

UNIVERSITI TEKNOLOGI MARA

**FAILURE TO COMPLETE MATHEMATICS
HOMEWORK AMONG YEAR 3 PUPILS OF SK
JALAN ONG TIANG SWEE, KUCHING**

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ABSTRACT

The purpose of this study was to identify factors failure of Year 3 students in math homework and identify strategies that can be used to overcome this problem. This study focused on students in Years 3 in SK Jalan Ong Tiang Swee, Kuching. To find the information needed to complete this study, two instruments were used, namely the survey and interview methods. Twenty-five students were chosen as respondents in this study to identify the factors that have led to the failure of students to complete homework. While to identify strategies that can be used to overcome this problem, two mathematics teachers were interviewed. Results of studies have found that there are several factors that have affected the student fail to complete math homework. The factors were first, pupils does not acknowledge that by doing homework it can helped them to learn the subject more effectively, second, the teachers seldom gave them any explanations on how to do the homework and third factor was from the parents who seldom encouraged their children to finish their homework. There are three strategies that have been identified that can help to overcome this problem, namely the number of questions, the level of appropriate questions and implement reward system. Beside that, the guidelines provide homework from the Ministry of Education may also be referred to ensure that it is implemented effectively. In conclusion, this study is expected to help teachers to solve the problem of students unable to complete their homework.

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CHAPTER 1

RESEARCH PROBLEM

1.0 Introduction

What is the definition of homework? According to Cooper (1989), homework can be defined as any task assigned by school teachers intended for students to be carried out during non- school hours. This definition explicitly excludes such as in school guided study, home study courses delivered through mail, television, audio or videocassette, or even the internet and extracurricular activities such as sports and participants in clubs. The phrase “intended for students to carry out during non-school hours” was used because students may complete their homework assignments during study hall, library time, or even during subsequent classes.

Homework is an important part of most school aged children’s daily routine. According to Campbell, Reese, Sullivan and Dossey (1996) on the National Assessment of Educational Progress, over two-thirds of all nine years old and three-quarters of all thirteen and seventeen years olds were reported doing homework every day. Sixteen percent of nine years olds were reported doing more than one hour of homework each day, and these figures jumped to thirty-seven percent for thirteen years old and thirty-nine percent for the seventeen years olds. More recent surveys have supported the extensive use of homework, although the amount of homework those students’ reports varied from study to study, depending perhaps on how the questions were asked. For example, Gill and Schlossman (2003) have reported that recent declines in times were spent on homework. However, according to Hoofarth and Sandberg (2000), among the youngest students, aged between nine to eight, homework

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Several studies contained in the literature review that have been done in Malaysia and from scholars from other countries. The literature reviews that have been selected in this chapter were linked to the problems faced by the pupils on their failure to complete their homework. Homework was perceived by the people in many different ways and perspectives. There were many different of positive and negative points of views on homework that all seemed to have its' backing according to the results and the findings of the research.

2.1 What is Homework?

The impact of homework on pupils were affected by many factors including the pupils' understanding on the purpose of homework, their attitudes towards homework, the learning process and the achievement thus their feeling of empowerment in the design and the allocation of various homework tasks. The benefits and the negative affect were also been the focused of numbers of studies.

Based on the studies done by Van Voorhis (2004) he noted that there were ten main reasons why teachers assigned homework which were consist of practice, preparations, participation, personal development, parents-teachers communications, parents-child relations, peers interactions, policies, public relations and punishment. Therefore, homework should not be regard as punishment.