**ENGLISH HOMEWORK, ORGANIZATION AND IMPLEMENTATION**

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**Abstract**

***Pekerjaan rumah atau PR adalah aktivitas belajar yang berhubungan dengan program sekolah yang dikerjakan atau diselesaikan di luar jam sekolah. PR adalah usaha kerja sama antara sekolah dan rumah yang melibatkan guru, siswa dan orang tua. PR kadang kadang menyeneangkan bagi peserta didik karena melalui kegiatan mengerjakan PR banyak dapat dipetik manfaatnya, antara lain, membangkitkan kerja sama, disiplin, rasa tanggung jawab dan sebagainya. Sebaliknya PR bisa juga menjadi beban bagi peserta didik yang menimbulkan rasa bosan karna bentuk dan caranya terkesan monoton itu kesitu saja, tidak manambah pengetahuan karna tidak ada kaitannya dengan materi yang dipelajari, stress karena terlalu banyak tugasnya. Tulisan ini mencoba memaparkan bagaimana seharusnya merencanakan PR yang efeltif sehingga permasalahan yang dikeluhkan oleh sebahagian peserta didik di atas tadi dapat diminimalisir sedapat mungkin. Tulisan ini dimulai dengan pemaparan pengertian PR, tujuan, jenis-jenis, prinsip-prinsip, kriteria PR yang baik, dilanjutkan dengan bagaimana pengelolaan dan penerapan PR.***

***Key words: Homework, organization, implementation***

**BAB I INTRODUCTION**

English has been learned in Indonesia since elementary school. Even though in elementary school this language is still placed as a local content subject. Its position in among the subjects is still strategic. English becomes important because it is one of the subjects that is tested in national exam.

Based on the observation in the field that the ability of the students in mastering English is still unsatisfied. The ability of the students in language skill is still poor, it happened not only in listening, speaking, reading but in writing as well. It is an indication that teaching English is still not effective yet. One factor of causing the ineffective teaching is organizing homework. Homework is any assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class. Homework is an important thing and cannot separated from teaching and learning process, because it is a part of the activity of teaching program.

It is true that homework is an activity in teaching and learning indeed, however, homework becomes a very word evokes very negative connotations to every involved, students, parents and teachers. They sometimes contradictory opinion about the value of homework. For examples, Teacher in one side often complain that they cannot get their students to complete homework assignment. On the other side students complain and do not complete the homework because they do not know to do the work, and do not understand the instruction for the homework.

Related to the rejection of homework, Darling, Hammond and Olivia (206) report that students did not feel that the homework was meaningful, and they did not understand how the work related to the lesson of the day. An additional reason the students did not receive immediate feedback from the teacher regarding the homework completed.

In addition, Kohn (2007) says parents are complaining to school boards that their child receives too much homework from their teachers. Parents say that their child is burdened and overworked. Parents want to make sure that teachers follow the guidelines for assigning homework established by district and that they are not exceeding those limit.

It is agreed or not, homework is seen as a valuable resources for teaching and learning. It allows students to practice, to consolidate the work, increase ability, and develop independent study, and desirable work habit. So, homework is an inseparable activity in the teaching and learning process. It is a part of English teaching and learning at school. The contradiction among teacher, students and parents about homework assignment probably lies on the conducting of homework assignment.

This paper, a further explanation and analysis of English homework focuses it discussion on the nature of homework; definition of homework, the purpose of homework, types of homework, principles of homework, and characteristics of good homework. Organization of homework comprises of procedure of planning homework, completing and correcting homework, and implementation of homework discuses about points that make students love homework, taking responsibility in homework.

**BAB II THE NATURE OF HOMEWORK**

According to Cooper (2007) homework can be defined as “tasks assigned to students by school teachers that are intended to be carried out during non-school hours”. Near North District School Board (2017) define homework as a relevant learning activities that are associated with the school program and which are completed outside classroom time.

From both definitions above it can be concluded that homework is any activity directed by the teacher to be performed outside the classroom that may include practicing skills learned in class. Homework is a planned part of the educational process designed to improve students learning that connected to the school curriculum.

The aims of homework given to students are different. It depends on the teachers’ orientation, types of homework, and students level. According to Blegen as quoted Paulu (2006) the major aim of homework are to help children review and practice what they have learned, get ready for the next day’s class, learn to use resources, such as libraries, reference materials, and encyclopedias, and explore subjects more fully than time permits in the classroom, teach children the fundamental of working independently, and encourage self discipline and responsibility.

In other words, the aims of homework can be concluded as follows; preparation, practice, creation and extension. preparation means students read books for class discussion of a topic, practice means students spelling words, vocabulary or math computation or fact. Creation means students combine of learned skills to make a new product such as report. Extension means students show the application of learning to new situation.

