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HIGH SCHOOL STUDENTS' PERCEPTION TOWARD ENGLISH HOMEWORK

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisa persepsi siswa terhadap Pekerjaan Rumah (PR) bahasa Inggris di kelas X SMA Negeri 1 Sipora tahun ajaran 2020/2021. Desain penelitian ini adalah penelitian survei. Instrumen yang digunakan adalah angket. Data angket diperoleh dengan menggunakan *Skala Likert* sebagai petunjuk bagi siswa dalam menjawab 10 pernyataan. Terdapat 4 pilihan jawaban yaitu: sangat tidak setuju, tidak setuju, setuju dan sangat setuju. Sumber data penelitian ini adalah siswa SMA kelas X yang terdiri dari 4 kelas dengan jumlah 125 siswa. Akan tetapi yang menjawab angket hanya 105 siswa. Partisipan ditentukan dengan menggunakan metode *total sampling*. Berdasarkan hasil penelitian didapatkan hasil dan kesimpulan bahwa siswa SMA Negeri 1 Sipora berpersepsi bahwa PR bahasa Inggris itu penting, perlu dan bermanfaat bagi mereka; mereka tahu tujuan PR dan itu adalah bagian dari nilai kelas mereka. Siswa senang mengerjakan PR individu dan kelompok. Sebagian dari mereka menyukai banyak PR tetapi sebagiannya lagi tidak. PR bukanlah pekerjaan sibuk karena mereka mempunyai waktu yang cukup untuk mengerjakannya. Mengerjakan PR bahasa Inggris adalah hal yang menyenangkan bagi mereka.

Kata Kunci: Persepsi, Pekerjaan Rumah (PR)

INTRODUCTION

During the preliminary research done, the researchers found the

problem about the different perception of giving homework among the "Student A understands that English



homework is very important and necessary and he knows that homework is part of his value. He likes to do individual and group homework. English homework is not a busy job but has helped him to study again at home. He likes a lot of homework and has enough time to do it. Doing English homework is fun for him. While student B understands that English homework is very important and necessary and she knows that homework is part of her value however, she only likes to do individual homework. She doesn't like a lot of homework and doing English homework is not a fun thing for her even though she has enough time to do homework. According to her, homework is just a busy and unhelpful job”.

From the both students, it was seen how their perception of English homework was. However, researchers still need to conduct this research further to obtain valid data from students of SMA Negeri 1 Sipora tenth

grade who have a perception of English homework.

Learning is the most important thing and especially what humans do. As long as humans live, that is how long the learning process takes place. However, it is different with the learning process carried out in schools. The difference is that in school everything is regulated such as clothes, study time, subjects, and other provisions related to school. Studying at school, especially in high school, there are various subjects such as biology, physics, and chemistry for the science department, while for the social studies department there are geography, sociology and economics. There is also religion, civic education, arts, health, mathematics, history, Indonesian and English. All of that is learned by students.

Students are children who take part in learning at school. In this study, researchers researched high school students who study English. English is one of the subjects in school. It is an



international language therefore students need to learn it and the material is included in the curriculum. Due to the large number of subject that students must learn at school, learning only at school is not enough; therefore students need to study again at home. To familiarize students with studying at home, the teacher gives them homework.

Homework is a task given by the teacher to students to do at home. Homework is given with the aim that students can study again at home to repeat the lessons they have learned at school or study lessons for the next meeting. Homework is very important for students to get them used to studying individually and in groups. Homework is part of student grade score, because from homework, teachers can see the responsibility and seriousness of students in learning. With homework also trains students in dividing play time and study time.

The homework done by students in this study was English homework.

The homework they do was in accordance with the 10th grade subject, namely introducing oneself and others, greetings, recount text, expression of showing care and sympathy, narrative text, invitation, procedure text, congratulating, complimenting and descriptive text. Based on the homework they did, the researcher wants to know how students perceive their English homework.

Perception is a person's view of something. The emergence of perception is due to an object that attracts a person's attention so that it can affect his behavior. One example is English homework

The importance of perception in giving homework to students is to find out how students respond to the homework they are doing, create enthusiasm for students in doing homework and to achieve the goal of the homework given.

