

## **Chapter Two**

### **Review of Literature**

In this chapter, the researcher will explain some theories about homework. The theories are taken from some journals and book to support the ideas of each point. This chapter will be discussing the importance of homework, challenges in doing homework, the motivating and demotivating factors in doing homework, and strategies to overcome the problems.

#### **The Importance of Homework**

Homework is one of the main elements which cannot be separated from teaching learning process in the school. Henderson (1996) stated that most of the educators believe that homework can be an important supplement to in-school academic activities (as cited in Cooper, 2006). By doing homework, the teacher will know whether the students have understood the material or otherwise. It was supported by Lelešienė's and Jasnauskaite (2014) that homework can be a way for students to practice the knowledge they get from the school and review the previous lesson before going to the next lesson. It is important to review the previous lesson into practice to strengthen the students understanding.

In addition, Lelešienė and Jasnauskaite (2014) did research that found as much as 47 students chose that homework is beneficial for the future. The result tells that by doing homework there is a benefit for their future. The meaning of benefiting for the future is that the lesson learned might apply in their future learning and add or

increase their new skills. Then, the study also found that the most significant social reasons for doing English subject homework were good marks. Metlife (2007) as cited in Lettermen (2013) found that the objective of homework is to focus on improving classroom skills and improving skills life outside the school. Furthermore, Letterman (2013) also states that educators think that doing homework is important as long as it is not difficult.

Besides providing independent practice for the students, homework is important to provide chances for the parents to help the children for increasing their academic skills (Gill & Schlossman as cited in Letterman, 2013). Moreover, according to Metlife (2007), accomplishing homework can help the students learn more in school. Then, it also can make the student be more responsible. Furthermore, homework can trigger students to learn. It is proven that 90% most of the teacher agrees that doing the homework helps students to achieve their learning objective.

### **The Effect of Homework toward Students' Achievement**

In this part, the researcher found some studies explaining the effect of homework on students' achievement. There are positive effects and negative effects. According to Cooper et al. (2006), the positive effects are divided into four categories and the negative effects divided into five categories. The effects are described in the following paragraphs.

**Positive effects.** The positive effects divided into four categories. There are immediate achievements and learning, long-term academic benefits, nonacademic benefits, and greater parental and family benefits.

***Immediate achievement and learning.*** In this point, explained by Cooper (1989), there are potential positive effects from homework that might serve as achievement and learning. The potential positive effects that appear are better retention of factual knowledge and increased understanding towards material. From homework, the students can retain knowledge and increased understanding better. Homework also can make the students possess better critical thinking, concept formation, and information processing. Homework means practicing to understand better the learning including practice the critical thinking and build a conceptual formation of the lesson.

***Long-term academic benefits.*** Other potential positive effects are long-term academic benefits such improved attitude toward school and better study habits and skills. Because the students are usually given homework by the teachers in school and given the instructions to complete the homework, homework also improves the student's attitude to follow what the teacher asked to do. Homework can make the students have a routine in completing the homework and sharpen their knowledge covered in the homework.

***Nonacademic benefits.*** There are greater self-direction, greater self-discipline, better time organization, more inquisitiveness and more independent

problem-solving. Doing the homework regularly can make the students discipline and managed to use the time when doing something. The students gain inquisitiveness when they are doing the homework to build their skills in problem solving.

***Parental and family benefits.*** There are a greater parental appreciation of and involvement in school, parental demonstrations of interest in child's academic progress and students' awareness of the connection between home and school. By doing homework at home, parents can supervise the progress of their children in their academic skills and also can involve helping their children in completing the homework. This can be summed up that homework build relationship among parents and their children.

**Negative effects.** The negative effects divided into five categories. There are satiations, denial of access to leisure time and community activities, parental interference, cheating and increased differences between high and low achievers.

***Satiation.*** One of the negative effects of homework is satiation. Satiation is when the students appear to loss of interest in academic material and physical and emotional fatigue. When the students are feeling satiated, they will not have the intention to learn the lesson or involve completing homework about that lesson.

***Denial of access to leisure time and community activities.*** When the teacher gives homework to students, probably the students can complete and submit it the next day. However, when teachers from other subjects give a pile of homework, it

can burden the students. The students will not have leisure time or join community activities because they have the responsibility to complete all the homework.