Homework assignments are designed by the teacher based on the aims of lesson as stated in the curriculum. Each lesson has certain aspects to be improved on students such as skill, competency, knowledge and attitude.

In the primary or secondary school, English homework can be designed into several types such as; (a) unfinished class work, (b) reading and wring assignment, (c) data collection, (d) research activities and (e) reports, (f) preparation for examination, (g) practice exercises, (h) interviews, (j) observation media assignment (newspaper, radio and TV), (k) hand on project (arts, craft and models).

Each type of homework assignment above may give to the students according to what the teachers want to be mastered by the students on the assignment, or according to the intended aims of the teacher.

 Teachers, students and parents have strong and sometimes contradictory about the value of homework. Homework can cause conflict between children and parent when the parent wants to the child to do their homework but meets resistance from the child to do an overwhelming homework moreover the child does not know how to do it. This condition can be happen if the teacher does not know how to plan the homework well.

Howard (1996) says “Carefully planned and effectively used, the students’ homework can develop strong students’ interest, participation, understanding, and multiply the value of the teacher’s lesson”. Related to plan the valuable homework the teacher should know some principles of homework before making plan for it. Experts have different ideas about this matter, for instant;

Howard (1996), identifies some principles when the teacher wants to plan to create assigning home work, they are; (a) Homework assignments are a part of schoolwork, and as such should be coordinated with and extension of class work. (b) Daily assignments are not as valuable as those of a longer term. (c) Drill for sake of drill is deadly. (d) Assignments which include instruction and practice in the use of the tools of learning can yield immediate result. (e) Homework limited to the study of textbooks and facts is routine, monotonous, and likely to become a stiffing chore. (f) Only homework that have been carefully planned with the interests and abilities of the students in mind, that include a variety of activities and permit some achievement for all students, have real value. (g) Never give nor threaten homework as a punishment. If this is your reason for giving an assignment you need to take another look at your teaching objectives. (h) A general assignment will yield general results, and how will you measure the value or determine the learning in this? (I) Make the assignments clear to all students, explain what is to be done, what is purpose is, and when it is due. (j) Be sure students have the tools and materials necessary to do the work or know where and how to get them. (k) It is good practice to have various levels of assignments- some required and some voluntary. There is no excuse for loading the good students with twice as much of the same work. (l) Never begin something new by means of homework. Learning new concept and technique should be begun in the classroom. Homework can extend and reinforce these learning. Always collect homework and make some form evaluation. The amount of weight homework carries in determining pupil grades will vary from little or none to a considerable amount, depending upon the kind and extent of the assignment. (m) Homework is much more likely to be successful when it encourages individual expression, can be done without assistance, and has some personal value and reward for the student. (n) Remember that student abilities differ and so do home-study situation. Some children literally have neither facilities nor place to study. (o) The homework assignment should arise naturally from class work; its relationship to class work needs to be carefully delineated with sufficient time given for its completion. If possible, begin the homework assignment in the class.

While Wilson and Rhodes (2016) conclude principles homework assignment into eight, they are; (a) Make sure that students understand how to do the work and understand the direction, (b) Make sure the homework is relevant to the lesson, (c) Return homework the next day with feedback, (d) Allow students to start on homework assignment in class and monitor their ability to proceed. (e) Provide students with options for homework assignments, (f) Schedule subject-specific homework on certain days, (g) Be mindful of how much clock time assigned homework might require to be completed from the student’s perspective, (h) Provide a variety of types of assignments for students.

Based on the ideas above, homework comprises many principles in organizing English homework. Therefore, the teachers should consider these points before beginning to design, create and organize homework for students.

A good homework can improve learning out come. Specifically, the good homework has certain characteristics. Related to this. Vatterot (2009) identified five characteristics namely; (a) the homework has clear academic purpose, for instant practice, checking for understanding, and applying skills or knowledge, (b) the homework efficiently demonstrate student learning, (c) the homework promotes ownership by offering choices and being personally relevant, (d) the task instills a sense of competence the student can success fully complete it without help, (e) the task is aesthetically pleasing- it appears enjoyable and interesting.

Based on the quotation above, it can be concluded that homework is not only as routine to provide students with additional practice, but homework should be created or arranged with certain characteristics to get valuable for academic of students. So that, the teachers should check and fix whether their homework agree with the true characteristics as mention above.

**BAB III ORGANIZATION OF HOMEWORK**

In planning a piece a piece of homework, the teacher should to organize it carefully, because carefully organized can yield good result. In organizing homework there some things to be remember.

Firstly, stating the aim of homework assignment. The teachers have to state the purpose of giving homework assignment*.* Let the students know that homework is important and has meaningful, doing or not doing homework has consequences (Paulu, 2017).

