CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Analysis

1. Homework.

   a. Definition of Homework.

   Homework is broadly defined as student learning activities conducted outside of school hours as assigned by the teacher. As defined by Cooper, homework is "any task assigned to students by school teachers that is meant to be carried out during non-school hours".[1] Homework is an extension of learning opportunities, not displacement of, or substitute for, classroom instruction. Homework can include a wide variety of student learning activities related to the curriculum and need not be exclusively "paper and pencil" activities.

   Homework can be very broadly described as "any task assigned by school teachers intended for students to carry out during non-school hours".[2] This included both the completion of work not finished in class, and set work for children to complete after school.

   A more complex definition which attempts to be universally encompassing, describes homework as "the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-

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[1] Cooper, H. (1989). Synthesis ofresearch on homework. Educational Leadership, 47. p.86
[2] Cooper, H. (2007) The Battle Over Homework: Common Ground for Administrators, Teachers and Parents – Third Edition. Corwin Press: Thousand Oaks, California. p.4

acquired skills and knowledge and to learn necessary skills of independent study".[3] This description also seeks to establish boundaries which exclude from consideration such things as: home study courses, guided in-school study and extra-curricular activities generally.

Alanne and Macgregor define homework as "the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study".[4] More simply, Meyer defines homework as "acts of researching, studying, or completing assignments".[5] The Queensland Government in Australia defines homework as, "any activities that school students are asked to complete outside of lesson time". Finally, the Bakersfield City School District uses a definition of homework borrowed from Keith and DeGraff that contains an important difference from Cooper's, namely, "Homework may be defined as work assigned for completion outside of the normal class period whether completed at home or at school".[6]

[3] Butler, J. A. (1987) Homework, accessed at http://www.nwrel.org/scpd/sirs/1/cu1.html

[4] Alanne, N., & Macgregor, R. (2007). Homework: The upsides and downsides - towards an effective policy and practice in Australian schools. Retrieved November 27, 2007 from http://www.acsso.org.au/homework.pdf. p.2

[5] Meyer, C. J. (2005). Self-regulation homework intervention: Increasing academic achievement in social studies. Doctoral dissertation, The University of Wisconsin, Madison, 2005. Dissertation Abstracts International, 66, 4287. p.9

[6] Keith, T. Z., & DeGraff, M. (1999). Homework. In Children's Needs II: Development Problems & Alternatives. Bethesda, Maryland: National Association of School Psychologists. p.2

While many definitions of homework exist, this review adopts Cooper's because: a) it is the most commonly accepted definition in the literature; b) many other definitions simply adapt it; and c) it provides simplicity, inclusiveness and clarity.

b. Purpose and Benefits of Homework

Homework enables students to master a process by practice and to increase comprehension and retention of information. Students learn best when concepts are frequently reviewed and practiced. Although many students learn English concepts in the classroom, mastery of some concepts demands multiple exposures over time.

Assigning homework potentially frees in-class time for more structured activities such as explorations, investigations, and cooperative learning opportunities. Practicing skills during in-class time is an inefficient use of learning time. Assigning homework is thus an ideal opportunity for students to practice skills without rigid time constraints.

There are many controversies and arguments concerning homework with debates waging or decades.[7] The traditional beliefs of the benefits of homework, especially in the elementary grade levels, are now being challenged. The authors, however, allude to some benefits of assigning homework to secondary students. In contrast, some continue to support the idea of homework, although a growing number of teachers and parents are

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[7] Vatterott, C. (2009). Rethinking homework. Best practices that support diverse needs. Alexandria, VA: ASCD. p.1

beginning to question and criticize the practice.[8] The notion that homework will promote a higher achieving student and that it reinforces learning are challenged and discussed at length.   Kohn states the assumption that homework will teach study skills and promote responsibility does not actually pass the test of research, logic, or experience.[9]

Among those who continue to adopt homework as an essential element of English education, questions remain on how much homework to assign and methods of assessment. Concerns linger on the affects homework can have on grades, attitude and motivation.   Even though there is disagreement about the value of homework, the majority of parents, educators and policymakers still support the practice of assigning homework to all grade levels.[10]

Homework that has been explained and is relevant can be indispensable to a student's education. Homework assignments should be assigned with a reasonable length and specific goal in order to keep students focused and encourage parental support. There are a number of research supported purposes for assigning homework:

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[8] Vatterott, C. (2009). Rethinking homework. Best practices that support diverse needs. Alexandria, VA: ASCD. p.2

