

Chapter Four

Finding and Discussion

In this chapter, the researcher showed the result of the interview to answer the research question. The interview investigated the influencing factors which include the reason for doing or not doing English subject homework. The researcher also investigated the difficulties and strategies to overcome the difficulties. The findings from the interview were related to the literature review and theories.

There were three main topics presented in this chapter. The first topic is about the students' reason for doing or not doing English subject homework. The second is the difficulties faced by the students. The third topic is the strategies used by the students to overcome the difficulties.

Students' Reason for Doing English Subject Homework

There are several reasons for students to do the English homework. The reasons for doing English subject homework are students' character, school grades, and homework will discuss.

Students' character. The first finding was the students' character. Based on the finding, there were two participants mentioned the students' character. Mawar explained that she was not a typical person who easily give up when faced difficulties in doing homework. She said that "I will definitely do it because I am a person who does not easily give up if there is a difficult homework" (P1.1). Another participant, Anggrek, said that "If I do it, I will do it as best as I can. If there are difficulties I can

ask for help from friends or others” (P3.1). Based on the statement above, Anggrek and Mawar showed that they were persistence to finish their homework eventhough they found the difficulties. It was in Line with Katz, Kaplan, and Buzukashvily (2011) who stated that the students are engaged in homework because of intrinsic reasons such as they do homework in order to understand the subject and they do homework because they want to get a better grade.

School grades. The second finding was school grades. Based on the finding, there are three participants who mentioned that they did the English subject homework because of school grades. It was shown from the first participant’s statement, Mawar, who mentioned, “Besides, it is school grades. If the homework is not done automatically I don’t receive the standard minimum of my grades” (P1.2). The second participant, Melati also stated that “Then, if I did not do the homework, my school grades will not meet the Minimum Mastery Criteria (KKM)” (P2.2). The third participant, Anggrek stated the same idea with participant two. Anggrek, stated, “The reasons I do the homework so that I can pass and meet the Minimum Mastery Criteria (KKM)” (P3.2)

All of the participants mentioned that they did the English subject homework because they wanted to get a good mark. It was in line with Lelešienė’s and Jasnauskaite (2014) who, in their finding, mentioned that the most significant social reasons for doing English subject homework were good marks which get 65% of the total grade percentage. In addition, Planchard, Daniel, Maroo, Mishra, and McLean

also stated that there are some factors which make the students feel motivated, such as reinforcement, extra credit, able to understand, free time, interest the material, concern for the grade, the material covered, self-assessment, not too long, no distraction.

Class discussion on homework. The third reason to do homework was that there is a class discussion on the homework. The last factor that made the students wanted to do the homework was because the homework will be discussed by their teacher in the next meeting. One participant stated, “Sometimes I do, sometimes I do not. The reasons I do it because the homework will be discussed in the next week and we are asked by the teacher randomly” (P2.1). It can be said that the students doing the homework because of the reinforcement from the teacher. The teacher provides reinforcement through discussing the homework.

Students’ Reason for not Doing English Subject Homework

There are several reasons for the students to not do English subject homework. The reasons for not doing English subject homework are family disturbance and mood.

Family disturbance. One of the factor the students did not do the English subject homework because of disturbed by family members. Regarding the finding, only one participant stated that she did not do the homework because she was disturbed by the family member. Participant two, Melati stated that “Then, at home, I have a little sister who always disturbs me when I’m studying so I cannot focus”

(P2.4). Melati could not focus to do the homework because her little sister always disturbed her. According to Xue (2013), it is difficult to handle distraction, such as a conversation between family members or voices that are not related to homework. This distraction disturbs the concentration during homework completion. Participant two could not handle the distraction so he chose to not do the homework.

Mood. The last finding of students' reason on not doing English subject homework was the mood. Only one participant stated that mood was the reason why he did not do the English subject homework. Anggrek said that "Maybe from the internal factor like mood. If I know that it is hard, I automatically be less motivated and just leave it and do not need to do it" (P3.6). Anggrek did not do the homework because of the mood. The main factor that makes Anggrek has a bad mood was because the homework was difficult. It was in line with Planchard, Daniel, Maroo, Mishra, and McLean (2015) explained that unable to understand, too difficult, and too long as the reasons.

Students' Difficulties on Doing English Subject Homework

There are difficulties faced by Senior High School students on doing English subject homework. The researcher found several difficulties namely the difficulties in understanding the English contents, grammar, and vocabulary. The difficulties are described in the paragraph below.

