

CHAPTER II

THEORITICAL FOUNDATION

A. Classroom Assessment Technique (CATs)

1. Definition of Classroom Assessment Technique (CATs)

Classroom Assessment Technique (CATs) is a simple method with many techniques that used to get a feedback from the students'. According to Thomas Angelo "Classroom Assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory."¹

According to Medley on Lorin W Anderson Book "Still others have argue that good teachers facilitate learning on the part of their students. Not only do their students learn, but they also able to demonstrate their learning on standardized".²

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 techniques".³

¹ Angelo, Cross., *Classroom Assessment Technique*, 4.

² Lorin W Anderson, *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*, (New Jersey:Library of Congress Cataloging in Publication Data,2003),1.

³ Carduner, *Foreign Language Annals*, Vol.35, 543.

According to Lieberman, Bowers, and Moore (2001) cited by Gary S. Goldstein “Lieberman, Bowers, and Moore have noted that an analysis of students’ responses to CATS can provide important feedback to instructors on improving teaching strategies and making necessary modifications to courses.”⁴ 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”⁵

According to Albert Osterhof “Measurement is prerequisite to this feedback. Without good assessment we cannot know whether effective learning has occurred”.⁶

In summary, Classroom Assessment Technique (CATs) is technique or an approach design to help teachers find out what students are learning and to get the feedback from the students about the course.

2. Characteristic of Classroom Assessment Technique

According to Thomas Angelo, the characteristic of Classroom Assessment Technique are:⁷

a. Learner- Centered

Classroom Assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. To improve learning, it may often be more effective to

⁴ Goldstein, *College Teaching*, Vol 55, 77.

⁵ Angelo, Cross., *Classroom Assessment Technique*, 4.

⁶ Albert Osterhof, *Developing and Using Classroom Assessments*, (New Jersey: Library of Congress Cataloging in Publication Data, 2003), 2.

⁷ Angelo, Cross., *Classroom Assessment Technique*, 4.

help students change their study habits or develop their metacognitive skills (skills in thinking about their own thinking and learning) than to change the instructor's teaching behavior

b. Teacher-Directed

A defining characteristic of any profession is that it depends on the wise and effective use of judgment and knowledge. As a result, in this approach, the individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment. Furthermore, the teacher is not obliged to share the results of Classroom Assessment with anyone outside the classroom.

c. Mutually Beneficial

It is focused on learning, Classroom Assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment.

d. Formative

Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students; consequently, many of the concerns that constrain testing do not apply.

e. Context-Specific

To be most useful, Classroom Assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied.

f. Ongoing

Classroom Assessment is an ongoing process, perhaps best thought of as the creation and maintenance of a classroom "feedback loop." By employing a number of simple Classroom Assessment Techniques that are quick and easy to use, teachers get feedback from students on their learning.

g. Rooted in Good Teaching Practice

Classroom Assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective. Teachers ask questions, react to students' questions, monitor body language and facial expressions, read homework and tests, and so on. Classroom Assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

B. Memory Matrix

1. Definition of Memory Matrix

Teaching English as a foreign language is not easy. The teachers should have a good technique to make it more easy. In this era, learning English is very importance, because English is one of the most languages that used as a international language. There are many technique of Classroom Assessment Technique (CATs) can use as a technique to help

the teacher more easy to teach the students about English. One of them is memory matrix.

According to Thomas Angelo “The Memory Matrix is simply a two-dimensional diagram, a rectangle divided into rows and columns used to organize information and illustrate relationships.”⁸ Another definition from Thomas Angelo “The Memory Matrix is useful for assessing student recall and basic comprehension of facts and principles in courses with a high informational content.”⁹

According to Victoria Simpson “Memory Matrix is an assignment in which students fill in cells of a diagram for which the instructor has provided labels”¹⁰

In summary, memory matrix is a simple technique that used for the teacher to assessing the students recall and basic comprehension of facts and principle in course. On this technique using rows and coloums to organize the information and islustrate relationships.

2. Function of Memory Matrix

Viewed from its usage, according to Thomas Angelo Memory Matrix has many functions as a technique, the functions are as the follows:

- a. The Memory Matrix assesses students' recall of important course content.

⁸ Angelo, Cross., *Clasroom Assessment Technique* , 142.

⁹Angelo, Cross., *Clasroom Assessment Technique*, 142.

¹⁰Victoria Simpson,“Assessing Classroom Assessment Technique”, *Active Learning in Higher Education*, Vol.12, No.2, (2011), 128.