*Parental interference.* The role of parents besides having a positive effect turned out to also have negative effects when parents interfered too much in students' homework. Students feel under pressure from parents demand to do well in doing homework, so the students doing the homework, not with earnest. The different instruction given by the teacher and parents makes confusion for students to complete and do the homework.

*Cheating.* Sometimes the students doing the homework without parents' involvement, so when they do not know the answer they just leave it and do not try to complete the homework. They think as if they can copy their friends' homework. On the other hand, when the students are doing the homework with parents involvement, parents involvement do not just help but more than help in a quite bad way. The parent completes the homework and it raises the possibility of cheating because someone else's doing the homework.

### **Difficulties in Doing Homework**

According to Xue (2013), it was reported that there are five main difficulties of homework such as setting a good environment, time consideration and encourage the students to do the homework on time, handling homework distraction, making the students motivated when doing homework. Setting the environment means that creating a quiet area to study as comfortable as possible such as cleaning the table,

remove the material that might distract the learning process as mentioned by Xue (2013). It is important for students to manage time in doing homework to meet homework deadlines as reported by Xu (2010); Xu and Corno (1998).

Nowadays, there are many distractions in doing homework like web surfing which makes students not focus to do the homework (Xue, 2013). Besides, maintaining their willingness to complete a task is the common difficulties faced by the teacher (Pintrich, 2004; Wolters, 2003). Verma, Sharma and Larson (2002) explained that sometimes there are unpleasant emotional responses like control negative emotions and positive emotions in doing the homework. According to Sharma (2016), the students face the difficulties in completing homework because the questions given by the teachers are often out of the learning context so that it will burden the students and make the students do not want to do their homework.

There is also research explaining students' difficulties in doing homework from the parents' point of view. According to Ozer and Keskin (2015), the difficulties are divided into three different perspectives. The first difficulties came from emotional including the motivation distortion, getting bored, having difficulty in feeling bored for doing homework for the lesson that they do not like. The second difficulty is cognitive views including that the students are not able to understand how to do the homework and not able to find material. The third difficulty faced by students is from the material, for example, environment distraction.

### **Strategies to Overcome the Students' Difficulties**

In the process of completing homework, sometimes students faced some difficulties. The students need to know and need to have the strategies to overcome their difficulties. There are experts explained some tips for students to solve their homework problem. According to Manis (2012), there are five tips for the student to solve their homework such as to pick good time, place, spend more time on hard homework, ask for help and remember to make time for the long-term project. The tips are described in the paragraph below.

***Picking a good time to do homework.*** The students should manage the time to do the homework, for example, they can use the time before or after dinner to complete the homework. If the students have not finished the homework, the students should finish it and do not leave it to sleep. According to Auburn University (), the students need to have the skill to manage the time, using time management or daily planner helps the students to manage time wisely. The relation of time management to the homework completion is the students can manage the time to make a daily activity to schedule the time for homework completion. Tips for doing homework is to set time in the afternoon or evening and try to stick to the time, do not delay to do the homework (University of Cape Town, 2017).

***Finding a place that makes studying easy.*** The comfortable place is really needed for the students to do the homework. It is not only the place need to be clean but also the cozy environment. The students can supply some snacks before or while

doing the homework. So, the students will not feel sleepy, bored and enthusiast to do the homework. Butler (1987) stated that in doing the homework, the students need to find a quiet, well-lit place for students to study and to do the homework. According to the University of Cape Town (2017), the students can turn off the distracting devices such as phone, television, and radio or music player.

***Spending more time on hard homework than easy homework.*** When the students face hard and easy homework, the students should finish the hardest homework first. According to the University of Cape Town (2017), the students can do the hardest thing in homework completion. This is because when the students start doing the homework, they have full concentration. Nevertheless, when the students have high concentration they can start to do the hardest thing first to complete the homework. Therefore, the students need to know where to begin doing the homework. It is believed to better to do the hardest or difficult part first, so they do not have to do them at the end where the concentration slowly wanes or even disappears.

