

CHAPTER I

INTRODUCTION

A. Background of Study

English is important and useful for us. The importance of the English language is naturally very great. As been said by Albert Croll Baugh & Thomas Cable, “English is the language not only of England but of the extensive colonies associated in the British Empire, and it is the language of the United States.”¹ So, everyone must know about English.

English is international language. Almost all countries used English as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It is learned from primary schools up to university. People realize that teaching English at university becomes very importance to develop students’ skill and creativities related to their talent and interest.

The ultimate goal of teaching and learning English is enabling students to master four language skills; listening, speaking, writing, and reading. All of the language skills support one another, listening for detail, speaking to making a speech, reading for general understanding, and writing to make a note.² All of these language skills must be presented to achieve the whole understanding of English.

¹ Albert Croll Baugh & Thomas Cable, A History of the English Language, (2005), 6

² Peter Lucantoni, Teaching and Assesing Skill in english as a Second language (united Kingdom: Cambridge Univercity Press, 2006), p.2

A good educational are success effort to increase all students' achievement that goal. The students can increase their English skill by homework to do some exercise. They also need much concentration to practice it. The students can get the exercises from their homework which given by their teacher. So, the students can do them at home with much concentration.

The teacher can choose some strategies to increase the student's English achievement. Learning strategies are steps taken by students to enhance their own learning. Strategies are important thing for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Giving homework is one of teaching strategies to increase the student's English achievement.

Homework is the main intersection between home and school. It is a widespread belief among school leaders, teachers and parents that homework is a valuable educational tool. Assigning homework can be seen as an instrument to rise student effort. Trautwein, Lüdtke, and Pieper stated that “given the practical significance of homework for students, teachers, and parents alike, the quality and quantity of empirical research on the subject is surprisingly uneven.³ The available body of research findings on homework is complex, fragmented, and contradictory. In fact, the recommendations that scientists and practitioners make about homework assignment and completion are often based on their own experience or on speculation rather than on sound scientific evidence.”

³ Trautwein, U., Lüdtke, O., & Pieper, S. (2007). Learning Opportunities Provided by Homework. Max Planck Institute for Human Development, Berlin, Germany. Retrieved from <http://www.mpibberlin.mpg.de/en/forschung/eub/projekte/halo.htm>.

Homework likely has a significant impact on students' educational stage. According to Henderson said most educators believe that homework can be an important supplement to in-school academic activities.⁴ However, it is also clear from the Henderson's surveys mentioned earlier that not all teachers assign homework and/or not all students complete the homework they are assigned. This suggests that whatever impact homework might have on achievement varies from student to student, depending on how much each student is assigned or completed in English education.

The common problem of English' teacher in the eighth grade of MTs Al-Madani are the teacher felt worry and thought how to increase the students' English achievement. Based on the observation in the eighth grades of MTs Al-Madani the English teacher thought as a common routine. The teacher would though an English material, gave the students a practice page to work on during class that directly reviews the topics. The teacher would inspected the students' work the last of learning, or in her block schedule two days later. The teacher knew that the students did not fully understand the concept or that they did not even attempt it because they would claim they did not know how to do it. It would become frustrating for her to see that. The teacher would spend many class periods teaching concepts again that she thought the students already had learned and mastered.

The English teacher used homework to increase students' English achievement. In the homework, the students can see many question and can do it at

⁴ Henderson, M. (1996). Helping your student get the most out of homework. Washington, DC: National Education Association.P-33

home correctly. The students can practice in any time and get more motivation from doing exercise. The more often students answered and practiced to do the question then they will be increasingly mastered the subject matter. It was in accordance with philosophy of Conecisionisme learning theory from Thorndike that learning will be successes if used three laws, those are (1) law of readiness, (2) law of exercise, and (3) law of good effect.⁵ The second laws intimated that learning needs repetition and practice, especially for students in low class who have lower ability to understand than the upper class, and the difficult material have should be repeated oftentimes.

