

The Teachers' Perceptions of The Role of Homework in English Learning

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ABSTRACT

Teachers, parents, and stakeholders debate the role of homework in learning. Some argue that this burdens students, reduces the development of social skills and exacerbates disparities, while others argue that it strengthens classroom learning. The effectiveness of homework varies by time of day, grade level, individualization, and subject. Older students benefit more, but excessive homework can be counterproductive. This study used a mixed methods design, integrating quantitative and qualitative data, to explore the impact of homework. Data collection includes questionnaires, interviews, and student homework sheets. Two teachers from MTS Sabilil Khoir Porong participated. Results showed 65% of responses agreed, with one teacher supporting the positive impact of homework and others expressing reservations. Teachers emphasize making homework interesting, utilizing technology, and balancing assignments to support student learning. Teachers believe that homework is a valuable tool to give students additional time to understand lessons. They use worksheets and today's technological advances, such as Canva and social media platforms, to create engaging homework. This strategy aims to increase student enthusiasm and improve their learning outcomes. Future researchers should conduct additional research on the impact of homework on student learning outcomes.

Keyword : Teacher Perception, Homework, English Learning

INTRODUCTION

Discussions about homework's role in student learning involve teachers, parents, and stakeholders. Some argue that homework adds to an already crowded curriculum, potentially limiting students' social development and exacerbating social inequalities (Hood 2010; Menand 2012). Others believe that homework is essential for reinforcing classroom learning (Milbourne and Haury 1999). These debates often overlook how discipline and school conditions affect the benefits students gain from homework (Horsley, 2012).

Many educators think homework improves learning, academic achievement, and student responsibility (Bembenutty et al. 2009). Cooper (1989) defines homework as assignments meant to be completed outside of class. Trautwein and Ludtke (2007) note that factors like completion time, environment, and subject matter vary widely. Debates typically focus on homework's instructional goals, such as reviewing classroom material (Cooper, Robinson, and Patall 2006), but can also include non-instructional goals, like changing attitudes toward homework or subjects. The flipped classroom model is a significant exception, with home-based instruction and in-class practice (D'addato and Miller 2016; Peterson 2016).

The belief that more homework leads to better learning and personal responsibility is not fully supported by research (Corno 1996; Cooper et al. 2006). While studies have examined student and parent perspectives on homework (Bennett & Kalish 2006; Dettmers et al. 2011; Xu & Wu 2013; Dumont et al. 2012; Patall et al. 2008), teacher perspectives remain underexplored. Cultural influences on homework implementation are poorly understood and often rely on common sense justifications (Davis 2014).

Teachers are advised not to assign homework regularly but rather for specific purposes. It is crucial for students to understand the assignment's purpose and relevance to their academic journey (Xu 2011). This approach can help ensure that homework supports learning and development effectively. Based on these insights, this study, titled "The Teachers' Perceptions of The Role of Homework in English Learning" aims to explore how teachers perceive the role of homework for English language learners. It seeks to determine the importance of homework as a tool for enhancing student understanding and to uncover strategies teachers use to make homework

appropriate and engaging. The study aims to answer two main questions: How do teachers perceptions homework's role in helping students learn English, and how might they design engaging homework assignments.

Perception

The term "perception" originates from the Latin word "perceptio," which means the ability to take or receive. Scholars have various interpretations of perception. DeVito (quoted in Sobur, 2003) defines it as the awareness of stimuli affecting one's senses. Gulo (quoted in Sobur, 2003) views it as the process of being aware of one's environment through sensory equipment. Prawira (2012) describes perception as a sequential process starting with stimulus detection by receptors and involving psychological processes in the brain before awareness occurs.

The Big Indonesian Dictionary defines perception as the initial reaction or acceptance of something, learned through the five senses. Sugihartono et al. (2007) describe it as the brain's ability to translate stimuli entering the sense organs. Human perception can be positive or negative, affecting activities visibly and effectively. Jalaludin Rakhmat (2007) states that perception involves making observations and interpreting messages about objects, events, or relationships. Similarly, Suharman (2005) defines perception as interpreting information through the sensory system, involving sensory recording, pattern recognition, and attention as key components of cognition.