***Asking for help, if homework gets too hard.*** When the student really cannot do their homework because they faced difficulties, it is better for them to ask the people who know better such as family members, teachers or friends. Get together with a friend or join group study to complete the homework together to reduce any difficulties the students face when they do the homework alone. The students also can ask the teacher whenever the students face difficulty. Family members also able to



help the students to complete the homework. The students can ask their older sibling considered they had encounter similar homework in their earlier times.

*Remembering to make time for long-term project.* When the students got homework, it is better for them to complete the homework early. Do not do the homework in such limited time or near the deadline. It easier for the students to check if any possible wrong answer to their homework. The long-term project needs a lot of time. The students need to allocate the time to finish the project and not rushing to complete them near the deadline. If the students prepare the project, they will have good effort to complete it and produced good quality of work.

### **The Influencing Factors of doing Homework**

Doing homework can be influenced by many factors. There are many factors including some different aspects. According to Ludtke, Niggli, Schnyder, and Trautwein (2009), motivation can make the students be more effective and spend the effort to complete the homework (as cited in Whitley, 2010). The other factors influencing doing the homework are explained in the paragraphs below.

**Students' motivation.** Motivation is encouragement or the basis of someone's spirit. According to Lai (2011), they defined motivation as the desire that moves someone to do or not to do something (as cited in Broussard and Garrison, 2004). According to Planchard, Daniel, Maroo, Mishra, and McLean (2015), there are some factors which make the students feel motivated, such as reinforcement, extra credit, able to understand, free time, interest in the material, concern for the grade, the

material covered, self-assessment, not too long, no distraction. The result of the research shows that reinforcement is the highest factors increasing students motivation. Another study found that students indicated they 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 (Katz, Kaplan, & Buzukashvily, 2011). When a homework does not appear to be intrinsically motivating, the students are more likely to not complete the homework (Trautwein and Koeller, 2003)

**Students' demotivation.** Demotivation is the pressure which decreases the motivation of the people. According to Rahman (2017), demotivation can influence the student's learning outcomes and make unsuccessful mastery of course material. In the case of doing homework, there are reasons for students to not doing the homework. The reasons have been found by Planchard, Daniel, Maroo, Mishra, and McLean (2015) are that the homeworks are unable to understand, too difficult, and too long as the reasons. According to Killoran (2003), the students' reasons for not doing the homework are explained below (as cited in Minke, 2017)

The first reason is the students are disposed to choose to not complete the homework. According to Killoran (2003), the students do not complete the homework because of the desire from the students for the incompleteness. The second reason is the homework that is given is not at the same level as the students. So, the students feel that they will not be able to do the homework. Killoran (2003) also

mentioned the third reason, which is “the students do not complete the homework is because they are not developmentally ready to complete the task and do not understand the assignment” (as cited in Minke, 2017, p.24). The last reason is the environment which can influence the students to do the homework. If the environments support the students to complete the homework the students will have the willingness to complete the homework and so it is for the negative environments.

### **Review of Related Studies**

There is one research related to the current study. The research is from Xue (2013) who aimed to examine five major homework challenges and discuss strategies that students may use to deal with these challenges. This library research incorporate the three databases of literature namely EBSCO, ERIC, and SCOPUS. There are certain criteria in the selection of the literature. First, the articles must focus on homework management at the elementary or secondary level. In addition, the article also must focus on regular students with conventional homework

The EBSCO was used to find the full text articles on homework management (i.e., using the search term of “homework management”). The second step, the researcher used the ERIC database was used to find the articles on homework management using the same procedure. Both of searches amounted 16 articles. Third, the Scopus database was used to find the articles on “homework management” which resulted in 13 articles. Overall, these three searches (EBSCO, ERIC, and Scopus) produced 29 articles. The researcher took 24 out of 29 articles. The result of this

study shows there were five categories of the challenges faced by students and strategies to deal their challenges such arranging the environment, managing time, handling distraction, monitoring motivation, and controlling emotion. Otherwise, the researcher only finds a related study to support this research.

The previous studies have similarity with the current research. The purpose of the study was to find out the challenges or difficulties in doing homework and find out the strategies to overcome the students' challenges or difficulties on doing homework. On the other hand, there are differences the previous study and the research which was conducted by the researcher. The previous study used library research, but this research used qualitative empirical research. Furthermore, the previous study also used the article, but in this research used the students as the participants.