- b. Improving their skill at quickly organizing that information
 - c. By using this technique, teachers can quickly see not only whether their students have memorized the basic information but also how well they have organized that information in their memories.¹¹
 - d. Develop appropriate study skills, strategies, and habits.
3. According to Thomas, the Steps to Apply Memory Matrix:¹²
- a. Draw a simple Memory Matrix in which row and column headings represent useful categorizing variables for important information covered in the lesson.
 - b. Fill in the blank cells yourself with the appropriate facts. Use the same vocabulary as that used in the relevant lectures, discussions, readings, or other instructional material.
 - c. Check to see that there is a good "fit" between row and column headings and the facts in the cells. Revise the Memory Matrix if necessary.
 - d. When you are satisfied with your matrix, draw a new one with only the row and column headings and spacious but empty cells. To encourage high achievers, provide enough space in the cells for a larger number of items than you expect students to come up with. Duplicate this matrix on scrap paper and hand out

¹¹Angelo, Cross., *Classroom Assessment Technique* ,142.

¹² Angelo, Cross., *Classroom Assessment Technique*,142.

copies, or draw it on an overhead transparency or the chalkboard and have students copy it.

- e. Direct students to provide the information needed to fill in the cells. Ask them to write only words or brief phrases. Set a realistic lower limit for the number of items you expect them to insert in each cell. Asking students to provide at least three items, for example, can keep them from stalling and blocking in search of the one best answer.
- f. Collect the matrices and assess the correctness and completeness of the information given.

4. The Example of Memory Matrix

NO	Words	Meaning	Sentence or Clue
1	Book	Buku	a. It is your <u>book</u> . b. I used it to read and write something.
2	Pen	Pulpen	a. I have a new <u>pen</u> . b. You can used me to write on your book.
3	Bag	Tas	a. The colour of my <u>bag</u> is Black. b. You can used me to bring your book.
4	Hat	Topi	a. I have two <u>Hats</u> . b. You should used me every Monday on your head at the school.

Table 1.1

C. Vocabulary

1. Defintion of Vocabulary

Teaching and learning vocabulary need more time to remember and understand the meaning of the words. Because there has a many words with

same latter but different meaning, or there same meaning but different latters. Beside that, when we want to translate some texts, we should understand the menaing of the words very well. We should make it concord between source language and target language. So, to improving students ability in english, they should had many vocabulary and understand the meaning of the words very well, because it is can help the students to get more information and make them more easy to learn English.

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”.¹³ From his book, we can see which one is more influential between grammar and vocabulary (words). But, it is does not mean if grammar is not important, but to learn grammar we will need to learn vocabulary, because basically grammar and vocabulary is interdependent.

On another book by Sherrie L Nist “Vocabulari is a major part for almost every standarized test, including reading achievement tests, collage entrances exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key the measure of both ones’s learning and one’s ability to learn. It is for this reason that they include a sparate vocabulary section as well as a reading comprehension section. The

¹³ Thornbury, *How to Teach Vocabulary*, 13.

more words you know, than, the better you are likely to do on such important test".¹⁴

According to (Hayes, Wolfer, & Wolfe) cited by Elfrieda H. Hiebert and Michael L. Kamil "Words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language."¹⁵

According to Virginia French Allen on her book "Knowing English words and their meaning, one must know also how the words work together in English sentences".¹⁶

2. Kinds of Vocabulary

There are so many experts tried to describe the types or kind of vocabulary. According to Harmer cited by Mofareh on his journal "Harmer distinguishes two types of vocabulary, there are active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Mean while, the second one refers to the words which the students will recognize when

¹⁴ Sherrie, *Improving Vocabulary Skill*, 1.

¹⁵ Elfrieda H Hilbert, Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey London:Lea Publisher, 2005),1.

¹⁶ Virginia French Allen, *Technique in Teaching Vocabulary*, (New York Oxford University,1983),2.

they meet them, but which they will probably not be able to pronounce.” On the same journal, with different experts they are explain about another kind. According to Haycraft, quoted by Hatch and Brown (1995), and cited by Mofareh indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.¹⁷

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009). The example of receptive vocabulay is: when you understand the meaning of a words when you hear it or read it, for instance because of the context, it called as receptive vocabulary.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005). The example of productive vocabulary is: When you are able to produce a word on your

¹⁷ Mofareh Alqhatani, “The importance of vocabulary in language learning and how to be taught” *International Journal of Teaching and Education*, Vol.III, No.3, (2015), 25.

speaking or writing in a way that is appropriate and that matched what you mean, this is part of your productive vocabulary.

3. The Technique in Teaching Vocabulary

To teaching vocabulary, used the techniques that possible to apply and work to help the students to improve they mastering in English vocabulary is very importan. Chosse the suitable technique is not easy. To chose one of them the teacher should understand about the technique. Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992) and it is cited by Mofareh on his journal about vocabulary:¹⁸

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

b. Drawing Objects

Drawing Object can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts..

c. Using Illustrations and Pictures Pictures

¹⁸ Alqhatani, *International Journal of Teaching and Education*, Vol.3, 26.

Using Illustrations and Pictures Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words.

d. Contrast

Make some contrasting between the words it can help students to remember more than one words. For example the word "good" it is contrasted with "Bad", it is make students remember two words in same time.

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.

f. Mime, Expressions and Gestures

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. Many words can be introduced through mime, expressions, and gestures.

g. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

h. Translation

Translating the words can made the students more easy to remmeber the words and this technique can save a lot of times.