Homework

Cooper (1989) defines homework as assignments given by teachers for students to complete outside of school hours. Homework provides children with the opportunity to learn and review material at home, enhancing their skills outside the classroom. When students work on practice problems at home, they can use various resources to complete these tasks (DuBois 2011). Cooper et al. (2006) note that homework serves as a link between school and family, encouraging children to study at home using their surroundings and resources, including their families.

A significant benefit of homework is the development of self-regulation. Xu (2008a, 2008b) found a connection between homework management and completion, and Xu (2009) reported a correlation between student achievement and effective homework management, including managing work environment, time, distractions, motivation, and emotions. Bembenuddy (2011c) demonstrated that homework positively impacts self-efficacy, learning responsibility, and the ability to delay gratification. Homework assignments enhance self-regulation processes, self-efficacy beliefs, goal planning, time management, environmental management, and focus.

Despite these benefits, the use of homework is not universally supported by research (Cooper et al., 2006). Societal beliefs that homework strengthens learning and fosters personal responsibility persist, and many believe that good teachers assign homework regularly (Corno, 1996). However, while parents' and students' perspectives on work-life balance have been studied, teachers' views have received less attention. Few studies focus on teachers' roles in the homework process, and most research has been conducted in the United States, where a majority of teachers believe homework benefits student learning by developing study skills and time management.

According to Daymond (2015), homework can take many forms, including research, investigations, interviews, essay writing, practical work, reading, writing, drawing, creating short films or animations, problem solving, watching clips, analyzing media, listening, report writing, simple experiments, skill honing, joining clubs, ICT projects, memorization, math, designing, creating, and revision. It's essential to tailor homework to each student's needs, with middle school students typically doing tasks like reading, writing, and memorization, while college students have different requirements. Cooper (2006) categorizes homework based on factors such as quantity, skill level, purpose, and student choice.

English Learning

Learning outcomes are statements that specify what learners are expected to know, understand, and demonstrate at the end of a learning period. They encompass information, skills, abilities, attitudes, and comprehension gained from completing specific higher education

experiences. According to Stephen Adam (2014), learning outcomes serve as a methodological approach for expressing and describing curriculum components, levels, cycles, and qualifications frameworks, such as those in the Bologna process.

Learning outcomes enhance clarity in education systems and qualifications, playing a crucial role at local, national, and global levels. Locally, they impact course units, study programs, and qualifications within higher education institutions. Nationally, they influence qualification frameworks and quality assurance programs. Globally, they contribute to initiatives focused on transparency and recognition. Despite their perceived simplicity, their fundamental function is vital, and misunderstanding their role can jeopardize educational foundations, as noted by Stephen Adam (2016).

In current higher education approaches, learning outcomes and outcome-based approaches significantly impact quality assurance, teaching, learning, assessment, and curriculum development. They facilitate re-evaluation of key educational issues and promote a shift from teacher-centered to student-centered learning. This approach integrates lifelong learning frameworks, accreditation of prior experiential learning (APEL), and the merging of academic and vocational education, emphasizing the interconnectedness of planning, execution, and assessment in the learning process.

METHOD

In this study, the researcher employed a mixed-method research design, combining both quantitative and qualitative data to achieve a comprehensive understanding of the research problem. According to Creswell (2013), mixed methods research involves the careful collection and evaluation of both types of data, integrating them within a specific design to examine behavioral, social, and health-related issues. This approach provides more valid and robust conclusions by directly comparing findings from qualitative and quantitative methods for convergence or divergence (Plano Clark & Ivankova, 2016). Participants were selected from MTS Sabilil Khoir Porong, involving two teachers. Data was gathered using questionnaires and interviews to gauge educators' perspectives on homework. The mixed-methods approach leverages the strengths of both methods, mitigates their limitations, and enhances result

validation through triangulation (Bergman, 2008). The main instruments used were questionnaires, interviews, and student homework sheets.

The data collection procedure involved interviewing two English teachers at MTS Sabilil Khair during the first and second meetings and gathering questionnaire responses from the same teachers. This information was processed and explained in finding. The data analysis methods employed included data reduction, data display, and conclusion drawing/verification, as described by Miles & Huberman (1994). Data reduction involved selecting, focusing, simplifying, and transforming the collected data through activities like writing summaries, coding, and identifying themes. Data display was the organized compilation of data using matrices, images, networks, and charts to facilitate qualitative analysis. Conclusion drawing/verification involved making and verifying conclusions based on the organized data, ensuring accuracy and reliability through continuous re-examination.

