

CHAPTER II

REVIEW OF RELATED THEORY

This chapter begins with theoretical perspective of digital learning. This chapter also prior online homework assignment voices around two main topics: identifying the benefits of online homework assignments and whether online homework assignments improve students achievements. It also discusses the previous related studies which very related to this study, followed by conceptual framework and hypothesis.

2.1 Online learning

The definitions on online learning are being discussed from the last three decades until now. Singh and Thurman (2019) summary those all the definitions as follow:

“Online learning is defined as learning experienced through the internet/online computers in a synchronous classroom where students interact with instructors and other students and are not dependent on their physical location for participating in this online learning experience.” OR “Online learning is defined as learning experienced through internet in an asynchronous environment where students engage with instructors and fellow students at a time of their convenience and do not need to be co-present online or in a physical space.” OR “Online education is defined as education being delivered in an online environment through the use of the internet for teaching and learning. This includes online learning on the part of the students that is not dependent on their physical or virtual co-location. The teaching content is delivered online and the instructors develop teaching modules that enhance learning and interactivity in the synchronous or asynchronous environment.”

Online learning was introduced in the beginning of 2000 era. In 2002 Huang did the research in online learning for adults using the constructivist approach. In constructivist learning the Web becomes a common tool. Huang also discussed the issues of constructivism for online educators, such as humanity and learner’s isolation because of the distance online learning. The technologies in online learning are the internet and video conferencing.

There are two kinds of online learning, they are blended learning, and fully online learning. Blended learning means the collaboration between offline learning and online learning. Teachers teaches using constructive traditional way and ICT supported teaching learning. (Lalima & Dangwal, 2017) In fully online learning students can participate in a vast range of higher education via online providers around the world without having to leave their

physical location. (Ahimbisibwe et al., 2020) Fully online learning can be conducted because the geographic issues too. (Moore, 2009)

2.2 Learning assignments

Education is divided into three main forms and completing each other, they are formal education, non formal education and informal education. In formal education the learning activities are done in the class by formative-educative, systemized, organized and clear goal. In non-formal education the learning activities are done outside class or school by formative-educative and influences correlated with those from extra school environment whereas in formal education the learning activities are done in relaxing activities and in everyday training situation by spontaneously, diffusely, heterogeneously and pedagogically un-organize and un-prepare. (Melnic & Botez, 2014)

Assignment is one of the assessment tools. Assignments are practical tools to develop communicative skills and provide learning experiences in order to achieve the needed behavior change. (Ulum, 2020)

2.3 Homework

Homework is an essential component in most educational settings, provided an early definition of homework as: "school assignments to be completed out of regular school hours at the residence of a pupil". According to Cooper et al., homework refers to tasks assigned to students by school teachers that are meant to be carried out during non-instructional time. Homework is associated with better retention of factual knowledge, increased understanding, better critical thinking and information processing, learning during leisure time, and acquiring better study habits and skills. Homework also is associated with students' greater self-direction, self-discipline, better time organization, and more independent problem solving. Although homework is assigned for multiple educational purposes, Zimmerman and his associates have suggested that from the social cognitive theory, in addition to conveying academic knowledge to students, homework is a process that prompts students to engage in self-initiated, independent, and self-directed learning. He contends that homework could promote self-regulation of learning. Self-regulation of learning refers to learners setting goals, maintaining motivation, and controlling their actions, beliefs, and behaviors in order to attain important academic goals. (Hefer, 2013)

2.3.1 Kinds of homework



2.3.1.1 Paper-based homework

Paper based homework is homework that is done during the class and using paper and pencil. Students collect their homework to the teachers and then the teachers will give the feedback or correction for the complete solution but it is uninstantly. It takes a week or days to get the feedback from the teacher but it will be added comments. Paper-based homework allows the instructor to require students to provide a complete systematic solution and to evaluate and comment on the process as well as the final number. Complete solutions allowing students to learn from the instructor's comments and corrections. (Bonham, et al, 2003)

2.3.1.2 Web-based / online homework

Web-based homework consists of assignments delivered, submitted, and graded over the Internet through a Web-based homework system, and which forms the homework component of a standard course. A Web-based homework system is a service that (a) can be accessed from any standard browser and Internet connection, (b) password authenticates the user, (c) delivers assignments to students and receives their answers, (d) grades student work automatically, and (e) keeps a permanent record of student scores which the instructor can access at a later time.

