

The Correlation Between Students' English Achievement and Their Homework at the Eleventh Grade Students of SMA Negeri 3 Oku

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Abstract. The aim of this research was to observe on the correlation between students' English achievement and their homework at the eleventh grade students of SMA Negeri 3 OKU. The kind of research that was used is quantitative and the design is correlational. The writers used questionnaire and students' achievement in English subject to collect the data. The questionnaire measured the effect of homework on students. The population of this research was the eleventh grade students of SMA Negeri 3 OKU in academic year 2018/2019. The sample was taken by using Slovin formula. Population was 272 students. The sample was 162 students. The students' mean score of questionnaire was 13.62. The students' mean score of students' English achievement was 77.21 and it was in good category. Based on the result of the data, writers found that there was significant correlation between students' English achievement and their homework. The correlation was significant in terms of the correlation coefficient was 0.485. It is meant English homework can influenced students' English achievement.

Keywords: Correlation, Homework, English Achievement.

1. Introduction

English is one of the important language used all over the world whether it is as the first, second or foreign language. In Indonesia, English is learned as foreign language. In learning English, there are four language skill that should be learned such as: listening, speaking, reading and writing. Reading is an important skill that should be mastered by the students in order to improve their general language skill in English. Dorkchandra (2010, p. 1) states that reading is one of four language skills for those learning English as a second or foreign language for academic success, and for professional development. Moreover, with good reading skill, ESL/EFL readers will make greater progress and attain greater development in all academic areas. So, reading plays important part in

developing students' knowledge. When the students master on reading, they also can master on the other aspect of English, and they can get high achievement in English.

Achievement in English learning is the result that the students got through learning process in particular time. According to Darminto (2012, p. 2) learning process was affected by some factors, such as internal factor and external factor. Internal factor included physical (health and physical defect), psychology (intelligence, interest, aptitude, motivation), and exhausted. While external factor included family factor (how the way parents taught, relation with relatives, parents' economic, and culture background), school factor (teaching method, curriculum, relation between teacher and student, relation between

student and student, tools, building, learning method and homework. Society factor (students' activity in their environment, media, peer, and community culture).

One of the factor that affected learning process is homework. Homework was given to the students as an attempt to make the students do the learning activity more active and understand about the materials that were taught. 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, p. 778). 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.

By doing homework at home, it means that 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, p. 374) 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 base 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 give 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.

The other reason, there was study is done by Cooper and Valentine (2001, P. 15), they found that homework's effect on achievement is different depending on the grade level of the students. For students in senior high school, homework had the most influence on achievement level. For middle school or junior high school students, the effect was half as much and for elementary students, there was little to no effect on achievement. Was there any significant correlation between students' English achievement and their homework at the eleventh grade students of SMA Negeri 3 OKU.

2. Method

This study was conducted through quantitative method and the design is correlational study. According to Walliman (2011, p. 23), correlation research design is used to examine a relationship between two

concepts. The correlation between two concepts can either be none (no correlation); positive (where an increase in one results in the increase in the other, or decrease results in a decrease); or negative (where the increase in one results in the decrease in the other or vice versa).

The procedure of this study would be that, first, preparation of the study; (1) requesting permit to conduct research from the school's headmaster. (2) rechecking the number of population and samples. Second, implementation of the study; (1) give the questionnaire to the sample, (2) ask the students' report from the teacher. Third, final step; (1) Analyze the result of the questionnaire, (2) Describe the data analysis and give the conclusion as the answer of research question. (3) Construct the research report.

Sample of Study

The population of this study was all the Eleventh grade students of SMA Negeri 3 OKU in Academic year 2018/2019 with total number 272 students and the sample 162 students of SMA Negeri 3 OKU in Academic year 2018/2019.

Collecting the data

In this study the writer used questionnaire and documentation to collect the data.

