

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Teachers, parents, and various stakeholders engage in discussions regarding the role of homework in enhancing students' learning experiences. Some argue that homework contributes to an already packed school curriculum, potentially depriving students of valuable time for developing social skills (Hood 2010) and, in more concerning cases, worsening social disparities (Menand 2012). Conversely, an opposing perspective contends that homework plays a crucial supportive role by reinforcing students' grasp of subjects covered in regular classes (Milbourne and Haury 1999). Amidst these debates, there is a tendency to make broad generalizations that may overlook the influence of discipline and school conditions on the benefits derived by students from completing homework assignments (Horsley, 2012)

Many educators believe that homework contributes to improved learning, academic achievement development of academic skills and responsibilities (Bembenutty, et al 2009). According to Cooper (1989) in Desi Ike Sari et al (2016), homework is any assignment that a teacher gives to students in class that is intended to be completed outside of class time. According to Trautwein and Ludtke (2007), the amount of time given to complete homework, the environment (such as grade level), the level of individualization, and the subject matter can all vary. Debates regarding the effectiveness of homework typically center on its instructional goals, which typically include providing students with opportunities

to practice or review material covered in the classroom (Cooper, Robinson, and Patall 2006). Although homework goals can be non-instructional (e.g., changing students' attitudes toward English), it is also possible that they are non-instructional (e.g., changing students' attitudes toward homework). The 'flipped' classroom, where instruction is expected to be received at home and class time is focused on tasks relevant to what is being learned, is one important exception that is making progress in elementary education (cf. D'addato and Miller 2016; Peterson 2016 ). Regardless of their direction (Mousel 2013). These completely unconventional methods are not addressed in this study, and we assume that most homework is often done after classroom instruction, rather than preceding classroom instruction, despite the fact that this may further fuel the debate regarding the use of homework.

The widespread belief that homework enhances learning and instills personal responsibility, with the idea that more homework is better, has not received full support from research (Corno, 1996; Cooper et al., 2006). Despite previous studies exploring students' (Bennett & Kalish, 2006; Dettmers et al., 2011; Xu & Wu, 2013) and parents' (Dumont et al., 2012; Patall et al., 2008) perspectives on homework, little attention has been given to teachers. The cultural determinants influencing the implementation of homework remain poorly understood, further complicated by the reliance on common sense justifications (Davis, 2014) Teachers should not assign homework regularly and should only do it for a specific purpose. It is very important for students to understand the purpose of the assignment and its relevance to their academic journey (Xu, 2011).

A number of studies, such as those conducted by Fan et al. (2017), have explored the positive and negative impacts on academic achievement, but the overall impact is still not adequately understood (Trautwein & Köller, 2003). Cooper et al. (2006) stated that older students tend to gain more benefits from homework compared to younger students, although these benefits may depend on specific conditions (Epstein et al., 1995, p. 15). Young students, for example, may experience a lack of play time at home when given homework. Contrary to the belief that excessive practice is beneficial, research suggests that excessive emphasis on practice may be ineffective (Trautwein et al., 2009). However, studies such as Keith et al. (2004) argue that doing homework outside of class has a positive effect on academic achievement. Learning outcomes are the result of one's educational journey and are associated with variations in the (Sailer, 2021) et al., 2021). Furthermore, according to Matlin et al. (2018), learning is a generally permanent change in behavior brought about by experience. Declarative knowledge, cognitive strategies, intellectual abilities, psychomotor skills, and attitudes are the five categories of learning outcomes (Gagne, 1983).

Both internal and external factors influence student learning outcomes (Lena et al., 2019; Nurhasanah & Sobandi, 2016). Students' own internal factors include health problems, psychological problems, fatigue and disability. Apart from that, Hadiyanto (2016) stated that student abilities have an influence of 70%, while environmental influences have an influence of 30% on student learning outcomes. Bradley and Lucia (2020) assert that factors related to classroom

atmosphere and features, such as the quality of teaching, have a major impact on how well students learn.

The purpose of this research is to find out how teachers perceive the impact of homework on students' English learning outcomes. This is important because many teachers may have different opinions about how beneficial homework is. There are teachers who argue that homework helps their students learn English effectively. However, others may doubt its benefits and give priority to other alternative forms of learning. Until now, most research has raised the issue of the influence of homework on several skills. As in research by Desi Ike Sari et al (2016) which discusses the influence of homework on students' reading skills.

The objective of this research to determine teachers' perceptions. Because the teacher's perception will influence the form of learning that will be delivered in class. Cultural attitudes towards education can also influence teachers' views on homework. In some cultures, there may be a strong emphasis on academic achievement, giving rise to a more positive perception of homework. Teachers may feel pressure from parents who have strong opinions about the role of homework in their child's education. This can influence the way teachers view and assign homework.

## **1.2 Statements of The Problem**

Based on the background of the study above, the problems of the study are:

- 1.2.1. What teachers' perceptions towards the role of homework have on English learning?



1.2.2. How do the teachers create homework?

### **1.3 The Objective of The Study**

Related to the statement of the problem above, the objectives of the study are:

1.3.1. To explore of teachers' perceptions of the role of homework in English learning outcomes.

1.3.2. To describe how to create homework.

### **1.4 Significance of The Study**

The information resulting from this research should be useful both theoretically and practically.

From a practical perspective, this allows teachers to understand the quantity of English learning that students have learned after receiving homework.

Theoretically, this research can be useful as a guide for future researcher who conduct research on related subjects and are looking for a lot of information.

### **1.5 Scope and Limitation of The Study**

The scope of this research was three teachers MTS Sabilil Khoir Porong teachers. Research limitations focus on exploring teachers' perceptions of the use of homework on English learning outcomes and knowing how to make homework for students at MTS Sabilil Khoir.

### **1.6 Assumption**

This study was conducted on the assumption that giving homework to students has a positive impact and can help improve students' English learning outcomes.

## **1.7 Definition of the Key Term**

**1.7.1 Perception:** Perception is a cognitive ability. This means that individuals need to decide what to consider from the beginning of the perception creation process. Awareness will also have an impact on perception (Shaleh, 2009, pp. 113-114). According to Walgito (2004, pp. 87-88), perception is a process that a person experiences through his five senses. Furthermore, Sarwono (2010, p. 86) says that perception can develop conclusions about what is seen, heard and tried to predict. These three characteristics are important in influencing the perception of others.

**1.7.2 Homework:** According to Cooper et al. (2006), homework is a big deal between home and school. Students who are given homework will study at home in addition to in class. Students can complete their homework at home using any materials and tools they locate or use. They can also talk about their surroundings, including their family. According to (falch, 2011) and Running (2011), giving students homework is a way to try to get them to put more effort into their studies.

**1.7.3 Learning outcomes:** The focus of success goal theory is on the kinds of objectives that students establish for themselves when they participate in activities connected to achievement (Senko et al. 2011; Wigfield & Cambria 2010).