Thornbury, *How to Teach Vocabulary*, (Harlow:Person Education Limited, 2002),13.

and grammar. But, it does not mean if grammar is not important, but to learn grammar the learner needs to learn vocabulary, because basically grammar and vocabulary are interdependent. On another book by Sherrie L Nist "Vocabulary is a major part for almost every standardized test, including reading achievement tests, college entrance exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key measure of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, then, the better you are likely to do on such important test".²

To improve students' English competence especially on vocabulary, the teachers have to think the way how to make their students' competence in English higher. The teachers should get some feedback from the students' to get the solution for the students'. To get the feedback the teachers can use some assessment technique and it is called as "Classroom Assessments Technique (CATs)". Classroom Assessment Technique (CATs) is a simple method with many techniques that used to get a feedback from the students'. According to Angelo and Cross which cited by Jessie Carduner "Classroom Assessment Techniques (CATS) can help students examine their own language development and can assist instructors in prioritizing goals and evaluating the effectiveness of instructional

² Nist L Sherrie, *Improving Vocabulary Skill, third edition*, (New Jersey:Townsend Press, 2002), 1.

techniques”.³ And according to Thomas “Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it.”⁴ On Classroom Assessments Technique (CATs), there are many techniques to use as a measuring instrument or to get the feedback of students’ ability in mastering English. Therefore, the teacher should choose one technique that be able to help the teacher to improving students ability in mastering English.

To improve students’ vocabulary, the teachers can use one of technique from classroom assesstemnt technique (CATs). The teachers can use one of more usefull technique to teach vocabulary. On this paper, the writer will choose the “Memory Matrix” as a technique to improving students vocabulary and the writers will tried to found the influence of memory matrix on teaching vocabulary. According to Thomas A “The Memory Matrix is simply a two-dimensional diagram, a rectangle divided into rows and columns used to organize information and illustrate relationships. In a Memory Matrix, the row and column headings are given, but the cells, the boxes within, are left empty. When students fill in the blank cells of the Memory Matrix, they provide feedback that can be quickly scanned and easily analyzed”.⁵

³ Jessie Carduner, “Using Classroom Assessment Techniques to Improve Foreign Language Composition Courses”, *Foreign Language Annals*, Vol.35, No.5. Kent State, 543.

⁴ Thomas A Angelo, K, Patricia Cross, *Clasroom Assessment Technique:A Handbook for Callege teacher, second edition*, (San Francisco:Jossey-Bass Publisher,1993), 4.

⁵ Angelo, Cross., *Clasroom Assessment Technique* 142.

Therefore, based on the problems above, the researcher would like to conduct the study about Classroom Assessment Technique (CATs) terms used in the title “The Influence of Memory Matrix on Classroom Assessment Technique (CATs) to Improve Students’ English Vocabulary (An experimental research at Junior High School)”

B. Statement of Problem

The researcher in this study is eager to identify:

- a. How is the student vocabulary mastery before applying the memory matrix of Classroom Assessment Technique (CATs)?
- b. How is the influence of memory matrix of Classroom Assessment Technique (CATs) in improving students’ English vocabulary?

C. Objective of The Study

Based on the statement of the problem above, the main aims of this study are:

- a. To identify the students vocabulary mastery before applying the memory matrix of Classroom Assessment Technique (CATs).
- b. To analyze the influence of memory matrix of Classroom Assessment Technique (CATs) in improving students’ English vocabulary.

D. Hypothesis of Study

Hypothesis is a temporary about a problem of research whether relationship between two or more variable or no. And in this page the hypothesis of the writer’s research is stated as follow:

- a. The null hypothesis (H_0) : there is no significance influence between students' taught by using memory matrix on classroom assessment technique method and without it.
- b. The experimental hypothesis (H_a): there is the influence between students' taught by using memory matrix on classroom assessment technique method.

E. Previous Study

There are some previous studies conducted the use of Classroom Assessment Technique (CATs) terms. One of studies is conducted by Ted Cross and Kelly Palese. This study shows the analysis the effectiveness of Classroom Assessment Technique terms used for the Increasing learning on Online Classroom. The result of this research is contend that classroom assessment techniques should be among these varied strategies. The implementation of CATs within online courses can transform the latent potential of the discussion forums into a space where students cannot only interact with one another and the instructor but also practice applying the class content within a contextualized space. Consequently, CATs can become a useful mode of formative assessment in asynchronous online classrooms.⁶

Gery S. Goldstein in his study display the analysis of Classroom Assessment Technique (CATs) on Introductory Statistic Class. It helped

