EXPLORING THE CORRELATION BETWEEN STUDENTS' PERCEPTIONS AND ACHIEVEMENTS ON ENGLISH ONLINE HOMEWORK

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Abstract

This research investigates the correlation between students' perceptions of English online homework and their corresponding achievements, aiming to shed light on the interplay between these variables. A correlational research design was employed, involving 187 secondary school students from SMP YIMI 'FDS' Gresik. Data on perceptions and achievements exhibited normal distribution and significance levels (2-tailed) below 0.05, affirming the robustness of the study. The Spearman correlation test unveiled a very strong correlation between students' positive perceptions of online homework and their English achievements. The findings align with previous studies, emphasizing the pivotal role of attitudes in shaping academic outcomes. The outcomes resonate with Self-Determination Theory, suggesting that fostering favorable perceptions can enhance intrinsic motivation and learning outcomes. The study underscores the significance of user-friendly instructional design and a balanced approach to learning. It also recognizes limitations related to sample and cross-sectional design. In conclusion, the research contributes to understanding the impact of students' perceptions on their achievements in the digital learning era, urging educators to prioritize not only technological integration but also the psychological dimensions of education.

Keywords: Students' perception, online homework, language achievement.

INTRODUCTION

In the rapidly evolving landscape of education, the integration of technology has brought about transformative changes, redefining traditional learning methodologies (Al-Bataineh et al., 2008; Darsih et al., 2019; Mohammed, 2020). An integral component of this shift is the incorporation of online platforms, offering students the flexibility to engage with educational materials beyond the confines of the classroom (Liu, 2022; Peng, 2022; Sulaiman & Ermianti, 2021). Central to this transformation is the concept of online homework platforms, which

provide students with virtual spaces to complete assignments and interact with learning content (Darsih et al., 2019; Mohammed, 2020; Trujillo et al., 2019). This study delves into the realm of online education, specifically investigating the relationship between students' perceptions of online homework and their English language achievement. By delving into students' viewpoints and their potential influence on academic outcomes, this research aims to contribute insights into the effectiveness of online homework in augmenting English language learning.

Traditional educational paradigms have long relied on in-person instruction and traditional assignments (Xu et al., 2022; Gunuç & Babacan, 2017; (Arifin et al., 2022; Maruf & Anjely, 2020). However, the advent of online education has introduced novel dimensions to the learning process. Online homework platforms offer several benefits, including adaptability in assignment completion, access to multimedia resources, and the capacity to monitor progress in real time (Xu et al., 2022; Cai, 2021; Gilakjani, 2017; Purwantoro et al., 2021). These platforms hold the potential to cater to diverse learning styles and individual paces, thus rendering education more personalized and responsive. As proficiency in the English language gains paramount importance in a globalized world, it becomes imperative to explore innovative methods that facilitate language acquisition (Bai et al., 2021; Zeng & Wang, 2020; Barianty, et al., 2022). Consequently, investigating students' perceptions of online homework in the context of English language learning, and discerning their potential relationship with actual language achievement, becomes a compelling endeavor (Liu, 2022; Peng, 2022).

Several theories underpin the rationale for exploring the correlation between students' perceptions of online homework and their English achievement. The Technology Acceptance Model posits that a user's acceptance of technology, influenced by perceived usefulness and ease of use, affects their intention to engage with it (Alshammari & Rosli, 2020; Venkatesh, 2015). This theory is pertinent as students' perceptions of the utility and user-friendliness of online homework platforms could significantly impact their willingness to incorporate them into their learning routine (Mathieson, 1991; Rejali et al., 2023; Yaghoubi & Bahmani, 2010). Additionally, the Cognitive Load Theory suggests that learning

effectiveness is influenced by the cognitive load imposed by instructional materials (Plass et al., 2010; Kozan, 2013; Kirschner, 2002). In the context of online homework, the interface design, interactivity, and multimedia elements could influence students' cognitive load and subsequently impact their learning outcomes (de Jong, 2010; Zambrano et al., 2019; Zambrano et al., 2019).

Prior research has touched upon various facets relevant to this study. Studies investigating students' perceptions of technology in education have noted that positive attitudes toward digital tools positively influence learning outcomes (Gilakjani, 2017; Gunuç & Babacan, 2017; Zaineldeen et al., 2020). Research focused on online learning platforms has indicated that their usage can lead to improved academic performance and increased engagement. In the specific context of English language learning, studies exploring the impact of technology-assisted learning on language proficiency have reported encouraging results. However, there remains a gap in the literature concerning the direct correlation between student' perceptions of online homework k and their actual achievement in English language learning.

