

Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the research. The chapter includes seven parts. The first part discusses the background of the study. The second part presents the statement of the problem. Then, the third part discusses the delimitation of this study. The fourth part discusses the research question. The fifth part discusses the research objective. The next part presents the significance of this study. Finally, the last part of this chapter discusses the organization of the research.

Background of the Study

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 addition, Cooper (1989) and Cooper, Robinson, and Patall (2006) stated that homework has positive and negative effects. One of the positive effects of homework is immediate achievement in learning. Minke (2017) mentioned that the positive effects can vary on each grade level. Strauss (2017) stated that traditional homework with daily reading for elementary school grades has a benefit which comes from reading for students at elementary levels (as cited in Minke, 2017). Cooper (2001) mentioned that the negative effect of homework is that it can lead to undesirable behavior to complete the homework such as cheating or having someone to do the student's homework (as cited in Minke, 2017).

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.

Statement of the Problem

Based on the researchers' experience, there are some problems which can be found. A lot of students do not do the homework for several reasons. The reasons which make the students do not do the homework included the students' preference to do other activities and students' frustration. It also makes the students not want to do their homework. The homework given by the teacher is still confusing which make the students do not understand the way to do it. It is also explained by Darling and Olivia (2006) as cited in Wilson and Rhodes (2010) that students do not know how to do the homework. Some students do not know how to begin the homework assignment and in some cases, they do not understand the instruction for their assignment as given by the teacher.

In addition, the main reason why students do not want to do the homework is that the students did not like the subject. If they do not like the subject so they will not do the homework. Pasi (2006) as cited in Wilson and Rhodes (2010) also stated that the students may not complete homework assignments which they feel bored and routine, for example, repetitious worksheets and hand-outs.

Based on the researchers' experience, the researcher has difficulties in doing the English subject homework. English is a foreign language. It makes students feel difficult because Foreign Language is not their mother tongue. In other words, the difference between the mother tongue and Foreign Language causes the problem, such as, the grammar of a language is different to others. Based on the obstacles, it

makes the students cannot absorb the material easily. It will give an impact on their achievement. Besides, Aziz (2015) stated that students cannot solve their grammatical issues because English is a foreign language and students are unfamiliar with grammatical rules. It means that the structure of the language will be difficult to learn by the others who are not native.

Delimitation of the Problem

The researcher focuses on investigating the influencing factor for doing and not doing homework in a Senior High School in Tegal to three twelve graders students. The influencing factor covered the student's reason in doing or not doing the homework, the difficulties and strategies to overcome the difficulties faced by students.

Research Question

This research is intended to answer the following questions:

1. What are the students' reasons for doing or not doing their English subject homework at a Senior High School in Tegal?
2. What are the difficulties faced by students on doing their English subject homework at a Senior High School in Tegal?
3. How do the students overcome their difficulties in doing the English subject homework at a Senior High School in Tegal?

Purpose of the Study

The specific aims of the research are:

1. To investigate the students' reasons for doing or not doing their English subject homework at a Senior High School in Tegal.
2. To find out the difficulties faced by the students on doing English subject homework at a Senior High School in Tegal.
3. To find out how students overcome their difficulties in doing English subject homework at a Senior High School in Tegal.

Significance of the Research

This research gives some advantages to English teachers, students, and the other researcher.

The first benefit of this research is for English teachers. English teachers can find out about the difficulties which are often faced by the students; which makes the students less motivated to do the homework. Therefore, teachers can develop material that can encourage students' motivation by doing the homework. Moreover, the researcher is a pre-service teacher and it can be a preparation for the researcher to be a teacher.

The second benefit of this research is expected for students. The researcher hopes that the students can understand the difficulties in doing English subject homework. The researcher also hopes the students can apply the strategies to overcome the difficulties in doing English subject homework provided in this research.

The last is for other researchers. The researcher hopes that this researcher can help future researchers who want to study English subject homework. This research can be as references for other researchers. The future researchers can use the provided data in this researcher if they want to conduct a similar scope in research.

Organization of the Chapters

The structure of this research is organized as follows. In the first chapter, the researcher explains the introduction of the research which presents the background of the study, statement of the problem, delimitation, research question, research objective, the significance of research and organization of the chapter. The research questions of this research are, among them, what are the students' reasons on doing or not doing their English subject homework at a Senior High School in Tegal; what are the difficulties faced by students on doing their English subject homework at a Senior High School in Tegal; and how do the students overcome their difficulties in doing the English subject homework at a Senior High School in Tegal. The result of this research is expected to benefit for the English teacher, students, for another researcher.

The second chapter of this research presents a review of the literature on homework. This chapter contains some theories that explain about the importance of homework, the effect of homework toward students' achievement, difficulties in doing homework and strategies to overcome the students' difficulties.

Then, the third chapter of this research explains the methods and procedure employed in order to answer the research questions and analyze the data. The researcher applied research descriptive qualitative design in gathering the data. The data were collected in one Senior High School in Tegal. The data were collected through interview. The researcher analyzed the data to answer the research questions by using coding.

The fourth chapter of this research explained the finding and discussion of the result. The first section discusses the students' reason for doing English subject homework. The second section discusses the students' reason for not doing English subject homework. The third section explains the difficulties of doing English subject homework. The fourth section of this chapter explains the strategies to overcome the student's difficulties.

In the fifth section of this chapter summarized the research result. The finding of this study showed mainly the students' reason for doing and not doing English subject homework. The other result showed the difficulties faced by students in doing English subject homework. The last result showed the strategies to overcome the students' difficulties. The researcher also provided some recommendation for English teacher, students, and other researchers.