

HOMework GIVING: ITS ROLE IN TARGET LANGUAGE ACQUISITION AND RELATION TO LEARNERS' ACADEMIC ACHIEVEMENTS

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Abstract

The notion of “homework” has always been under discussion for many decades. This paper attempts to reveal the role of homework in foreign language learning and increasing academic achievement. During the research special attention was given to the correlation homework assignments and students' academic performances in EFL classes. The results compiled from the previous studies on the homework shows that there is a strong relationship between them. However some main purposes and conditions of assigning home tasks should be taken into consideration.

Key words: foreign language teaching, homework, academic achievement, homework giving.

INTRODUCTION.

Homework is an inseparable activity in the teaching-learning process. It is understood as an assignment that pupils are required to complete at home; it is also defined as tasks assigned to pupils by school teachers that are meant to be carried out during non-school hours (Cooper, 1989). The authors of theoretical sources point out a number of benefits of homework: improvements in factual knowledge, understanding concept, attitudes to learning, study skills, self-discipline, and problem solving skills. Moreover, homework improves academic achievement for any level of school pupils and what is more significant in homework is the fact that it develops study habits and makes learners autonomous in learning and in language learning as well, additionally, homework helps pupils develop their good character and study habits, such as goal setting, following directions, organizing materials, planning ahead, and budgeting time, as well as strategies for dealing with mistakes, difficulties, and distractions. (Lina Lelešienė, 2008). However, as

Lina Lelešienė states “nowadays schooling is not possible to imagine without homework as an activity in teaching-learning process. It is one of the most frequently useable tasks.

Homework is useful for both teachers and, especially, for pupils. Homework tasks are an effective form of English studying as well. The basic objectives of assigning homework to pupils are the same as schooling in general: to increase the knowledge and improve the abilities and skills of the pupils”(2008).

THE ROLE OF HOMEWORK IN ACADEMIC ACHIEVEMENT.

Homework was seen as a way of showing the teacher that the pupil had accomplished a certain task, if there were no homework, the classroom would turn into a competitive arena in which the pupils compete for the teacher’s attention (Leo, 2004). Therefore, it can be asserted that homework could influence students’ English achievement. Because when reading English text at home, the students spend several moments translating the information into their native language, and then switch back to English to make the most sense of what they have read (Baydick, Ergul, Bahap, 2012). It will make the students get more information from the text when they do the task at home. Homework itself means the task given by the teacher to the students and should be done at home. For this reason, homework will be defined as any task assigned to students by school teachers that is mean to be carried out during nonschool hours and excludes in-school tutoring, nonacademic extracurricular activities, or home study courses(Trautwein, 2007). According to Trautwein by doing homework at home the students learn more deeply about the materials that they get from the school. So, if the students do their homework and spend their time to do their homework, they can more understand about the English, and finally they will get high score in English achievement. Trautwein (2007) point out that homework completed and time spent on homework have a much stronger influence on achievement. Those reason is predict homework has contribution to support learning process of the students and can influences the students’ English achievement. The writer chose the senior high school students as a subject because the students were often given English

homework by their teacher, this is based on the pre-observation that is done by the writer. According to English teacher of SMA Negeri 3 OKU there were some problems that are faced by the students in reading skill, much of the students could not understand about the text. The other problem was sometimes the students were just getting to know the kind of the text that was learned. So, it can make them difficult to understand the information of the text. Therefore, with giving them homework, the teacher hoped it will help them to add students' vocabulary. In order to make them more easily understand text that they read (Trautwein, 2007).

Homework is an extended work which helps to strengthen the students' learning. In this connection, Cross (1992) writes homework is a form of reactivation of learnt activities, during out-of-school time students rework material or engage in practice activities. The chief factor that militates against successful language learning in the school is probably time, by increasing their contact time we can increase the students' level of competence. Classes that get homework usually reach a higher level of achievement and do better in examination than those that are denied extra learning time. (Cross, 1992). It is commonly acknowledged that Nepali learners of English have limited exposure to practice language items in school time. Most of the government aided schools have allocated forty five minutes period per day for English subject. It is very limited time for the students for practicing the language items, In such a situation homework can offer opportunities for extensive activities. Hence, it can be used as a tool to practice language exercises at the students' home themselves, ultimately it fosters learner autonomy. (Jagadish Paudel, 2012). There is a positive relationship between the amount of homework students do and their achievement outcomes, according to a 2007 study by Harris Cooper, director of Duke

University Program in Education, which analyzed and combined the results of dozens of homework studies. The studies found that students who had homework performed better on class tests compared to those who did not. Twelve studies linking the amount of homework to achievement and controlling for other factors, such as socioeconomic status, also found a positive link. Of 35 studies that

simply correlated homework and achievement, with no attempt to control for student differences, about 77 percent also found a positive link between time on homework and achievement(Cooper,2007). However, says Cooper(2007), “there was one group in the study for which homework was not correlated with achievement: elementary school students. For these children, the report states that the average correlation between time spent on homework and achievement hovered around zero or no relationship. This may be because younger students have less-developed study habits and are less able to tune out distractions at home”.

Conclusion

From the studies that has been done to define the relationship between homework and academic performance it has been apparent that assignments play a huge role in making progress academically. English homework give contribution in students’

English achievement. In the other word, the English homework would help the students in facing English subject and in learning process, finally it influences in English achievement. Language acquisition is the process which requires working not only in the classroom but also outside of it. Therefore language learning can be encouraged via the usage of home assignments that are relevant, appropriate to learners’ level, age, language background and cover whole topic provided in the classroom. English learning stage at school is a very critical period. It is not only necessary to lay the foundation of English, but also to lay the confidence in English learning. Therefore, when evaluating students' English homework, we should affirm heir efforts and not let them feel that they are wasting their efforts.

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