Assigning homework is a teacher policy. Any study of teacher policies that does not rely on policy interventions might have endogeneity biases. The main challenge is that observed teacher policy is likely to be correlated with unobserved characteristics and the behavior of teachers and students. The present paper attempts to reduce this problem by using an estimation strategy that condition on all teacher and student characteristics that have the same effect on some related subjects like as English language. Moreover this is also one of the first papers that addresses the causal effect of homework on the achievement of primary school children.⁶

The benefit of homework on student achievement is a highly debated issue and has been for over a century. With our current educational system being

⁵ Susilana, Rudi & Riyana Cepi. 2009. *Media Pembelajaran*. Bandung : cv Wacana Prima. p.140

⁶ Only McMullen and Busscher (2009) look at children in primary school. However, our study differ from their study in the sense that they only condition on student fixed effects and ignore that assigning homework is a teacher policy.

compared to countries around the world, there has been a push to raise the standards in our schools so that we can compete in the global marketplace.⁷ One of the variables being scrutinized is homework. How much to give, how often to give it and what it should entail are all questions that researchers studying the homework-achievement relationship have strived to address. The question of how homework effects student achievement is an important one considering the ultimate goal as a teacher is for students to be successful and make an impact in the world.

Based on the description above, the researcher will try to find “THE EFFECT OF HOMEWORK ON STUDENTS’ ENGLISH ACHIEVEMENT AT THE EIGHTH GRADE OF MTS AL-MADANI GROGOL IN ACADEMIC YEAR 2015-2016.”

B. Identification of the Problem

From the background study above, some problems can be identified as follow:

1. Some students have bad English Achievement.
2. Students do not respond when the teacher gives them homework.
3. Students are afraid to make an error in answering the exercise.
4. Students do some exercise from their homework at home
5. Students’ motivation to do homework basically also much influence their achievement.

⁷ (Hyde, Else-Quest, Alibali, Knuth, & Romberg, 2006).

C. Limitation of the Study

To avoid far-ranging discussion, this study focuses on some concerns identified as follow:

1. The students' ability in doing homework on English lesson at the eighth grade students of MTs Al-Madani Grogol in academic years 2015-2016.
2. Students' English achievement at the eighth grade of MTs Al-Madani Grogol in academic years 2015-2016.

D. Statement of the Problem

Based on the scope of the study, the problem of study can be state as follow:
“Does homework have the effect toward the students' English achievement at the eighth grade of MTs Al-Madani Grogol in academic years 2015-2016?”

E. Objective of the Study

According to the statement of the problem proposed above, the objectives of the study is as follow:

“To find of the effect of homework on students' English achievement at the eighth grade of MTs Al-Madani Grogol in academic years 2015-2016.”

F. Significance of the Study

After completing all research activities, the result of this study is expected to give advantages presented as follow :

1. Benefit of theory

This study was wished can give contribution of knowledge to know more about homework and the effect of it in education system. Beside that also supposed and can give perspective addition during the last time.

2. Benefit of the practice

a. Teachers

- It gives knowledge to all teachers about the importance of homework in teaching language.

b. Students

- Students know the importance of homework and apply this set for learning.
- Students can develop their English achievement by doing some homework.

c. Readers

- This study is expected to give contribution to the readers who interested in studying English language teaching, and this study can be a reference concerned with the effect of homework.

d. Researchers

- It will add knowledge and experience for researcher, so that can be used as reference in doing the next research.

G. Organization of The Study

The researcher writes the thesis in to five chapters. These chapters reklated one to another. It has purposed that to organize te thesis will easily. The chapter I contain about introduction. There were : a) Background of the study, b) Identification of the problem, c) Limitation of the problem, d) Statement of the problem, e) Objectives of the Study, f) Significant of the Study, g) Organization of the Thesis.

Therefore chapter II discusses about review of related literature. There were: a) Theoretical Analysis, b) Preview of Study, c) Theoretical Framework. And chapter III contains about Research Methodology; consist of: a) Research Design, b) Population and Sample, c) Hypothesis, d) Instrument of Data Collection, e) Technique of data Collection, f) Technique of Data Analysis.

Meanwhile chapter IV contain about Research Result. There were: a) Research Location, b) Data Description, c) Data Analysis, and d) Discussion. And the last chapters contain of closing; this chapter intends who take the essence of the thesis that consist of conclusion and suggestion.