In accordance with Cooper in Plailek and Saichofa (2018) defined that homework is a set of tasks



assigned to students by their teacher to be completed outside the class. Common homework may include needful reading, writing or typing project, information to be reviewed before a test or other skills to be practiced. The definition of homework is an activity designed to increase students' knowledge and skills and to make formal studying much more lasting which is carried in non-school setting. Homework make students disposed for further courses and give them an opportunity to attack their knowledge and skills in every situation (Buyukkaragoz & Civi in (Buyukalan and Altinay 2018). (HA 2018) defined that homework is the employment assigned to students by their teachers and intended to be done at home, outside the classroom and the school day, with or without the help of others.

Epstein (1998) identified ten common purposes of homework namely: practice, preparation, participation, personal development, peer interactions, parents-child

relations, parent-teacher communication, public relation, policy, and punishment Meanwhile, (Schools 2018) identified seven purposes of homework as follow: practice, introduction, extension, exploration, enabling, parent-child relations, personal development.

Moreover, Buyukalan and Altinay (2018) mentioned some purposes of homework as below: reinforce students' sense of responsibility, make learning long-lasting, reinforce student learning, provide communication with parents and students, eliminate insufficient knowledge of students, improve students' self-study skills, improve students' knowledge and skills, make productive students' time at home, make students much more practical in their study, improve students' academic achievement, make it possible for students to acquire study habits, richen the classroom work giving several examples, complement the courses, avoid forgetting learning, make it possible for students to acquire



the habit of repeating daily learning, provide an opportunity with students to prepare for the next courses, make it possible for students to acquire positive behavior, improve students' higher thinking levels.

Perception is a person's view of a thing. Someone's perspective is negative or positive. Everyone's views differ because their focus is different. For example: one object is placed in front of two people then they will respond according to what they see. Perception can also be said as an assessment because the expression of perception contains the merits of something.

According to Pronin (2007) defined that perception is a process human judgment and decision making is distorted by an array of cognitive, perceptual and motivational biases. It means that perception is a decision maker between either being rushed or right or wrong. It's only known by someone who has a perception of something.

Moreover, Wood (2008) giving birth to the meaning of perception is an active process in selecting, organizing, and interpreting people, objects, events, situation and activities. The process of arise this perception from seeing or hearing something and thinking about it so that a statement about something arise in accordance with the version. The center of the process of arising of perception is the mindset. If the assumption about an object is negative then the perception is negative and vice versa. Thus perception arises when there is an object that attracts one's attention.

Furthermore, perception is the act of compiling, recognizing and interpreting sensory information to provide an overview and understanding of the environment (Daniel, 2011). It means that there is an object that is seen, it becomes the focus of attention so that someone can describe the object or environment according to his view or understanding. That perception varies



depending on where we see it. It cannot be influenced by others; the way it works is only through you. When someone states his perception and it is true for him is not necessarily true for others. It can be said that perception is the process of evaluating someone about something and that thing is described according to his view.

In conclusion, perception is a person's perspective about something, be it human, object, event, or social problems that commonly occur. Perception can also mean making conclusions about a thing. The difference of perception that causes a problem but that difference also makes life colorful. Next is the perceptual process.

According to Walgito (2010) stated that there are some factors that influence perceptions as follow: Object of perception, Sense, and Attention. From these three things it can be concluded that the factors that influence perception are the existence

of objects or things. The second, sense or feel. The last are attention or interest. That is what can bring perception.

Next, in accord with Koldarkar (2007) there are some factors that can influence perception: perceiver, situation and target. In other hand Wiley & Son (2020) also stated that factors contributing to these differences include characteristic of the perceiver, the setting and the perceived.

Based on the factors that affect the perceptions above, it can be concluded that these factors come from people who have perceptions such as their past experience, needs, motivation, personality, values and attitudes. Perception also affects the situation and conditions as well as time. And lastly, the arising of perception is also due to problems, differences, greatness, size, movement, repetition and new things.



RESEARCH METHOD

In this research the researcher used survey research design. Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviors, or characteristics of the population (Creswell 2012). In this research, the researcher examined about opinion from High School Students' Perception toward English Homework in SMA Negeri 1 Sipora.

Participants are who is able to answer research question. The point is that the participant is a source of research data in accordance with the research question According to (Gay, Mills, and Airasian 2012) participants are the group of people who participate in research project. Total sampling was the process of selecting a sample. The participants in this research were the students of SMA Negeri 1 Sipora tenth grade, they were 125 students. The researcher chose them because they

have just studied in high school with much homework.

