

Influencing Factors on Doing English Subject Homework among Senior High School Students

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Abstract

This research discusses the factors that can influence the students to do or not to do English subject Homework. Doing homework is very closely related to the learning process of Senior High School students by which students can gain knowledge and solve the problems. Firstly, this study investigated deeply about the influencing factors for doing or not doing the English subject homework. Secondly, this study aimed to find out the difficulties faced by students in doing the English homework. Lastly, this study aimed to find out the strategies used to solve those difficulties in doing the homework. A descriptive qualitative design was used as the methodology. Three students in the third grades of Senior High School in Tegal were interviewed in the data collection. The findings of this study discovered that the reasons for doing English subject homework were categorized into students' character, school grades, and class discussion on homework. Then, the reasons for not doing English subject homework were categorized into family disturbance and mood. Moreover, the difficulties faced by students were divided into lack of understanding English subject homework contents, lack of grammatical mastery, and lack of vocabularies. The strategies to solve the difficulties were asking friends and teacher, finding a cozy place, using dictionaries, and searching on the internet.

Keywords: Homework, reason, English subject, Senior High School students, qualitative research.

Introduction

Homework has been integrated as part of school for many years (Dennis, 2008). Homework, as defined by Cooper (1989), is the work assigned by educators for students to carry out during non-school hours. Most of the teacher gives the homework to the students outside the classroom. Carlsson (2009) said that homework is an assessment that should be done in outside the regular lesson and can be finished everywhere. Dennis (2008) stated that homework has been used as a teaching tool to encourage the teaching learning process. For teachers who use homework as a tool, they cannot separate homework in the teaching learning process. The students who got the homework have to do the homework outside the classroom.

There are some reasons why teacher gives homework to the students. The reason can be referred to as the importance of the homework itself. According to Darn (1997), as cited in

Lelešienė and Jasnauskaite (2014), the importance of homework are that homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language. Homework also develops study habits and independent learning. Students can do their homework by themselves. It will make the students explore more about the material. Wilson and Rhodes (2010) showed that the students agreed that homework strengthens the concepts learned in the classroom in the scale of 86% and showed that homework has a positive impact for students to understand the subject matter better (as cited in Watkins, 2012).

In several cases, there are some students who do not do the homework. In addition, students are still low-motivated to do the homework or they are not enthusiastic to learn the material and do the English subject homework. They also often delay doing the tasks. Therefore, the researcher wants to know the students'

perception of homework and to investigate the reason why the students do and do not do their homework. Students' perception is needed to know what the students feel, such as the kinds of homework that are liked or disliked by students. The students' perception can be as consideration for the researcher in the future when the researcher becomes a teacher. It will make the teacher know what should be fixed or kept as the good way of teaching. This research is important to do to increase the motivation of students while having homework. Students' motivation for doing homework can encourage them to study more.

The reasons why the researcher investigated the influencing factors are based on the researchers' experience in Senior High School. In the learning process, the teacher gave the material and gave the homework at the end of the class. The homework was not given by only one teacher but teachers from another subject also gave the homework. When the

researcher got a pile of homework, the researcher felt having had too much homework. When the researcher got some homework from several subjects, the researcher thought that English subject homework was difficult. Thus, the researcher felt unmotivated to complete the homework and preferred to copy other friends' homework. So, those are basically the reason why the researcher investigates the influencing factors in doing English subject homework among Senior High School students. Because the researcher currently studies in an English Education Department so the researcher focuses on homework in English subject.

Research Methodology

The researcher used qualitative method for this research. To investigate the influencing factors for doing or not doing the English subject homework among Senior High School students, this research adopted a descriptive design. The research was conducted at one of the Senior High Schools in Tegal. The

participants of this research were the twelve graders students from natural science class of Senior High School in Tegal. The researcher chose these students because they had already studied in this school for around three years. They faced kinds of assignment or homework than other graders.