Web based homework is homework that is done by using computerized systems which is corrected in limited way and marked soon after the homework submit. (Bonham et al, 2003)

Computer-based homework is a more general term for any type of homework graded by a computer, including Web-based homework. Paper-based homework is the more traditional method of students working out their solutions on paper, turning these in for grading (perhaps superficially, perhaps in-depth), and, after a delay of a few days to a few weeks, receiving the papers back with written comments.

2.4 Online homework

We can get many benefits from doing online homework. It can be provide an effective program for students to split point of view related to the assignment outside class scheduled. (Galletly & Carciofo, 2020), number of minutes of online exercise was related with greater cognitive enhancement too (Bowie, Gupta, Holshausen, Jokic, Best, and Milev, 2013), they found that in spite of the assess utility of the system and its relationship to final course grading, students still appeared to requisite an extra-credit incentive to incorporate the use of

the system into their study habits. (Parker & Loudon, 2013), In nine studies the students' accomplishment was higher in the online contrasted with the traditional homework format. (Magalhães, Ferreira, Cunha & Rosário, 2020), still related with the benefit of online homework, (Bowie et.al. 2013) found that online exercises contribute an effective way to complete traditional cognitive-enhancing therapies.

In English learning, one of online homework implementation is in the form of interesting model of online homework and the immediately feedback

2.5 Previous Related Studies

Previous studies on homework perception seeing teachers as the subject of the experiments. Another study sees students as the object of learning not the subject of learning. In fact, actually students are the subject of learning too.

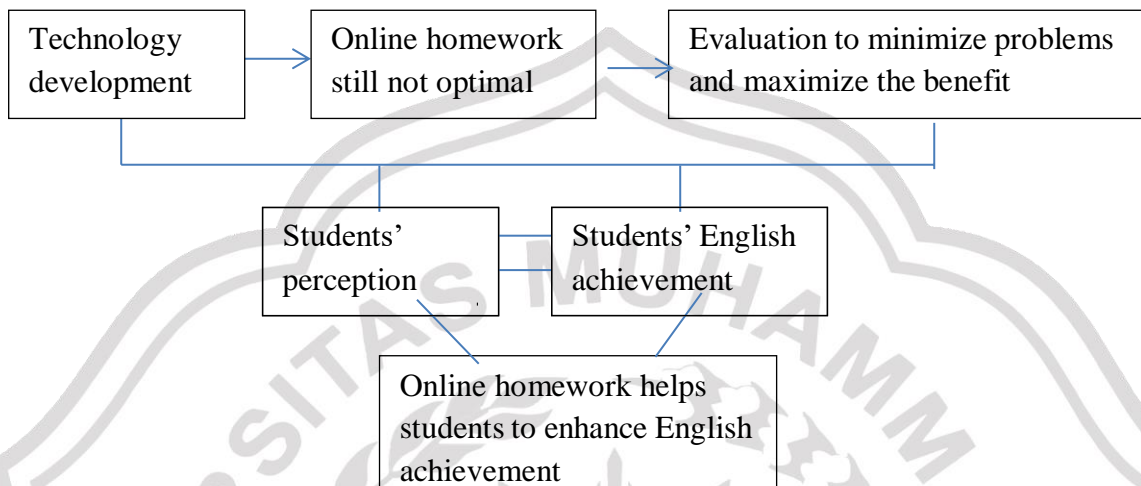
Study about online homework that seeing teachers as the subject of learning and the students as the object of learning are shown by survey and interview on teachers. Amiryousefi (2016) The key point for the quality of online homework whether it is good or not needs survey on students as the subject of learning, survey on teachers as the supporting only.

Another study is come from the teacher perception on the effectiveness of homework at various grade levels. (Garlock, 2021). It is important to change the teacher mindset on how is homework should be done or implemented nowadays. The influence of technology on homework is quite effective, as the technology can be very helpful in doing the correcting instantly. This study found that there was a significant result in students' effort in doing homework as it was checked and graded especially the students who did the homework for the best interest. The significant result can be seen from the chance that was given to the students to revise and resubmit their assignments after getting feedback. (Tilla & Levy, 2019)

In the previous studies above discussed the use of homework from the perspective of teacher and students and the importance of the technology that imolemented in homework. The implementation of technology is quite effective in increasing the students' effort in doing homework. In this study the researcher wants to find the students' perspective in online homework because technology develops rapidly. The researcher wants to know the correlation between the students perspective with the students English score too.

2.6 Conceptual Framework

FLOW OF THE RESEARCH/PROJECT



2.7 Hypothesis

Base on the research questions above, hypothesis are put together as follows:

1. Null hypothesis (H0): There are no significant effect on students' perception and students' English achievement.
2. Alternative hypothesis (H1): There are significant effect on students' perception and students' English achievement.