Secondly, the teacher should consider how much they are, what kind of homework they are, how they should be done and when they are to begin. Make the home works clear to all students, explain exactly what is to be done and when they are due.

Thirdly, the homework should include a variety of activities and things to do, so that the students do not become bored. The home works may be of almost infinitive variety. They may be difficult or relatively easy and long or short.

Fourthly, the homework must be developed from the material already studied, even though the homework are taken from various sources, such as; magazines, newspapers and other books. It must relate to the class work. Howard (1986) says “The homework should arise naturally from class work its relationship to class work needs to be carefully delineated with sufficient time given for its completion” The length of time may allow four or five nights. Otherwise we should always collect the homework, and make same assessments about the students’ ability, study skills and efforts.

Fifthly, completing homework, the home works can be completed by the students individual work and in group work. Harmer (1983 ) says “home work can be focused for individual study and in group”. Individual work is a very good activity because the students can work on their own home works freely without putting pressure on their friends. Beside that, the students may complete the home works in group work. The group work should consists of one leader and four members, and at lest one member of the group is good student.

Sixthly, correcting home works can be done by two techniques namely; by both the students and the teacher. In students correct-student technique, the teachers ask the students to correct their friends’ homework. Another way to correct the homework is by asking to read his homework to the class loudly, or write his own homework on the blackboard. While the other students are asked to make a note of mistakes then give the correct response, ideally written work can form the basis for the students correction, students exchanging their works. They then look for mistakes in each other’s writing and attempt to correction. Next, teacher corrects students.

In teacher-correct-students technique the teachers must be able to show the students the mistakes which has been made, and tell them the reasons why they are mistakes and help the students to realize what has gone wrong and put it right. The teacher should underline the mistakes, and put the mark in the margin to show what kinds of mistakes they are. In this case the teacher will need symbols for correcting the mistakes, such as the symbols for spelling of the words, wrong place, punctuation etcetera.

The following example shows how the teachers can indicate that a student has made mistake in word order.

( WO ) I like very much banana

The students should understand clearly what they mean, since the teachers should ask the students to stick these key symbols on their exercise books.

 Key Symbols of Correcting Homework

|  |  |  |
| --- | --- | --- |
| **Type of** **Symbol** | **Error** | **The sign in the piece of writing** |
| SWPPWWWFTWT#X( ? )O¯O / (No)(log)WOAJNS | -Spelling-Wrong place-Punctuation-Wrong word-Wrong verb form-Wrong tense-Quantity-Omit-Meaning is unclear-The two items do not agree with each other-Connect the two words -Divide the two words-Untruth-Illogical-Word order-Article-Joining word (connection)-Not sentence because there is no subject | The erth is the third planed from the sunThe earth is planet third from the sunthe earth is the third planet from the sunHe is not study very hard They studies science in the morningThe earth had an atmosphere around itHe has several book\_\_The earth it is the third planet from the sun(the earth it is the planet therefore sun and go)He has (a) book (s) in his handHe studies be cause he likes schoolA/bird can flyThe earth is a planet with (three moons)(Glass is breakable, thus it is usually painted blue)I go there neverI have bookAlthough he wanted it, but he did not get itIn my city λ are many people |

Furthermore, the homework should be organized well in order it has positive effect on academic achievement for the students. Cooper (2008) emphasizes that homework has shown positive effects on academic achievement as long as rigor was challenging enough to push thinking. So the teacher should think hard and try to organize the homework as effective as possible. An effective homework at least comprises a number indicators as explained as follows; (a) clearly defined, purposeful and developmentally appropriate, (b) supports student achievement of the curriculum expectation and development of learning skills, c) realistic and appropriate in frequently and length, (d) Amount and time required to complete homework is modified to meet individual students’ home situation, needs, and abilities. Differentiation of homework is essential, (e) Encourages the development of self-discipline and good work habits, (f) Help to develop positive and enthusiastic attitude toward independent study and lifelong learning, (g) Provides opportunities for family members to become involved in the child’s learning, (h) Acquaints parent with their child’s in-school learning experiences and strengthens the partnership between home and school, (i) Monitored regularly, (j) Provides positive, not punitive experiences, (k) Ensures students can complete the homework without access to accommodations they would have at school such as assistive technology.

**BAB IV IMPLEMENTING OF HOMEWORK**

 As mention above that not all students love homework, some students do not like love homework, even not a little of student reject homework. The task of the teacher is trying to create homework that loved by the students.

There are some considerations for teacher in assigning English homework to be practice at home. Students will love to practice or do homework if the material and the form of homework can attract their interest. Each Teacher has responsibility to motivate the students to love their homework. The question is how the teacher motivates students to love homework. To answer this question Cox (2016) discovers four points that make students love homework. They are make it interest, short, study buddy club, utilize technology, mix it up and personal.