Questionnaire

In this study, the data of homework were collected by using questionnaire. According to Kumar (2011, p. 138), a questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answer. It meant that the questionnaire is a set of

questions for obtaining statistically useful or personal information from individual.

A questionnaire that used in this study is Guttman scale questionnaire. In a Guttman scale, there are two choices are set out in the questionnaire or schedule and the respondent or the investigator ticks the category that best describes the respondent's answer. It was enable respondents to choose the answer from the writer according to the available choice in the questionnaire, and the questionnaires are made to measure at the Eleventh grade students about homework.

The questionnaires of homework consisted of 20 items. Which is the writer took the questionnaire from the previous researcher, Darminto that was done his research on 2012. It meant that the writer used ready made instrument of homework questionnaire to collect the data about homework effect on the students' English achievement.

Documentation

To know the students' English achievement, the writer took the report book score of the eleventh grade students of SMA Negeri 3 OKU, precisely the score that they got on second semester at tenth grade in academic year of 2017/2018 in English learning achievement semester because from the report book the learning outcome that has been reached, can be measured.

Analyzed the Data

The Analysis of Homework Questionnaire

The data of homework questionnaire was analyzed using cumulative scale or Guttman scale. In a Guttman scale, there are two choices are set out in the questionnaire or schedule and the respondent or the investigator ticks the

category that best describes the respondent's answer. The two choices were "Yes or No". The scale for "Yes" was 1, while the scale for "No" choice was 0.

The Analysis of Students' English Achievement

The data of students' English achievement was analyzed using minimum criteria of mastery learning (KKM). SMA Negeri 3 OKU used curriculum 2013 revise 2017. Based on the curriculum 2013 revise 2017.

The Correlation Analysis

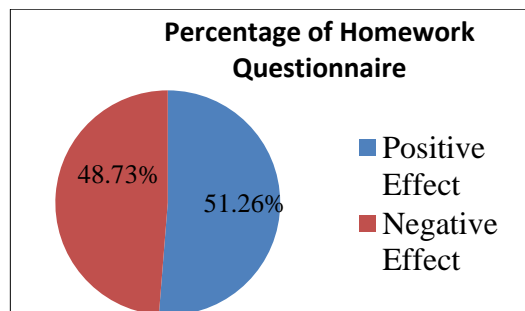
The correlation analysis is used to find out the correlation coefficient of variable X and variable Y. In this study, the writer used Pearson Product Moment Correlation Coefficient. The writer used the SPSS program.

3. Finding and Discussion

The Result of Homework Questionnaire Score

The writer gave the homework questionnaire on July 24-31st 2018 for 162 students, the writer got the percentage of indicators of homework were positive effect of homework got 51.26% and negative effect of homework got 48.73%. It meant that from the indicators of homework, the most students have positive effect from the English homework and few of the students have negative effect from the English homework.

The writer made a chart to describe the percentage of the effect of homework on students' English achievement as follow:



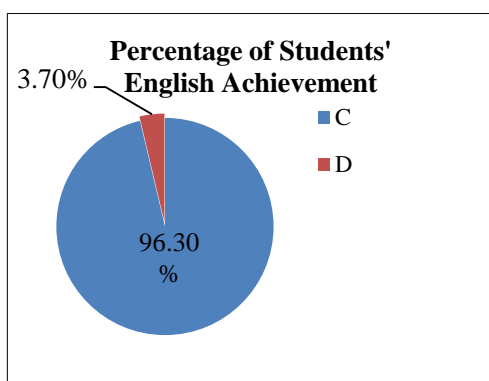
The writer also analyzed the data by using Statistical and Service Solution Program (SPSS) version 21 to know the highest score, the lowest score, mean, and standard deviation of the score.

The writer got the highest students' score of homework questionnaire was 20 and the lowest score was 5. The mean score was 13.62 and standard deviation score was 3.143.