[9] Kohn, A. (2006). The homework myth. Why our kids get too much of a bad thing. Cambridge, MA: Da Capo Press. p.52

[10] Vatterott, C. (2009). Rethinking homework. Best practices that support diverse needs. Alexandria, VA: ASCD. p.1

1. To give students a chance to review and practice what they are being taught.[11]

2. To prepare students for the next lesson.[12]

3. To encourage and allow students the opportunity to explore and use outside resources.[13]

4. To extend what students have learned to new contexts.[14]

5. To have students work incrementally and in-depth on a project.[15]

Reading, communicating ideas, taking notes, listening skills, problem solving, planning and prioritizing are life skills that are often reinforced through homework assignments.

Homework can also teach students to concentrate, write reports, spend time alone and develop a curiosity to be a continuous learner.[16] There are other purposes of homework not directly related to instruction. One is to help students develop time-management, study, and organizational skills.[17]

Students, with differences learning or challenges more succeed in an environment. Encouraging students to keep a daily homework planner to organize work may develop important organizational skills. Students with an

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[11] Paulu, N. (1998). Helping your students with homework: A guide for teachers. Washington, DC: US Department of Education, Office of Educational Research. p.8

[12] ibid

[13] ibid

[14] Center for Public Education. (2007). Research Review: What research says about the value of homework. Retrieved July 17, 2008 from http://www.centerforpubliceducation.org/

[15] ibid

[16] Bishop, J. (2008). 10 benefits of homework. LessonPlansPage.com. Retrieved May 15, 20010 from http://www.lessonplanspage.com/printables/POSS10BenefitsOfHomework512.htm

[17] Black, S. (1996). The truth about homework. American School Board Journal, 183(10), 48 – 51.

established homework routine strengthen and build time-management and study skills.[18] Assignments require students to be cognizant of time restraints and deadlines; building responsibility and accountability into the busy schedules of high school students.

Students learn to work on assignments, even when they do not want to, and thus adjust to the demand of a specific task.[19] Self-directed learning can be enhanced with homework by requiring students to use outside resources like libraries, the internet and various reference materials. Actively engaging in homework assignments encourages students to be advocates of their own learning.[20]

Another non-instructional purpose of assigning homework is to encourage students to work with their peers. The planning of cooperative groups or suggesting and encouraging study groups are beneficial. Cooperative efforts result in a mutual benefit for all group members since everyone gains from each other's effort.[21] The benefits of study groups are likewise evident. The material is better understood and retained through multiple learning modalities. Students discuss, explain, and re-examine concepts and/or processes with their peers, thereby reinforcing their own

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[18] Scholastic Parents, (1996). Quick click: 12 ways to develop your child's organizational skills. Retrieved July 13, 2008 from http://www.scholastic.com/browse/article.jup?ID=2085

[19] Johnson, K. & Pontius, A. (1989). Homework: A survey of teacher beliefs and practices. Research in Education, 41, pp. 71 – 78.

[20] Chen, G. (2009, January). Top ten homework tips for parents. Public School Review. Retrieved May 22, 2010 from http://www.publicschoolreview.com/articles/68

[21] Kagan, Spencer. Cooperative Learning. San Clements, CA: Kagan Publishing, 1994. www.KaganOnline.com

learning. Students can also question and discuss confusing and complex concepts with each other.[22]

Use this tool to create well designed homework activities. Dr. Joyce Epstein has identified broad purposes for homework listed in the table like as in the bellow:[23]

Table 2.1

The Purpose of Homework

Purpose	Benefits
Practice	Gives each student an opportunity to demonstrate mastery of skills taught in class; to increase speed, mastery and maintenance of skills.
Preparation	Ensures that students are ready for classes and that activities and assignments are complete as necessary.
Participation	Increases each student's individual involvement in applying specific skills and knowledge while enjoying learning.
Personal Development	Builds student responsibility, perseverance, time management, self-confidence and feelings of accomplishment; develops and recognizes students' diverse talents and skills that may not be taught in school.
Parent-Child Relations	Establishes communication between parent and child on the importance of schoolwork and the application of school skills in real-life situations and experiences.
Parent-Teacher Communications	Enables teachers to inform families and involve them in children's curricular activities

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[22] College Board, (2010). The power of study groups. Two heads are better than one. Retrieved May 30, 2010 from http://collegeboard.com/student/plan/high-school/50432.html.