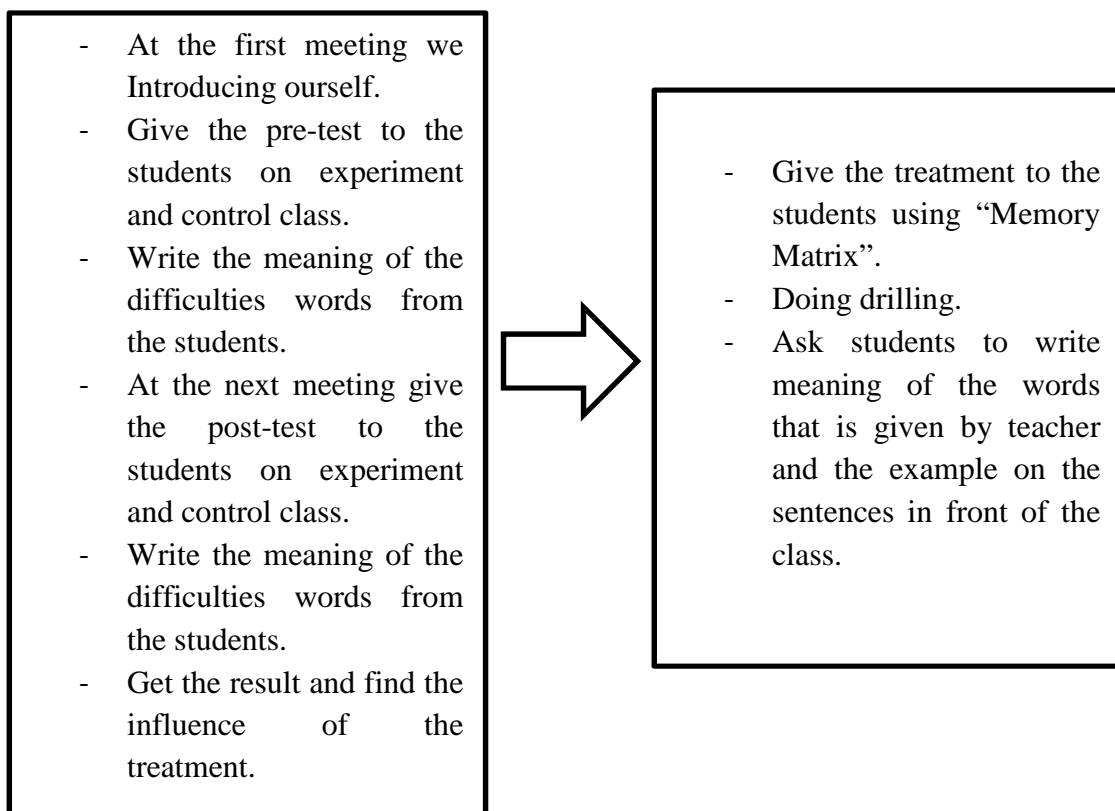
⁶ Ted Cross & Kelly Palese, "Increasing Learning: Classroom Assessment Techniques in the Online Classroom", *American Journal of Distance Education*, Vol.29, No.2, (2015), 107.

him to monitor his students' progress throughout the course, to facilitate their understanding of course material, and to increase their learning successfully. The beneficial effects of using CATs also may be better understood by examining research on the testing effect.⁷

There are similarity and differences between this study and those previous studies. The similarity is in the topic, the topic is about Classroom Assessment Technique. The differences are in the used of the object, the previous studies use Online Classroom and Statistic Classroom, but this study used Vocabulary as a object. The next differences are the technique that use, the data of Ted Cross and Kelly Palese they used direct instruction as a technique and the Gery s. Goldstein used document problem solving as a technique and the data of this study will be used memory matrix as a technique.

⁷ Gary S. Goldstein ,“Using Classroom Assessment Techniques in an Introductory Statistics Class”, *College Teaching*, Vol.55, No.2, (2007), 81.

F. Conceptual Framework



G. Organization of Writing

To make this research easy to be comprehended, the writer divides this research into three chapters:

Chapter 1 is introduction. In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the study, the significant of the study, the limitation of the study, and the writing organization.

Chapter 2 is theoretical frameworks. This chapter consists of the theories from some experts about memory matrix, Classroom Assessment Technique (CATs) and Vocabulary.

Chapter 3 is research methodology which consists of the research method, the site and time of study, the technique of data collecting and the technique of data analyzing.

Chapter 4 is Research Finding and Interpretation which consist of research finding, and interpretation.

Chapter 5 conclusion and suggestion which consist of conclusion and suggestion.