The researcher used the interview as an instrument for this research to investigate the influencing factors for doing or not English subject homework. Cohen et al., (2011) explained that an interview is a technique to get the data from the participants which are their explanation or perspective about the topic. After conducting the interview with the participants, the next step that researcher was transcribing the data from recording word by word. After that, the researcher conducted member checking to check the validity of the data and to analyze the data. Member checking is a process in which the researcher asked one or more participants

in the study to check the accuracy of the report (Creswell, 2012).

The next step is coding. According to Cohen et al., (2011) coding is a process of breaking down a segmented text of data into a smaller unit. The researcher used three steps of coding such as open coding, analytical coding, and selective coding. Then, the researcher report the results based on the data.

Finding and Discussion

Students' Reason for Doing English

Subject Homework

The students explained about the reason for doing English subject homework. According to the finding, the first reason was students' character. Students' character showed that the participants was not a typical person who easily give up when faced difficulties in doing homework. The researcher conclude that the students were persistence to finish their homework even though they found the difficulties. According to with Katz, Kaplan, and Buzukashvily (2011) who

stated that the students are engaged in homework because of intrinsic reasons such as they do homework in order to understand the subject and they do homework because they want to get a better grade. The second reason was school grades. The participants mentioned that they did the English subject homework because of school grades. The participants did the English subject homework because they wanted to get a good mark. It was in line with Lelešienė's and Jasnauskaite (2014) who, in their finding, mentioned that the most significant social reasons for doing English subject homework were good marks which get 65% of the total grade percentage. The third reason was that there is a class discussion on the homework. The participants wanted to do the homework was because the homework will be discussed by their teacher in the next meeting. It can be said that the participants doing the homework because of the reinforcement from the teacher. The

teacher provides reinforcement through discussing the homework.

Students' Reason for not doing English Subject Homework

According to the result, the participants mentioned some reasons for not doing English subject homework. The reasons were family disturbance and mood. Regarding the finding, the first reason was family disturbance. The only one participant stated that she did not do the homework because she was disturbed by the family member. The second reason was mood. The participant mentioned that they did not do the homework because of the mood. The main factor that makes the participant has a bad mood was because the homework was difficult. According to Xue (2013), it is difficult to handle distraction, such as a conversation between family members or voices that are not related to homework. This distraction disturbs the concentration during homework completion. Participant two

could not handle the distraction so he chose to not do the homework.

Students' Difficulties on Doing English

Subject Homework

Based on the results of the findings, the researcher found several difficulties faced by students on doing English subject homework. The difficulties were lack of understanding on doing English subject homework and lack of grammatical mastery. The first difficulty was lack of understanding on doing English subject homework. The participants mentioned that they got the difficulties to understand the homework contents such as difficulties question and passage . According to Ozer and Keskin (2015), the difficulty of doing homework is from cognitive view including the students are not able to understand the material and how to do the homework. The second difficulty was lack of grammatical mastery. The participants stated that they had difficulty in grammar in doing English subject homework. The finding, in short,

was in line with Rohmatillah (2017) who stated that the difficulty faced by the learners came from grammar where there are grammatical rules, the teacher should inform this rules to students or they will face difficulty in grammar. The difficulty faced by students by not knowing the grammar lead them to not able to understand the content in English subject homework.

Students' Strategies to Overcome

English Subject Homework Difficulties

Based on the last objective of this research, the next explanation is the students'' strategies to overcome English subject homework difficulties. The result of this research that the participants used several strategies to overcome their difficulties such as asking friends and teachers, finding cozy place, using a dictionary, searching on the internet and using application.

Recommendation

The researcher suggests for the students to use a dictionary, access the

internet, or use an application to solve the problem in doing English subject. In addition, students are also required to do the homework because it will affect their school grades demands. Furthermore, the students can find a comfortable place to handle distraction when they do the homework.

The researcher suggests for the English teachers to give the detailed information of the aspects of the English language such as grammar, vocabulary, and language structure. It will be able to facilitate students to understand the aspect which they have not mastered.

The last recommendation is for other researchers. The researcher recommends to deepen the investigation into further scopes of English subject homework such as advantages, distribution of homework and the category of marking the English subject homework. This finding can be a reference to support their research if they have a similar topic area.

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