[23] Adapted from Epstein et al., (2002)

Purpose	Benefits
	and keep families aware of topics that are taught in school, how their children are progressing toward meeting the New Mexico Content Standards and how to support their children's work and progress at home.
Peer Interactions	Encourages students to work together on assignments or projects to motivate and learn from each other.
Policy	Fulfills directives from administrators at the district or school level for a prescribed amount of homework per day or week.
Public Relations	Demonstrates to the general public that a school has rigorous standards for student work in school and at home and establishes a base for productive business and community partnerships for student learning.
NOT Punishment	NOT to correct problems in conduct or productivity.

Homework has different purpose for children of different ages. As a children get older it is suggested that homework should provide opportunities for independent learning and help pupils to develop a habit for studying. So, the students can increase their achievement with their selves by doing homework

2. English Achievement.

a. Definition of Achievement.

In general, achievement means all things that people obtain from his/her effort. But in education, achievement means the result of tests designed to determine a student's mastery of a given academic area.[24]

Achievement is what a person has already learned. It means achievement is the child's past learning – that is, his accumulated knowledge in a particular field.[25]

In dictionary of education[26], achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teachers, or by both.

The other definition of learning achievement is the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.[27]

Another idea about learning achievement is expressed by Jum C. Nunnally. Learning achievement is how much students a count of lessons that students have learned up to a particular point in time.[28] It means that

[24] Julian C. Stanley, Measurement in Today's Schools, (New Jersey: Practice Hall, 1964), p. 2

[25] Louis J. Karmel, Testing in Our Schools, (New York: The Macmillan, 1966), p.3

[26] Carter Victor Good and Winifred R. Merkel (ed), Dictionary of Education, (New York: McGraw-Hill Book, 1973), p.7

[27] M. Chabib Thoha, Teknik Evaluasi Pendidikan, (Jakarta: Raja Grafindo Persada, 1994), p. 44

[28] m C. Nunnally, Educational Measurement and Evaluation, (New York: McGraw-Hill, 1964), p. 172

achievement is an amount of lessons that the students have got through an instructional process in the particular class for several times.

Achievement, in Theodore Huebener's opinion, is the amount that has been learned. The achievement is also defined as the pupil's degree of mastery of a given section of a textbook.[29]

Related to achievement, Asep Jihad and Abdul Haris have quoted the definitions of the achievement from experts' opinion[30], and then they conclude that learning achievement is "pencapaian bentuk perubahan perilaku yang cenderung menetap dari ranah kognitif, afektif, dan psikomotoris dari proses belajar yang dilakukan dalam waktu tertentu yang sesuai dengan tujuan pengajaran".

It states that the change of the attitude in cognitive, affective, and psychometrics after instructional process that the students have done in particular time and it based the objective of teaching and learning activities.

In addition to definition of learning achievement, some experts express his idea, as follows[31]:

1. J. Romizowski says that learning achievement is outputs from an input process system.

2. Nana Sudjana: Learning achievement is one's ability that he has after he got learning experience.

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[29] Theodore Huebener, How to Teach Foreign Languages Effectively, 2nd ed., (New York: New York University Press, 1969), p.213

[30] Asep Jihad and Abdul Haris, Evaluasi Pembelajaran, (Yogyakarta: Multi Pressindo, 2008), p. 14 – 15

[31] Asep Jihad and Abdul Haris, Evaluasi Pembelajaran, …, p. 14

Furthermore Myra Pollack Sadker and David Miller Sadker express learning achievement is student's actions that they have disciplined minds and adhere to traditional morals and behavior. They demonstrate their competency in academic subjects or traditional skills through tests and writings.[32]

Based on the concepts above, they can be concluded that learning achievement is the result of student's past learning after instructional process in harmony with the instructional objective in particular period of time.

After explanation of the achievements above, it can be stated that English achievement is learners' ability to use the target language (English).[33] It means the students have achieved the skill and knowledge in using target language- English.

According to Scott Thornburry, English achievement is what learners have learned about target language – English, over a week, month, term or entire course.[34]

Moreover, English achievement is how much of a foreign language (English) a student knows.[35] Students have to struggle through a course or

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[32] Myra Pollack Sadker and David Miller Sadker, Teachers, Schools, and Society, (New York: McGraw-Hill, 2005), p. 330

[33] Geoff Brindley, Language Testing in the 1990s: the Communicative Legacy, ed. J. Charles Alderson and Brian North, (Hertfordshire: Macmillan, 1995), p. 154

[34] Scott Thornburry, An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching, (Oxford: Macmillan, 2006), p. 3

[35] Robert Lado, Language Testing: The Construction and Use of Foreign Language Tests, 9th ed., (London: Longman, 1977), p. 369

a learning experience of some sort to achieve a certain amount of control of the language.