FINDINGS

Findings from data analysis regarding teacher perceptions through questionnaires given to two teachers at the first meeting to determine their perceptions about the role of homework on English learning outcomes. These questions require a Yes or No answer. The collected data will be used to calculate teacher responses regarding the impact of homework on students' English learning outcomes. The total results of the questionnaire will be displayed.

Table no. 1. Results questionnaires done by teachers

No	Question	Teacher's Answer		Percentage of "Yes" answer	Percentage of "No" answer
		Yes	No		
1.	Do you believe that homework plays a role in enhancing English language learning outcomes for students?	2	0	100%	0

2.	In your opinion, does homework effectively reinforce concepts taught in the English learning outcomes?	1	1	50%	50%
3.	Do you think assigning homework positively impacts students' language skills development (e.g., reading, writing, listening, speaking)?	1	1	50%	50%
4.	Do you think homework supports certain skills development (e.g., mastery of vocabulary, understanding of grammar)?	2	0	100%	0
5.	Do you regularly provide constructive feedback on homework assignments to guide students improvement?	1	1	50%	50%
6.	Do you make homework assignments to accommodate different learning style and abilities within your classroom?	1	1	50%	50%
7.	Do you face challenges in implementing effective homework strategies for English language learning?	1	1	50%	50%
8.	In your experience, do students generally perceive	1	1	50%	50%

	the role of homework in their English learning positively?				
9.	Do you believe that homework assignments should be adjusted based on individual student needs and abilities?	1	1	50%	50%
10.	Are there any specific improvements or changes you would suggest to enhance the effectiveness of homework in promoting English learning outcomes?	2	0	100%	0
11.	Total Value	13	7	65%	35%

From the above, can concluded that total of the teachers response from all the question is 65% said Yes and 35% said No. To count using a Guttman scale, the typically assign a score based on the pattern of responses. In this case could assign a score of 1 for "Yes" and 0 for "No". Then, they sum up these scores across the questions for each respondent.

Let's calculate the scores for each respondent:

Yes answers, Respondent 1: $2 + 1 + 1 + 2 + 1 + 1 + 1 + 1 + 1 + 2 = 13$

No answer, Respondent 2: $0 + 1 + 1 + 0 + 1 + 1 + 1 + 1 + 1 + 0 = 7$

Now, let's calculate **the average score**:

Total score = 13 (Respondent 1) + 7 (Respondent 2) = 20

Based on the provided questionnaire results, here is a description of the teachers' perspectives on homework in enhancing English language learning outcomes:

The majority of teachers (Questions 1, 4, 5, 6, 7, 8, 9) believe in the positive impact of homework on English language learning outcomes. They express confidence that homework plays a crucial role in reinforcing language concepts, supporting skill development, providing constructive feedback, accommodating diverse learning styles, addressing individual student

needs, and fostering positive perceptions among students regarding homework's role in English learning.

However, there are areas of concern raised by a smaller portion of teachers (Questions 2, 3, 10). Some teachers perceive challenges in effectively reinforcing concepts and skills through homework assignments and suggest potential improvements to enhance the effectiveness of homework in promoting English learning outcomes.

Guttman scale analysis revealed interesting insights into the responses given by respondents in the questionnaire. By giving a score based on the pattern of **“Yes” and “No” answers**, conclusions can be drawn about the overall suitability of the statements proposed in the questionnaire.

Respondent 1 (Yes answer) showed a strong tendency to agree with these statements, as evidenced by the high score of 13. This shows a consistent pattern in emphasizing the role of homework in improving English learning outcomes, supporting skill development, and recognizing the importance of providing constructive feedback and serving individual student needs.

Overall, the Guttman scale analysis highlights the diversity of teachers' viewpoints regarding homework's effectiveness in improving English language learning outcomes. This underscores the importance of considering individual perspectives and addressing issues to optimize the effectiveness of homework strategies in supporting students' language development.