Lack of understanding of the contents of English subject homework. This first finding highlight that the participants got difficulties to understand the

homework contents. It was shown from a statement of the first participant, Mawar, who stated, “The difficulties are in understanding the question and the text contents“(P1.3). Mawar argued that she feels difficult to understand the homework question and the homework text contents. She also mentioned, “I am not persistent about doing English subject homework because the question is difficult” (P1.5). Here, she stated that the homework question is difficult. Not only feeling difficult from the question, but she also feels difficult from the teachers’ question. Mawar stated that “Sometimes, questions from the teacher are also hard to understand” (P1.4). Moreover, another participant shared similar idea that the text in English subject homework was hard to understand. It was shown by a statement from the second participant, Melati stated that “I did not understand the passage” (P2.7).

Participant one and two mentioned that they feel difficult to understand the English subject homework content including the question, the text or the passage. According to Ozer and Keskin (2015), the difficulty of doing homework is from cognitive view including the students are not able to understand the material and how to do the homework.

Lack of grammatical mastery. The second difficulty was grammar. This difficulty was faced by participant two and three. Both participants had difficulty in grammar in doing English subject homework. Participant two, Melati, stated that “There are some difficulties like grammar” (P2.6). In addition, Anggrek, participant three, stated, “In the English language, there are some words that have several

meanings in Indonesian” (P3.4). Anggrek also added, “Grammar is the most difficult” (P3.5). The finding, in short, was in line with Rohmatillah (2017) who stated that the difficulty faced by the learners came from grammar where there are grammatical rules, the teacher should inform this rules to students or they will face difficulty in grammar. The difficulty faced by students by not knowing the grammar lead them to not able to understand the content in English subject homework.

Students’ Strategies to Overcome English Subject Homework Difficulties

There are some strategies used by the students to overcome the difficulties in the English subject homework. The strategies were asking friends and teacher, finding cozy place, using a dictionary, searching on the internet and using application. The strategies are described below.

Asking friends and teachers. The first finding of strategy to overcome the English subject homework difficulty was asking friends and teachers. There are three participants who mentioned that they used the strategy to overcome their difficulties. The first participant, Mawar, stated, “Usually, I ask a friend or teacher directly” (P1.6). Another participant, Melati, mentioned, “Usually, I ask a friend, my English teacher directly, my neighbour who is also my English private teacher” (P2.9). Then, the third participant, Anggrek, said, “If it’s not on the internet, usually I ask friends, chat them on WhatsApp or directly” (P3.8). Anggrek added, “If my friends still don’t know, I did not do the homework, waiting for tomorrow to be discussed together and then I ask directly to the teacher” (P3.9). This is in line with Manis (2012) who said

that when the students cannot do the homework because they faced the difficulty it is better for them to ask the people who know better such as family members, teachers or friends. By asking friends or teachers, it may help them to solve their difficulties in doing English subject homework.

Finding a cozy place. The second finding of strategy to overcome the English subject homework difficulty was finding some cozy places. One participant, Melati, mentioned that “Sometimes, I prefer to do the homework outdoor such as a Wi-Fi corner” (P2.5). Butler (1987) stated that students need to find a well-lit place for students to do the homework. The comfortable place is really good for students to do the homework so they not feel bored or sleepy when doing the homework.

Using dictionary. The third finding of strategy to overcome the English subject homework difficulty is using a dictionary. One participant, Melati mentioned that “If the vocabulary, maybe I open the dictionary” (P2.8). According to Eslami and Huang (2013), the dictionary helps the students to find the meaning of particular and unfamiliar words. By using a dictionary, the students know the meaning of vocabulary and they can solve their problem in doing English subject homework.

Searching on the internet. The fourth finding of strategy to overcome the English subject homework difficulty is searching on the internet. There are two participants who mentioned that they used the internet to overcome the English subject homework difficulties. Both of them accessed a website called Brainly.co. The second participant, Melati, stated, “I used to searching on the internet. In the

internet I access in brainly.co” (P2.10). The third participant, Anggrek, stated, “Usually, the first thing that I do, I look for the answers on the internet. If on the internet I access brainly.co website” (P3.7). Both of participants used Brainly.co to help them to overcome their difficulties in doing English subject homework. Brainly.co is an educational website that helps students in solving problems. Students around the world can share their knowledge and solve the problem. According to Satopo (2018), the internet is useful for students to get information about the word and they can search whatever they want to know. It can be said that Brainly.co is one of the websites that can help the students overcome their difficulties in doing homework.

Using application. The last finding on the strategy to overcome the English subject homework difficulty is using application. One participant, Melati, mentioned, “I also have an application called Quipper School, in here I can see the material that I still try to figure out” (P2.11). Melati stated that when she faced problems, she usually check the material in an application called Quipper School. Melati also added that she knows Quipper School from her friends and her teachers. Melati used this application to overcome the difficulties in doing English subject homework. It was in line with Cooper (2006), who said that nonacademic benefits might include greater self-direction, greater self-discipline, better time organization, more inquisitiveness, and more independent problem solving.