

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents research findings and a research discussions. This chapter is also to answer the research problem of this study based on chapter one regarding the influence of teacher perceptions of the role of homework on student learning outcomes and how to make interesting homework for students. These findings explained and interpreted further in the discussion.

#### **4.1 FINDINGS**

These findings explain of teachers' perceptions of the role of homework on English learning outcomes. In this section, also discusses how to make homework that is interesting and appropriate for students.

##### **4.1.1 Teachers' perception**

The researcher gave the questionnaire for teacher A in first meeting and second meeting for the teacher B. The question in the questionnaire form can be answered Yes or No. The questionnaire was used in order to know the teacher's perceptions of the role of homework on English learning outcomes.

After giving the questionnaire, the results of the questionnaire calculation were analyzed by using the Guttman Scale and were made in percentages one by one to conclude using the formula:

$$P = \frac{F}{N} \times 100\%$$

(Arikunto, 2010, p. 81)

P : Percentage of the score of each teachers

F : The number of the teachers who answer the option

N : The number of individu

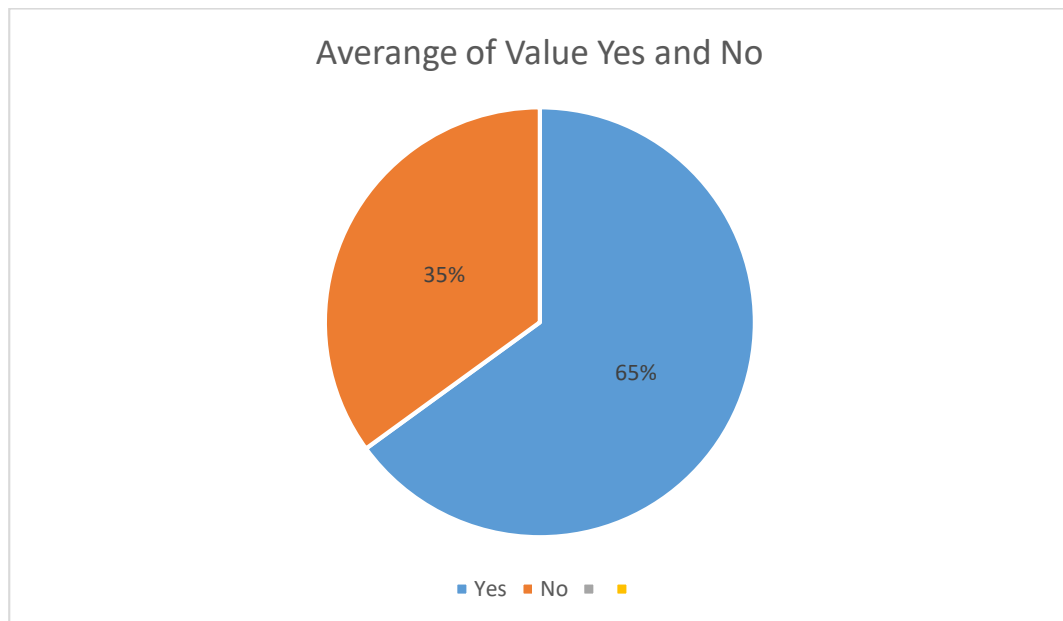
In this section, a questionnaire was given to teachers to determine the results of teacher responses regarding the influence of teacher perceptions of the role of homework on English learning outcomes. Questionnaires were distributed to two teachers at the first meeting. Questions that take the form of Yes and No answers. From data collection through questionnaires, teachers' responses to the role of homework in English students' learning outcomes will be calculated. The total of the questionnaire can be displayed as follow :

**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 <i>enhancing</i> English language learning outcomes for students?	2	0	100%	0
2.	In your opinion, does homework <i>effectively reinforce</i> concepts taught in the English learning outcomes?	1	1	50%	50%

3.	Do you think assigning homework <i>positively impacts</i> 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 the role of homework in their English learning positively?	1	1	50%	50%
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
<b>11.</b>	<b>Total Value</b>	<b>13</b>	<b>7</b>	<b>65%</b>	<b>35%</b>



**Diagram 4.1 Avarange of Value Yes and No**

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.

In contrast, Respondent 2 had a lower score, namely 7, which indicates a more closed attitude towards the statements presented. These respondents' responses answer **No** indicate less than enthusiastic support for the effectiveness of homework in improving English language learning outcomes, which may indicate doubts or concerns regarding the implementation or impact of homework strategies.