In this research, the instrument that used is questionnaire According to (Creswell 2012) a questionnaire is a form used in a survey design that participant in a study completes and return to the researcher. In this research choose this instrument because it can gather extensive data quickly. In conclusion, the researcher used questionnaire in order to enable the researcher to obtain data concerning high school students' perception about English homework in SMA Negeri 1 Sipora. The researcher makes 10 statements questionnaire to measured students' perception.

In collecting the data, the researcher use questionnaire. After collecting the data, the researcher analysed the data, the response being analysed, tabulated, and the percentage will be calculated. Those responses were being translated into English, and described. To identify the results of the questionnaire, the researcher



calculated the data using the formula according to Riduwan (2010: 87):

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

FINDING AND DISCUSSION

Here the participants 125 students but 105 responses only. What is their perception? The data is calculated into percentage (%) down below.

Table 1. High School Students' Perception toward English Homework

No	Statement	SD	D	A	SA
1	I know that English homework is very important and necessary for me.	1%	6,7%	42,9%	49,5%
2	I know the purpose of English homework	0%	8,6%	62,9%	28,6%
3	I know that English homework is a part of my grade scores.	2,9%	8,6%	40%	48,6%
4	I think English homework is not helpful for me.	24,8%	45,7%	17,1%	12,4%
5	I think English homework is just busy work.	28,6%	37,1%	24,8%	9,5%
6	I like to do individual homework.	3,8%	11,4%	54,3%	30,5%
7	I like to do group homework.	3,8%	16,2%	56,2%	23,8%
8	Doing English homework is fun for me.	1,9%	14,3%	53,3%	30,5%
9	I like to have a lot of homework.	13,3%	35,2%	38,1%	13,3%
10	I have enough time to do my homework.	1,9%	14,3%	45,7%	38,1%

1. I know that English homework is very important and necessary for me.

English homework is very important and necessary for students. That's why the teacher gave the homework to them to re-learn the lessons that have been received in

class. The following were students responded about the importance and necessary of English homework. 1 student who stated that English homework was very unimportant and very unnecessary, it means that this student does not want to have homework at all. Then 7 students



answered that English homework was not important and not necessary for them, meaning that these students did not need homework because it was not important. Furthermore, 45 students said that English homework was important and necessary for them. These students understand that by being given English homework, their knowledge will be honed. 52 students know that English homework is very important and really necessary for them. These students are interested in doing English homework and they have a high enthusiasm for learning. Therefore, from the data it can be concluded that most of the students stated that English homework was important and necessary for them.

2. I know the purpose of English homework.

The purpose of homework is given to students to train students to study at home, introduced new material, reminded students of past material, familiarized students with learning from various source, developed

creativity and independent learning abilities, increased student responsibility, self-confidence and discipline. From the students' responded based on the questionnaire given to them, there were 9 students who did not know the purpose of their English homework. It means that these students only do it without knowing the purpose of giving them homework. 66 students know that the purpose of English homework means that they do not carelessly do their homework. 30 students really know the purpose of English homework, which means that they are students who have a high interested in learning English. From the data above showed that students knew the purpose of English homework.

3. I know that English homework is a part of my grade scores.

English homework is part of the students' grades. The teacher gave homework to students of course to fulfill the purpose of the homework and each student's English homework



is given to them to test their understanding and responsibility for the lesson and the homework they do is always assessed by the teacher and that grade affects the final grade of learning. From the results of the questionnaire that the researchers distributed to the participants, there were 3 students who strongly disagree with this expression. These students do not care about the homework given by the teacher. 9 students do not know that English homework is part of their grades. Students never done their homework, of course they don't get grades. 42 students knew that their English homework is part of their grades. They did their homework to get grades. 51 students knew very well that English homework was part of their grades and they tried to do their homework well and correctly in order to get good grades. From the data above it can be concluded that most of the students understand English homework was part of their grade scores.

4. I think English homework is not helpful for me.

I think English homework is not helpful for me. This is a negative expression of helpful English homework for students. The benefits of English homework are to improved students' understanding of the material, improved students' skills and attitudes both at school and outside school, produced students to learn independently and responsibly. The data above showed that 26 students strongly disagreed with the statement that English homework was not helpful for me. According to them, English homework is very helpful. 48 students who disagree with this expression mean that English homework is helpful for them. 18 students agree that English homework is not helpful. This is a characteristic of students who did not receive a good impact from English homework. 13 students strongly agreed that English homework is not helpful for them. Means that the students did not want to



do English homework. From the data above, it can be concluded that the number of students who stated that English homework was helpful was more than those who stated that they were not. It means that English homework is helpful for students.