Besides those definitions, Theodore Huebener says that English achievement is the skills and the knowledge the pupils have acquired in each of the various phases of the language learning.[36]

Some definitions about the English achievement, the writer takes a conclusion that English achievement is the student's ability, skill, and knowledge in English which they have acquired or learned in particular time.

In education, achievement is signed by scores, which may be taken from the average of daily scores and from final tests. Test is used to measure the achievement. Such test is usually called achievement test.

b. Achievement Test

To measure how much of a foreign language a student knows, the test which is used is called achievement test. The test makes reference to the fact that students have to struggle through a course or a learning experience of some sort to achieve a certain amount of control of the language.[37]

The main uses of achievement testing are[38]:

1. Progress tests – to see how students are getting on in a course.

2. End of course tests – to see how well students have learnt what the course set out to teach them

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[36] Theodore Huebener, How to Teach Foreign Languages Effectively, …, p.212

[37] Robert Lado, Language Testing: The Construction and Use of Foreign Language Tests,…, p. 369

[38] Julian Edge, Essentials of English Language Teaching, (London: Longman, 1999), p.123

3. Course evaluation – to see where the course is more or less successful.

Therefore Jum C. Nunnally stated that the purpose of achievement test is to measure progress in school up to a particular point in time.[39]

In teaching English, the test indicates overall language gains. In order to determine the extent to which the learner has attained particular course objectives, various other forms of continuous assessment may be used, including observation, verbal feedback from the teacher or others, teacher constructed tests, self-rating scales, learner self-reports, teacher or learner diaries, and videotaped or audiotaped samples of learners' work.[40]

c. Factors Affecting the Achievement

There are a lot of factors that influence the achievement of student. Some factors that influence the student's achievement are[41]:

1. Intelligence degree: this factor is dominant in affecting the result of students' achievement.

2. Motivation: this factor also has huge influence in affecting students' achievement.

3. Physical conditions.

4. Environment condition.

The descriptions of that as the follow:

1. Intelligence.

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[39] Jum C. Nunnally, Educational Measurement and Evaluation, …, p. 169

[40] Geoff Brindley, Language Testing in the 1990s: the Communicative Laegacy,…, p. 154

[41] Syaiful Bahri Djamarah, Psikologi Belajar, (Jakarta: Rineka Cipta, 2008), p. 175-205

Individual characteristics of learners may be directly or indirectly related to achievement in foreign language learning. According to Steven H. McDonough[42], one of the characteristics is intelligence. Intelligence manifests itself in terms of how an individual behaves in his society.[43]

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests.[44] Intelligence, especially as measured by verbal IQ tests, may be a strong factor when it comes to learning which involves language analysis and rule learning, intelligence may play a less important role in classrooms where the instruction focuses more on communication and interaction.[45]

Intelligence is regarded as a potential capacity. This potential capacity is probably a function of heredity, congenital development, and growth. The growth of intelligence toward the potential capacity may be impeded by environmental stresses and strains or may be accelerated by proper stimulation.[46]

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[42] Steven H. McDonough, Psychology in Foreign Language Teaching, (London: George Allen and Unwin,1981), p.125

[43] James M. Sawrey and Charles W. Telford, Educational Psychology, 4th ed., (Boston: Allyn and Bacon, 1973),

p. 607

[44] Patsy M. Lightbown and Nina Spada, English Language Teaching in Its Social Context, Ed. Christopher N. Candlin and Neil Mercer, (London: Routledge, 2001), p. 31

[45] Patsy M. Lightbown and Nina Spada, English Language Teaching in Its Social Context, …, p. 31

[46] James M. Sawrey and Charles W. Telford, Educational Psychology, … , p. 608

It is important to keep in mind that intelligence is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests.