The total score of 20 for both respondents highlights the differences in perspectives among teachers regarding the role of homework in English learning outcomes. While some respondents reached a consensus on the positive impact of homework, others expressed reservations or suggested areas for improvement."

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.

#### **4.1.2 How Teachers Create the Homework**

Based on interviews conducted by researchers, teachers have a positive perception of the role of homework on student learning outcomes.

In the first and second questions, it is evident that the teacher prioritizes assigning homework to reinforce the material covered in class, particularly due to the limited learning time. Reinforcement in this context means giving students additional time to understand what they learn during school activities.

Additionally, given the limited class hours, teachers feel that students cannot achieve learning goals without homework. Regarding the importance of homework, teachers have mixed views, rating its importance as 50/50. One teacher emphasized that homework must be adapted to the conditions of the class and students. In a self-paced curriculum, there is no corrective action if a student fails a grade, so homework is seen as a way to help students relearn and achieve their learning targets.

Teachers believe that homework should be interesting and appropriate to the student's level. The teacher provides basic stimulation at the first meeting, strengthens understanding at the second meeting, and provides homework at the third meeting. Teachers tend to give homework with multiple choice questions in student worksheet books (LKS) because it suits the material being presented. Teachers rarely give essay homework, because essays require detailed responses and critical thinking. This is actually good for students, but for students who have activities outside of school it will be difficult because it takes up too much time. To create homework, teachers use worksheet books (LKS), student worksheets (LKPD) with images and concise text, as well as tools from Canva, Kahoot, and Quizzizz.

By incorporating technology into homework, teachers find digital tools useful for increasing student engagement. Exams have been shifted to a paperless format to save costs and comply with regulations. Teachers often use audio-visual technology for explainer videos and assigned projects such as video lectures



uploaded to social media and utilize gaming learning websites like Quizizz and presentation tools like Canva. Both teachers reported enthusiastic student responses to technology-based assignments. For homework deadlines, Teacher A sets a Thursday deadline for assignments given on Tuesday, and extends up to one week for complex projects. Teacher B, teaching grades 7 and 8, allows a week to turn in homework and prefers learning games during class time. She provides additional support for her 8th graders, allowing the use of dictionaries and Google to help them complete their homework.

Teacher A believes homework accounts for 50% of students' understanding, while Teacher B estimates it is 40%. Despite the potential benefits, some students are not interested in completing homework on time, requiring the use of dictionaries, Google, or other platforms to aid completion. Overall, this research shows that homework can improve students' understanding. In addition, teachers believe that homework should not be overemphasized, but its influence should be acknowledged. Teacher A viewed homework as useful for assessing students' learning needs, while Teacher B viewed it as essential for reviewing and practicing class material, and suggested that assignments be tailored to students' skill levels.

## **4.2 DISCUSSION**

In this chapter, research data explains after the data is displayed to be used as research findings.

The distribution of the questionnaire involved two school meetings, beginning with a brief research explanation by the researcher. During the first meeting on

Thursday, teacher A received and completed the questionnaire, followed by an interview. Due to the absence of teacher B on Thursday, the researcher conducted the same process with teacher B on Saturday. In the final step, teachers provided feedback and insights regarding students' homework and learning interests.

The analysis of teachers' perspectives on homework revealed key insights into its allocation, significance, creation, and the integration of technology. Teachers identified homework as crucial for reinforcing learning and measuring student understanding, though opinions on its overall importance varied. They emphasized the need for engaging, tailored assignments and recognized the benefits of incorporating technology to enhance relevance and student engagement. Despite challenges like varying student motivation, teachers highlighted the importance of support mechanisms such as deadline extensions and technological assistance to improve outcomes. Ultimately, homework remains vital for education, and its effectiveness can be maximized by aligning assignments with learning goals and utilizing innovative teaching methods.

Comparing to the Desi Ike Sari et al (2016), she found that homework is helpful for improving reading skills. Research on students' homework experiences has been limited, but this studies have shown that homework can improve English learning outcomes. Rizki Ananda Saputra (2020) found that teachers' perceptions of using smartphones in learning are positively influenced by factors. This research focuses on teachers' perceptions of homework'sim on students' English learning outcomes, emphasizing the importance of homework in enhancing students' abilities.