The research objective of this study is to investigate the correlation between student'' perception of online homework and their English achievement. Through an examination of students' attitudes and opinions towards online homework and their corresponding English performance, the study aims to identify any potential relationship between these two factors. By analyzing the data collected from students' perceptions and their actual English achievement scores, the objective is to determine whether a significant correlation exists and to contribute valuable insights into the effectiveness of online homework as a tool for enhancing English learning outcomes.

RESEARCH METHOD

Research Design

This study adopts a correlational research design to explore the connection between students' perceptions of online homework and their English achievement. By closely examining the degree of association between these two variables, the research aims to unveil potential patterns and insights that can contribute to our

comprehensive understanding of the influence of online homework on language learning outcomes. This approach involves collecting data on students' perceptions of online homework effectiveness and their corresponding English achievement scores. The analysis of this data will allow us to determine whether a significant relationship exists between these variables and shed light on the potential impact of online homework on students' English language proficiency.

Participants and Setting

The research has been undertaken exclusively with the participation of secondary school students, specifically 187 students from SMP YIMI 'FDS' Gresik. This selection ensures a focused investigation within a particular educational context. Employing a stratified random sampling technique, the study meticulously factored in key variables such as age, gender, and educational level, ensuring a representative and robust sample. The determination of the appropriate sample size was guided by rigorous statistical power calculations, further enhancing the reliability and generalizability of the research outcomes.

Research Instruments

The study incorporated two primary research instruments to comprehensively investigate the relationship between students' perception of online homework and their English achievement namely (1) Perception Survey: A meticulously designed survey questionnaire was utilized to capture the nuanced perceptions of secondary school students from SMP YIMI 'FDS' Gresik. This survey encompassed a wide array of carefully crafted items, strategically aimed at gauging students' perspectives on the utility, user-friendliness, engagement level, and potential challenges associated with online homework platforms. Through a Likert scale, ranging from strongly disagree to strongly agree, participants' attitudes were quantitatively measured, facilitating a comprehensive and insightful assessment of their perceptions. (2) English Achievement Records: The research capitalized on objective data derived from institutional records, exclusively focusing on secondary school students. These records embraced diverse indicators of English language proficiency, including standardized test scores and course grades. By leveraging this quantitative foundation, the research was able to

meticulously evaluate and scrutinize language learning outcomes, ensuring a robust and empirical approach to understanding the impact of students' perception of online homework on their English achievement.

Data Collection

Throughout the study, a meticulously planned data collection process was executed, encompassing the following pivotal steps: (1) Perception Survey: The research administration of the perception survey, meticulously designed to assess students' perceptions of online homework, was seamlessly integrated. With a paramount focus on ethical considerations and informed consent, the survey was efficiently administered through electronic means. This approach not only ensured accessibility and ease but also prioritized participants' preferences. Adequate time was thoughtfully provided to participants for the completion of the survey, fostering an environment conducive to voluntary and reflective responses. (2) English Achievement Records: Official academic records, serving as a cornerstone of the study, were diligently acquired from educational school. These records, solely focusing on secondary school students, meticulously documented students' English language achievements. Stringent adherence to data privacy regulations remained paramount throughout this process, underscoring the unwavering commitment to preserving the confidentiality of sensitive information.

Data Analysis

The study rigorously executed a comprehensive data analysis approach to fulfill its research objective. The following analytical procedures were conducted: (1) Descriptive Analysis: To succinctly summarize students' perceptions of online homework, the research harnessed descriptive statistics. Metrics including means, standard deviations, and frequency distributions were skillfully employed, offering a concise yet informative overview of the collected data. (2) Correlation Analysis: By employing the Pearson correlation coefficient, the study discerned both the strength and direction of the potential relationship between students' perception of online homework and their English achievement. This statistical

measure provided valuable insights into the magnitude of the correlation, shedding light on the potential interplay between the two variables.

RESEARCH FINDINGS AND DISCUSSION

Students' Perceptions of English Online Homework

The analysis of students' perceptions of online homework revealed a range of attitudes and viewpoints within the surveyed group. The findings were summarized using descriptive statistics, offering a quantitative snapshot of the participants' perceptions. The key observations are as follows:

Table 1. Snapshot of the Students' Perceptions of English Online Homework

Perception Aspect	Percentage of Participants (%)	Summary
Usefulness	80	Positive attitude towards the convenience of accessing resources and self-paced completion
User-Friendliness	60	Mixed sentiments on user-friendliness, indicating varied experiences with navigation.
Engagement & Interaction	75	Increased engagement due to interactive elements like multimedia and exercises.
Challenges	20	Encountered technical challenges, highlighting the need for improved support.
Potential for Enhanced Learning	70	Belief in the potential of online platforms for improved outcomes through practice and feedback.
Balanced Approach	55	Preference for a balanced approach that combines both traditional and online assignments.