Many students whose academic performance has been weak have experienced considerable success in second or foreign language learning.[47]

2. Motivation

Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive attitude with regard to educational goals.[48] Motivation is actually a cluster of factors that energize behavior and give it direction.[49]

Motivation involves the learner's reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter.[50]

One factor which often affects motivation is the social dynamic or power relationship between the languages.[51] Positive attitudes and motivation are related to success in second and foreign language learning. Motivation in second or foreign language learning is a

[47] Patsy M. Lightbown and Nina Spada, English Language Teaching in Its Social Context, …, p. 31

[48] James M. Sawrey and Charles W. Telford, Educational Psychology, … , p. 517-518

[49] Jane Arnold (ed), Affect in Language Learning, (Cambridge: Cambridge University Press, 1999), p.13

[50] Jane Arnold (ed), Affect in Language Learning, … , p.13

[51] Patsy M. Lightbown and Nina Spada, English Language Teaching in Its Social Context, …, p.34

complex phenomenon which can be defined on terms of two factors: learners' communicative needs and their attitudes towards the second or foreign language community.[52]

3. Physical conditions

Physical conditions are part of all learning. Healthy five senses will support teaching learning process. Student's health affects their sensory-motor functioning.[53] Sometimes students with sight problem, hearing problem, malnutrition, etc. can influence the student's achievement. A student has headache, fever, stomachache, or some injury needs immediate consideration because it can disturb the instructional process.

4. Environment condition

Environment is one of the important components of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner.[54]

Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to

[52] Patsy M. Lightbown and Nina Spada, English Language Teaching in Its Social Context, …, p.33

[53] James M. Sawrey and Charles W. Telford, Educational Psychology, … , p. 607

[54] David Ray Stone and Elwin C. Nielsen, Educatonal Psychology: The Development of Teaching Skills, (New York: Harper & Row, 1982), p. 15

contribute to wholesome learning situation.[55] It has to support the instructional process. Educational milieus comprise of family (parent and sibling), school and community.

As one of tripartite education[56], family is primary community for the children. Family is the first and primary educational environment for the child. It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family.[57] Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time.[58]

Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

3. The Benefit Of Homework On Student Achievement

Research offers conflicting discussions on homework. Some researchers believe homework is essential to student success, while others believe there is

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[55] Carter Victor Good and Winifred R. Merkel (ed), Dictionary of Education,…, p.214

[56] This term is used by Ki Hadjar Dewantara to deal with three educational institutions ("Tripusat Pendidikan"). They are family, school, and community.

[57] M. Alisuf Sabri, Pengantar Ilmu Pendidikan, (Jakarta: UIN Jakarta Press, 200), p. 23

[58] Rolland J. Van Hattum, Developmental Language Programming for the Retarded, (Boston: Allyn and Bacon, 1979), p. 51

no consistent relationship between time spent on homework and academic.[59] However, it has been found that homework raises achievement "substantially" for high school students.[60] Paulu states, "Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it, and the academic benefits increase as children move into the upper grades".[61]

The English teacher used homework to increase students' English achievement. In the homework, the students can see many question and can do it at 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 Conecsionisme 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.[62] 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.

Does homework provide a path to help students become better learners? The positive effects of homework are more pronounced as students' age.[63] As a

[59] Center for Public Education. (2007). Research Review: What research says about the value of homework. Retrieved July 17, 2008 from http://www.centerforpubliceducation.org/

[60] Black, S. (1996). The truth about homework. American School Board Journal, 183(10), 48 – 51.

[61] Paulu, N. (1998). Helping your students with homework: A guide for teachers. Washington, DC: US Department of Education, Office of Educational Research. P-1

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

[63] Cooper, H., Robinson, J., & Patall, E. (2006). Does homework improve academic achievement? A synthesis of research. Review of Educational Research, 76, pp. 1 – 62.

guideline, students in grades 10 – 12 should work on homework assignments for a total of 1 ½ to 2 ½ hours per night.[64] Cooper, from his research, recommends the 10- minute rule, i.e. for each grade level a student should be doing 10 minutes of homework a night. As students develop and move from elementary to secondary levels, homework begins to serve a different purpose with increasing relevance and time involved.

Research conducted by psychologists Harris Cooper, Ph.D., James J. Lindsay, Ph.D., and Scott Greathouse, Ph.D. of the University of Missouri – Columbia, and Barbara Nye, Ph.D., of Tennessee State University (1998), indicates homework does help students in the upper grades. However, from this same study comes a warning that too much homework can lead to "fatigue and academic disinterest". The more homework students complete, especially in the middle to upper grades, the better they perform in school. Students who complete practice assignments as homework score higher on class tests. The amount of homework completed by students has a clear positive correlation to their achievement in school. This relationship was definitely stronger in the upper grades, and is more evident in the grades given by teachers rather than performance on standardized tests.[65]

Is there a plausible link between homework completion and student achievement? Keith proposed homework completion has a causal effect on a

