

CHAPTER V

CONCLUSION

5.1 Summary

Most students find English difficult to learn. It is shown by the fact that most students get troubles in their English lesson. To avoid the difficulties faced by the students in their English lesson, a teacher should be able to create teaching activities that can help students to facilitate and reinforce learning. In this case, the teacher, of course, has to use several strategies suitable for his or her teaching activities. Homework seems to be one of the teaching strategies that can help students facilitate and reinforce learning. Students can learn easily by doing regular homework related to what have been taught by the teacher in class.

Doing homework is regarded as a means of learning. If there is no homework administered during the learning-teaching activities, most students are usually reluctant to read or review their lesson. On the contrary, the presence of regular homework will directly make students review what they have got during the learning-teaching activities. Gradually,

it also leads students to get used to constructing English words in correct grammar since language learning occurs through habit formation.

Homework can also help students master their lesson deeply. Since the time allocated to practise English in class is limited, it is beneficial for students to get homework regularly. They will have more chances to increase their English knowledge by themselves or without the direct control of the teacher in class. If they have problems in their homework, they will try to solve them by looking for the correct answers from their notebook or from other books related to the problems faced.

Before presenting homework items, a good teacher should plan and prepare them in such a way that they encourage students to learn and try to finish them by themselves. That is why, the materials of homework must be comprehensible so that the students can easily do them. This must be provided with the instructions of how to do the homework. The most important thing is the level of difficulty of the homework items must be in accordance with the students' average level of competence. If they are too difficult, students might not do the homework themselves. Instead, they will ask others to make the homework for them.

Therefore, during this research, the writer has tried to give homework items that are not too difficult for students to finish and are related to the lessons they have learned. It is true that they really do their homework themselves. This can be shown by the mistakes done in their homework (inserted in appendix 13, 14, 15, 16), in which they are not all correct, even some students have many mistakes. That is why, the writer believes that students have done their homework given by themselves.

In this experimental study on the effect of homework on students' mastery of English grammar, the writer can draw a final conclusion that regular and planned homework is suitable to be administered to students since it can increase students' mastery of English grammar. The data analysis in chapter IV supports this conclusion. The values of t from the study that have been calculated using the t -test can show that there is the effect of homework on students' mastery of English grammar. The values of t from the study are all higher than the value of t from the table of critical values of t . In other word, it also means that the null hypothesis is rejected while the alternative hypothesis is accepted.

5.2 Suggestion

Since homework has been proved to be useful to increase students' mastery of English grammar, homework is necessary to be administered to students. Before presenting homework items, a good teacher should plan and prepare them in such a way that they encourage students to learn try to finish them by themselves. That is why, the materials of the homework must be comprehensible to the students as well as in accordance with the students' average level of competence.

Besides, the teacher should also appreciate students' attempt in doing the homework by checking or grading it, especially to diminish students' negative assumption about homework. If the students realize that their homework is never be checked or graded by their teacher, they will not do it anymore at the other time because they assume that it is useless and waste their time. On the other hand, if they assume that homework affects the marks they have achieved, they will not neglect their homework.

Hence, from the findings of this study, the writer would like to say that homework should be considered to be one of the learning strategies that can be used in the learning-teaching activities.

Finally, although this thesis may not be as

perfect as it is expected to be, the writer sincerely hopes that the result of this thesis can arouse the readers' interest to develop it further.