The Result of Students' English Achievement

The writer got the students' score as their achievement in English subject at the second semester on July, 31st 2018 for 162 students and the writer got the total score was 12508. Besides that from the table 8 above, the writer also analyzed the data by using pearson product moment formula in Statistical and Service Solution Program (SPSS) version 21 (descriptive statistics) to know the highest score, the lowest score, mean of the score, and standard deviation of the score.

The highest students' English achievement status was 81, and the lowest score was 68. The mean of the score was 77.21, and standard deviation was 2.023. and it could be explained that there were 156 students (96.3%) who got C, 6 students (3.70%) who got D, and no one students (0%) who got A and B. The eleventh grade students' English achievement could be seen in this following chart:



From the explanation above, it found that the English homework has positive influence on the students' English achievement. The students who have effort by themselves or diligent to do their homework and also have high score of homework effect will get high score in English achievement. Otherwise, the students who have low score of homework effect will get low score in English achievement.

Statistical Data Analysis

In analyzing the data, the writer used the correlation analysis. The writer used correlation analysis to find out the influence of homework on students' English achievement. The calculation was done by using SPSS 21 for windows.

The Correlation between Students' English Achievement and Their Homework

The correlation between students' English achievement and their homework was done by using SPSS 21. It found that the significant correlation (r_{xy}) was 0.485. It was consulted to the product moment table (r-table) in significant level 5% for total sample was 162 students and degree of freedom (160) which r-table was 0.1543. It was clear that 0.485 was higher than 0.1543 that meant H_a was accepted and H_o was rejected. Therefore, there was correlation between students' English achievement and

their homework. The coefficient correlation was 0.485, it was consulted to the table of coefficient correlation interpretation of r-value with coefficient interval 0.40 - 0.70 (moderate). It showed that 0.485 was higher than 0.40. So, that was meant the correlation between students' English achievement and their homework at the eleventh grade students of SMA Negeri 3 OKU was in moderate correlation.

From the explanation above, it found that the English homework has positive influence on the students' English achievement. The students who have effort by themselves or diligent to do their homework and also have high score of homework effect will get high score in English achievement. Otherwise, the students who have low score of homework effect will get low score in English achievement.

Result of Coefficient Determine

From the result above, the writer could find the determine correlation was 23.52%. It showed that the correlation between students English achievement and their homework 23.52%. It meant that students' achievement in English learning 23.52% was influenced by their homework and 76.48% was influenced by the other factors. The other factors that influenced the students' achievement in English learning such as interest, motivation, intellectual, aptitude, exhausted, health, school factor, and society factor. It meant that students' achievement in learning English is not only influence by homework, but also there are many factors that can affect it.

Significant Relationship

The writer found that the significant relationship was 7.015. T-table for total sample 162 students and significant level

5%, saw on number 160, fifth column in t-table distribution. It was consulted to the t-table in significant level 5% for total sample 162 and degree of freedom (df) was 160 which t-table was 1.97490. It was consulted to the t-table distribution $1.97490 < 7.015$, from the result, Alternative Hypothesis (Ha) was accepted and Null Hypothesis was rejected. It meant that there was significant relationship between students' English achievement and their homework at the eleventh grade students of SMA Negeri 3 OKU.

4. Conclusion

Based on the finding in this study, the highest percentage of indicators of homework questionnaire was positive effect and the lowest percentage of indicators of homework questionnaire was negative effect, while there were students who got C, and D of English achievement. From the table of correlation, the writer could find that there was correlation

between students' English achievement and their homework at the eleventh grade students of SMA Negeri 3 OKU which was classified into positive effect of homework and moderate correlation. It meant that the English homework influenced students' English achievement.

From the result of this study, homework significantly influenced English achievement. Most of the eleventh grade students' achievement in learning English was determined by other factors. The other factors that influenced the students' achievement in English learning such as interest, motivation, intellectual, aptitude, exhausted, health, school factor, and society factor.

The English homework gave 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 influenced in English achievement.

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