Determine how to make homework interesting, researchers interviewed teachers. The teachers emphasized giving homework to reinforce class material due to limited learning time, believing it provides additional time for students to understand lessons. Teachers viewed homework as essential for achieving learning goals, with mixed opinions on its importance, rating it 50/50. They stressed that homework should be tailored to class conditions and student levels. Generally, teachers used multiple-choice questions from worksheet books (LKS) and avoided essays, which are time-consuming. Technology, including Canva, Kahoot, and Quizizz, was incorporated to increase student engagement. Digital tools and audio-visual aids were used for assignments, exams, and projects, receiving positive student feedback. Homework deadlines varied, with Teacher A setting shorter deadlines and Teacher B allowing up to a week. Teacher

A believed homework contributed to 50% of student understanding, while Teacher B estimated it at 40%. Despite some students' reluctance, teachers found homework beneficial for improving comprehension and emphasized its appropriate use tailored to student skill levels.

DISSCUSSION

The research data explains the findings after presenting the data and involves distributing questionnaires during two school meetings, starting with a brief research explanation. At the first meeting on Thursday, teacher A completed a questionnaire and interview, while teacher B, who was absent, participated on Saturday. Teachers provide input and insight regarding students' homework and learning interests. This analysis reveals important insights regarding homework allocation, significance, creation, and integration of technology. Teachers emphasize the importance of engaging and customized assignments, and recognize the benefits of applying technology to increase student relevance and engagement. They also highlighted the need for support mechanisms such as deadline extensions and technological assistance to improve outcomes.

Compared with Desi Ike Sari et al (2016), it was found that homework helps improve reading skills. Although research on students' homework experiences is limited, research shows that homework can improve English learning outcomes. Rizki Ananda Saputra (2020) found that teachers' perceptions of the use of smartphones in learning were positively influenced by certain factors. This research focuses on teachers' perceptions regarding the impact of homework on students' English learning outcomes, emphasizing the importance of homework in improving students' abilities. Although there are differences of opinion regarding the importance of homework, teachers agree that homework remains important to education and can be made more effective by aligning assignments with learning goals and using innovative teaching methods.

CONCLUSION

The role of homework in student learning is a contentious topic among educators, parents, and stakeholders. Some argue it overcrowds the curriculum and limits social development, while others see it as essential for reinforcing classroom learning. Despite these debates, many educators believe homework enhances learning, academic achievement, and student responsibility. This study explores teachers' perceptions of homework in English learning outcomes, according to the results of a questionnaire conducted by researchers, 65% of teachers responded "yes" to questions about the impact of homework, indicating their belief that homework positively affects students' understanding. Homework is crucial because teachers lack sufficient time to cover all material during school hours. As a result, teachers' perceptions will greatly impact the learning models applied to students, revealing that most teachers believe homework positively impacts students' understanding due to limited classroom time. Teachers use various tools, including worksheets and technology like Canva and social media, to create engaging assignments. The research also shows that effective homework strategies must align with learning goals and consider individual student needs, utilizing innovative teaching methods to maximize benefits. The findings emphasize the need for tailored assignments and technological integration to enhance student engagement and learning outcomes, highlighting the importance of support mechanisms to address challenges like varying student motivation.

SUGGESTION

For teachers: Teachers should optimize classroom time by using effective learning models. They must also stay updated with advancing technology to keep students engaged through innovative approaches. By leveraging science and technology media, teachers can enhance their teaching practices. Additionally, diversifying homework assignments with various digital resources can further enrich the learning experience.

For students: Students must develop the habit of maintaining focus during learning sessions to effectively understand and retain academic material. Concentration is crucial for absorbing information and grasping key concepts. Additionally, students should embrace the learning process, understanding that making mistakes is natural and beneficial. Cultivating the courage to express thoughts and ideas enhances active participation, leading to deeper understanding and critical thinking. As lifelong learners, individuals should seize opportunities to expand their

knowledge and skills, despite any initial discomfort. Through practice and perseverance, students can overcome challenges, building the confidence and skills needed to excel academically and beyond.

For future researcher: This study employs a mixed-method approach to analyze research data, providing valuable insights into the impact of homework on English learning outcomes among junior high school students. However, there remain opportunities for further investigation. Future researchers are encouraged to explore the effectiveness of homework using quantitative methods, particularly in assessing its influence on students' English learning outcomes and exam scores. Extending the scope of research to include high school students would enhance our understanding of the relationship between homework and academic achievement in English. By examining different age groups and employing diverse research methodologies, future studies can deepen our knowledge of how homework contributes to enhancing English language proficiency across varied educational contexts.

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