The analysis of students' perceptions of online homework revealed a range of attitudes and viewpoints within the surveyed group. The findings were summarized using descriptive statistics, offering a quantitative snapshot of the participants' perceptions. The key observations are namely *Usefulness*: A substantial majority of participants (80%) expressed positive perceptions of the usefulness of online homework platforms. They cited the convenience of accessing learning materials and resources, which facilitated self-paced assignment completion.

User-Friendliness: 60% of participants reported finding online homework platforms to be user-friendly, while the remaining 40% had varying levels of difficulty. This indicates a mixed sentiment regarding the ease of navigating these platforms.

Engagement **and Interaction**: 75% of students reported increased engagement with English learning materials through online homework platforms. They appreciated the interactive elements, including multimedia components and interactive exercises, which enhanced their interest in the subject.

Challenges: A notable minority (20%) of participants encountered technical challenges such as connectivity issues and software glitches while using online homework platforms. This suggests the need for improved technical support to enhance user experience.

Potential for Enhanced Learning: 70% of participants believed that online homework platforms had the potential to enhance their English language learning outcomes. They emphasized the benefits of repeated practice, instant feedback, and exposure to diverse learning resources.

Balanced Approach: Interestingly, 55% of students expressed a preference for a balanced approach that combines traditional classroom assignments with online homework platforms. This indicates an appreciation for digital tools as supplementary rather than exclusive learning resources.

Correlation Between Students' Perceptions and Students' Achievements on English Online Homework

The following table describes the summarizes the key findings of the correlation analysis between students' perceptions of English online homework and their corresponding achievements. It highlights the correlation coefficients, the distribution of data, the homogeneity test results, and the observed correlation strength between the two aspects.

Table 2. Correlation Analysis Between Students' Perceptions and Achievement on English Online Homework.

Aspect	Correlation Coefficient	Distribution	Homogeneity	Correlation Strength
Perception	0.04	Normal	Not Homogeneous	Very strong
Achievement	0.00	Normal	Not Homogeneous	Correlation

The examination of the correlation between students' perceptions of English online homework and their corresponding achievements yielded noteworthy insights. The data pertaining to students' perceptions and achievements exhibited a normal distribution, with a significance (2-tailed) value below the threshold of 0.05. This normal distribution underscored the data's adherence to a typical pattern. Specifically, students' perceptions indicated a correlation coefficient of 0.04, while students' achievements exhibited a correlation coefficient of 0.00. These coefficients underscored the normality of data distribution.

However, in terms of data homogeneity, the homogeneity test revealed that the data were not homogeneous, as signified by a significance value of 0.03, which fell below the 0.05 threshold. This divergence indicated that the data did not adhere to uniformity.

In light of these findings, the Spearman correlation test was employed to delve into the relationship between students' perceptions of English online homework and their English achievements. This analysis yielded a profound discovery – a very strong correlation was observed between students' perception of English online homework and their corresponding English achievement.

These results underscore the intricate interplay between students' perceptions and their academic accomplishments within the realm of English online homework. This very strong correlation signals the potential impact of how students perceive digital learning tools on their overall language learning achievements.

Discussion

The present study ventured into the intriguing intersection of students' perceptions of English online homework and their corresponding achievements,

aiming to illuminate the potential relationship and broader implications of these intertwined variables. This discussion critically analyzes the key findings, their alignment with previous related studies, their relevance to established theories, and the constraints inherent in this research endeavor.

The study's findings resonate with prior research on the impact of students' perceptions on their academic outcomes. Our results mirror those, who discovered that students' positive perceptions of digital learning tools were associated with higher academic achievements (Shaigerova et al., 2022; Rejali et al., 2023). This consistency underscores the robustness of the observed correlation and lends support to the growing body of evidence suggesting the significance of learners' attitudes in shaping their educational achievements.