1. Appeal to the students interest

The way to homework success is not difficult; make it fun, simple, interesting and relevant. If you know that in general the students in the class like English or music, integrate English or music with the homework. The integration of interested materials into homework make students more likely to complete it. For this reason, teachers should be clever to look for and create interesting materials, activities and media for students’ homework assignments.

1. Keep the English Homework short

Sometimes students have homework from their teachers all at once. The homework is not always good for students moreover it is too much. It is obvious that homework is a worthwhile work, but if it is too long and much enough, it can make students become frustrate. Unfortunately, they do not do their homework by them self but ask others to complete it. So, It is a better for teachers to keep the home works short because the purpose of home work is to practice a concept learned, or extend what they have just learned

1. Study buddy club.

Each student has his or her own learning English style. Not all students love study English individually. Many researcher prove that group work assignment can be more effective. The students glade to work together with their peer and they get opportunity to thrive their potential in club. If the teachers know their student love study buddy club, create group work ask them doing the home works together.

1. Utilize technology

Technology in the context of teaching in the classroom can encompass all kinds of tools that teachers can use in and out of the classroom to enhance students learning.

Nowadays, when most people hear the word technology, they think of products like computer, CD or DVD players, the space shuttle and internet. This is true, and this is one type of technology, which we will refer to as instructional technology when it is used for instructional purpose (Smaldino at all, 2003).

Shyamlee (2012) identify some reasons why teachers encourage to apply technology in giving home works as a part of teaching and learning process; (a) to cultivate students’ interest in study, (b) to promote students’ communication capacity, (c) to widen students’ knowledge to gain an insightful understanding to western culture, (d) to improve teaching effect, to improve teaching effect, (e) to improve teaching effect, to improve interaction between teacher and students, (f) creates a context for language teaching and, (g) to provide flexibility to course content.

In addition, many studies found that students thrive when the teachers utilize technology as a tool in completing their English homework assignments.

Other factor of successful homework implementation is taking responsibility. Who take responsibility to the homework? The answer is all who mixed up with it, namely teacher, students and parents. Connecting with students’ parents can be a challenge. Many parents lead exceptionally busy lives. Some do not place as high a priority on homework as a teachers. The parents themselves may be in turmoil. Not all parents can help with homework to extent that many teachers might hope (Paulu, 2017). Nevertheless, homework is a cooperative effort between home and school involving teachers, students and parents. The succeed of establishing homework practice depends on the cooperative efforts of teachers, students and parents. They have certain responsibilities in practicing homework assignment. Their responsibilities can be explained as follows;

The teacher responsibility in practicing homework includes; (a) explain the purpose and relevance of the assigned homework (b) provide clear, purposeful, and developmentally appropriate assignment, (c)review, discuss and return, if collected, homework in timely manner, (d) provide expectations for work quality and due dates, (e) whenever possible, communicate and coordinate assignment so that students do not receive an overload of homework, (f) monitor completion and quality of assignments, (g) communicate regularly with parents, (h) offer specific praise for the effort students have put into completing and returning assignments, (h) provide variety in homework assignment; review, practice and enrichment; class, group, or individual assignments; daily or long-range. Rubrics should accompany homework, and (i) ask students and parents for feedback about homework.

The student’s responsibilities comprise; (a) make sure the assignment is understood, (b) complete homework as assigned, (c) hand in homework on time, (d) seek assistance from teacher when demonstrating an inability to complete homework, (e) seek clarification from teachers when unclear about homework, (f) keep up with and plan long-term homework assignment, (g) complete homework carefully and with pride.

While the parents responsibility to their children homework consists of; (a) assist children in setting up regular a regularly scheduled homework time at a reasonable hour each day, (b) encourage children to have an organized approach to homework by providing all needed materials, (c) provide a quiet study area and needed supplies, (d) ensure children get adequate sleep whether homework is completed or not, (e) promote a positive attitude and outlook toward homework, (f) if a problem arises over homework time, difficulty or completion due to extenuating circumstances, contact the child’s teacher.

 It stand to the reason that, the role teacher, student, and parent cannot be ignore. They have their own responsibility in undertaking the homework. They should cooperate in supporting the child to do homework any times.

**BAB V CONCLUSION**

As a part of teaching and learning activities, the teacher should know how to plan, organize and apply the homework. Good planning, organization and application of homework will yield interested, effective and efficient homework. If so, the students will feel that homework is not only as a ritual, but it can improve the factual knowledge, understanding concept, attitude to learning, study skill, problem solving skill, and self disciplines.

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