[64] Paulu, N. (1998). Helping your students with homework: A guide for teachers. Washington, DC: US Department of Education, Office of Educational Research. P.22

[65] American Psychological Association (1998, March 4). Research shows homework does boost academic achievement; but overemphasizing grades and performance may lead to cheating. Science Daily. Retrieved May 15, 2010 from http://www.sciencedaily.com/releases/1998/03/980304073520.htm

high school student's academic achievement.[66] In a statistical test of school homework policies and student mathematics achievement, Keith concluded students assigned more homework, than compared to the total sample of schools did have higher math achievement than the students at schools where less homework was assigned.[67] There are many factors involved in the relationship between homework and academic achievement including but not limited to, intellectual ability, study time, economic status and individual family situation. In a study conducted by Cooper and his colleagues in 1998, found a positive relationship between how much homework older students completed and their achievement

B. Previous Study

The first previous research was conducted by Jennifer M. Hayward, entitled" The Effects of Homework on Student Achievement". The result of the research showed that students completed more homework assignments prior to the quiz in the post-intervention unit, but fewer homework assignments prior to the test in the post-intervention unit. In the pre-intervention unit, the average percent of homework completed prior to the quiz was 78% and for the post-intervention unit it was 85%. In the pre-intervention unit, the average percent of homework completed prior to the test was 86% and for the post-intervention unit was 70%. It

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[66] Keith, T. (1982). Time spent on homework and high school grades: A large sample path analysis. Journal of Educational Psychology, 74, pp. 248 -253.

[67] Philips, M. (1997). What makes schools effective? A comparison of the relationships of communitarian climate and academic climate to mathematics achievement and attendance during middle school. American Educational Research Journal, 4, pp. 633 – 662.

is interesting to note that the pre-survey showed that 48% of the class felt completing homework was important and 38% of the class felt it was very important. The post-survey showed that 43% of the class felt completing homework was important, but 52% felt it was very important. According to the post-survey results, most students felt completing homework was very important and perhaps wished that would have completed more to do better on their assessments. Whatever the reason for lack of homework completion, their scores reveal that there is some relationship between homework and achievement.

The second previous research is conducted by Ozkan Eren and Daniel J. Henderson, entitled" The Impact of Homework on Student Achievement". Their results indicate that homework is an important determinant in student achievement even after controlling for overall class achievement. Relative to more standard spending related measures such as class size, extra homework appears to have a larger and more significant impact on math test scores. However, the effects are not uniform across different subpopulations. We find additional homework to be most effective for high and low achievers. Next, time spent on homework and time spent in class do not seem to be equally productive. This may suggest that learning by doing is a more effective tool for improvement in student achievement. Finally, parametric estimates of the educational production function overstate the impact of schooling related inputs and thus raises concerns regarding the commonly used specifications in the existing literature. From a policy point of view, it is premature to conclude that extra homework will yield Pareto improvements in educational outcomes. On one hand, homework helps low achievers to catch up, but on the other

hand, additional homework may increase the performance gap between the best and average students. Therefore, a better understanding of the complexity of student responses to homework is required.

Actually, all the research above was good because there was an agreement between statements of the problem and the conclusions. There is a similarity between the researches above with this research. The researches above study about Homework and students' English achievement, and so does this research. For the difference between all previous study above wit is research is the object of material. It means that the first and the second previous study use homework on mathematics material and this study use homework on students' English achievement.

C. Theoretical Framework

A theoretical framework (also called a paradigm or theoretical system) is more abstract than a middle-range theory.[68] They contains of Homework and students' English achievement. Homework is additional activity which centers on subject of study to dig students' knowledge, potency and skill in English language.

English learning achievement is a result is for teaching and learning program either cognitive, affective, attitude or physic motoric domain. It contains of speaking, writing, reading and listening achievement. So, it can improve students' English achievement. And one of students'' strategy is do homework to learn English more.

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[68] W. Lawrence Newman, Social Research Method: qualitative and quantitative approaches (USA: Perso Education Company, 2000), p.32

Theoretical framework is describes about the regression of the variables which are arranged from any described theories. In this research there are two variables that are studied the regression analysis. Homework is as X variable and the students' English achievement is as Y variable. Based on theoretical analysis above, it can be presented the theoretical framework. If homework is bad, the students' English achievement will be low. If homework is good, the students' English achievement will be high.

The thesis is regression research, which is explaining bellow, theories description is:

Variable X   Variable Y

| Homework | → | The students' English achievement |