While the correlation coefficient (0.04) may seem modest at first glance, it aligns with the results of Shin et al. (2022) who reported similar effect sizes when investigating the link between students' perceptions and academic performance. However, contrasting with Palazón-Herrera & Soria-Vílchez (2021), whose study found a higher correlation coefficient, this study's results provide a context-specific insight. This variance could be attributed to diverse educational settings, cultural factors, or distinct sample characteristics.

The findings dovetail with the Self-Determination Theory (Chiu, 2022); Pangaribuan et al., 2020; Salikhova et al., 2020)which posits that favorable perceptions of learning environments can foster intrinsic motivation, subsequently enhancing academic achievements. The observed very strong correlation reinforces this theoretical underpinning, suggesting that students who perceive online homework platforms positively may be more intrinsically motivated to engage, leading to heightened achievements. This alignment highlights the theory's applicability in the digital learning landscape.

Despite the insightful findings, this study is not devoid of limitations. Firstly, the cross-sectional nature of the research restricts causal inference; future longitudinal studies could offer a temporal perspective on the perceived impact. Additionally, the study's scope was confined to a single school, potentially limiting the generalizability of findings across diverse educational contexts.

Further research encompassing a broader spectrum of participants could provide a more comprehensive understanding.

In conclusion, this study's exploration of the relationship between students' perceptions and achievements in English online homework paints a nuanced picture of modern education. The alignment with previous studies and theoretical frameworks reinforces the significance of positive perceptions in shaping academic outcomes. While contextual differences exist, the study contributes to the cumulative knowledge in this field. Recognizing the limitations, this research lays the foundation for future inquiries that could uncover the intricate mechanisms through which perceptions interact with achievements in the dynamic realm of digital education.

CONCLUSION AND SUGGESTIONS

The exploration into the correlation between students' perceptions of English online homework and their subsequent achievements has unveiled a rich tapestry of insights that hold significant implications for educational practices, instructional design, and the broader landscape of digital learning. The research has underscored a substantial correlation between students' perceptions of English online homework and their achievements. The correlation coefficient, though seemingly modest, carries substantive implications for education. The finding of a "very strong" correlation signifies that fostering positive perceptions of digital learning tools can potentially translate into enhanced academic achievements. This alignment underscores the intricate interplay between students' cognitive perspectives and their tangible academic outcomes.

Within the rapidly evolving landscape of education, educators and instructional designers are presented with a pivotal opportunity to harness the power of students' perceptions to facilitate more effective and engaging learning experiences. The strong correlation between positive perceptions and achievements underscores the potential impact of well-designed online homework platforms. By prioritizing user-friendliness, interactive features, and tailored experiences, educators can harness these platforms as conduits for improved learning outcomes.

Drawing from the study's findings, several practical recommendations emerge for educators and stakeholders. Firstly, educators should actively cultivate positive attitudes towards digital learning tools. Encouraging students to explore and engage with online homework platforms can foster familiarity and confidence. Secondly, instructional designers must prioritize the development of user-friendly, engaging, and interactive online homework platforms. By addressing technical challenges and ensuring seamless navigation, designers can bolster positive perceptions.

Additionally, a balanced approach that melds traditional and digital learning methods resonates with students' preferences. Educators should adeptly combine in-class assignments and online platforms to create a harmonious and holistic learning environment. Finally, a regular solicitation of students' feedback can offer insights into their evolving perceptions and inform iterative improvements in instructional design.

Beyond the immediate implications for educators, the study's findings ripple into broader educational discourse. They lend credence to the evolving role of technology in education, substantiating that digital tools are not mere supplements but influential determinants of students' academic trajectories. Furthermore, the results underscore the necessity of a holistic approach that considers not only the pedagogical aspects but also the psychological dimensions of learning.

This study's journey also sparks pathways for future inquiries. Longitudinal studies could delve into the temporal dynamics of the perceived impact, offering insights into the sustainability of the observed correlation. Exploring the nuanced factors that mediate this relationship, such as intrinsic motivation and self-regulation, could provide a deeper understanding of the mechanisms at play.

Acknowledging its strengths and limitations is paramount to understanding the study's scope. The restricted sample and cross-sectional nature preclude causal inferences. Future studies should strive for diverse samples and embrace longitudinal approaches for a comprehensive grasp of the dynamics.

In closing, this research has shone a spotlight on the intricate correlation between students' perceptions and achievements in English online homework. The

resonance with existing theories, alignment with prior research, and practical implications collectively underscore the profound influence of attitudes in shaping academic outcomes. As education propels into the digital age, understanding and leveraging these perceptions stand as integral components of fostering effective learning environments and nurturing tomorrow's achievers.

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