5. I think English homework is just busy work.

Busy work means that here was a job that burdened students or their job was only did English homework. From the data there were 30 students who strongly disagreed with the statement that English homework was a busy work. Students know that English homework is part of their responsibilities as students. 39 students disagreed that English homework was a busy work. The teacher gave English homework to students always gave time, there are 3 days even up to 1 week when students did the homework. 26 students agreed that English homework was a busy work. Students who have responded like this were students who have a lot of

homework so they did their English homework as an excuse. 10 students strongly agreed that English homework was a busy work. This is a characteristic of students who did not want to do their homework and easily complain. From the data above shows that English homework was just not a busy work.

6. I like to do individual homework.

Individual homework was a task done alone or not together. This homework is given so that students learned independently without depending on others. Based on the data, 4 students who really dislike individual homework, these students prefer homework that was done together. 12 students don't like it, 57 students like individual homework because individual homework is done independently. 32 students really like doing individual homework, doing individual homework free students to be creative. From the data above, it shows that students who like and those who dislike doing individual



homework are far different. Most of the students prefer to do individual homework. These data showed doing individual homework is their pleasure.

7. I like to do group homework.

Group homework is homework done by several students in accordance with predetermined groups in class. In doing group homework, cooperation between fellow members is needed in order to produce good grades. The following is the number of students who liked and disliked group homework; 4 students who really dislike doing group homework, these students don't like doing homework together with other classmates. 17 students dislike it; 59 students like to do group homework; these students like to work in teams. 25 students who really like doing group homework because through group homework students can study together, complete assignments together and share ideas. Thus it can be concluded that most of the students prefer to do group homework.

8. Doing English homework is fun for me.

Doing English homework is fun when the teacher taught well and the material is easy to understand. From 105 student responses, 2 students stated that doing their English homework was very unpleasant for them. Such students have no interest in learning English. 15 students who don't like doing their English homework, they don't like the English lesson or don't like the teacher who teaches. 56 students enjoy doing their English homework and 32 who are very happy means that they have the enthusiasm to learn English so that doing English homework becomes their pleasure.

9. I like to have a lot of homework.

From the data above, it shows almost the same number of students who like a lot of homework with those don't. The data above as follows: 14 students who really disliked a lot of homework that means students liked being given homework but not too



much. 37 students don't like a lot of homework. If students receive too much homework, the existing homework is not done. 40 students liked a lot of homework and 14 students who really like it because a lot of homework challenges students to keep learning. The data shows that some students like a lot of homework while some don't like it.

10. I have enough time to do my homework.

The time allotted by teachers to students was certainly different. There were 3 days, 5 days and even 1 week. From the data that has been received it is proven that students have enough time to do their homework. The data was as follows: 2 students who really don't have enough time to do their homework. Means the student has a lot of work at home to help their parents. 15 students who did not have enough time to do their homework they can be categorized as students who are not able to manage their study time at home. 48 students have enough time to

do the homework. Such students always set aside time to do homework. 40 students have plenty of time to do their homework. There is always time but what is necessary is to set the time so that all homework given by the teacher can be completed. The data above shows that most students have enough time to do their homework.

CONCLUSION

Researcher want to know what is the high school students' perception towards English homework. Then the instrument used in this study was a questionnaire. The researcher distributed a questionnaire to the tenth grade students of SMA Negeri 1 Sipora with a total of 125 students but only 105 students answered the questionnaire. Questionnaire in the form of Google form distributed via WhatsApp. The results of the study showed that high school students knew that English homework was important, necessary and helpful for them; they knew the purpose of homework and it



was a part of their grade scores. Students liked to do individual and group homework. A part of them liked a lot of homework but part one no. homework was not busy work because they have enough time to do it. Doing homework was fun for them.

This finding was similar to previous research (Songrisak and Jitprance 2019) which found that students knew the purposes of homework, majority of them perceived the importance of homework and it is necessary on their learning. Agreed and strongly agreed that homework was a part of their grading scores. Students liked to do individual and group homework. However most of them did not like to have overloading homework.

The researcher would like to give suggestion for the teacher that the students are not needed over load of homework. Based on the data, the students agree that they need those items above. The teacher can provide interesting ways in giving homework

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