

The Relationship between Study Habits and Academic Achievement in English Education Study Program at Baturaja University

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Abstract:

The problem of this research was “is there correlation between study habits and academic achievement in English education study program at Baturaja University”?. Therefore, this study aims to describe whether or not it is there correlation between students’ habits and academic achievement of the students. This study used correlational design. The population of the research was 67 students. The questionnaire and documentation were used for collecting the data. To analyze the data, researchers used Pearson – Product Moment Correlation and descriptive statistics using the SPSS ver.25. The result showed that there is no or weak correlation between study habits and academic achievement in English Education Study Program at Baturaja University ($r = 0.062$, $p > 0.05$). In conclusion, some factors that influence learning achievement were not only study habits, but also students’ learning motivation, their learning environment, facilities by educational institutions and it can affect their academic achievement.

Keywords: *Academic Achievement, Correlation, Students, Study Habits*

1. INTRODUCTION

One of the main purposes in education is academic achievement. Academic Achievement often refers to as one’s degree of favorable outcome or competence acquired in any academic works (Arora, 2016). Academic achievement frequently used to predict the success of an educational system, assess school performance, judge teachers' classroom management skills, and track changes in individual student achievement levels. Academic achievement can be information from the total amount of information obtained after completing a particular subject that is obtained from an achievement test (Episiasi et al., 2023). A student's success or failure can be measured by academic achievement. Habits are behaviors that are repeated until it’s automatic (Bhat & Khandai, 2016). Study habits are a key variable in improving student performance (Sahu et al., 2023). Small changes in your study habits can make a big difference in your life goal settings and plans (Nonis & Hudson, 2010). According to Arora (2016) stated that there are some good study habits that lead to better academic achievement which is; joining classes regularly, making notes while teaching, focusing on study, the aims of study is getting meaning not cramming, preparing and following a time table, having rest periods, facing the problems regarding home environment, facing the challenges posed by school environment and, doing daily survey of work done. Some students can learn in crushed places, and other needs a personal place for studying (Marzulina et al., 2019). Study habits will be different for each person as well as learning outcomes will be different. According to the results of previous researchers from Helali et al., (2022) it can be interpreted that students must change their habits and behavior because, it can influence someone's attitude which then increase or decrease the final performance. They suggest that students change their reading habits in order to improve their performance. Therefore, we need to analyze students' study habits because we can fix failures or difficulties in learning and improve them with the support of people around us and get used to good habits. Previous research from Jafari et al., (2019) was conducted on medical students and they suggested researching students majoring in other scientific fields because

the importance of having good study habits will have an impact on good academic achievement and in the end these achievements have an important role for the future of student careers, as evidenced by the results of their research showing that there is a significant relationship between habits of study and academic achievement of the students. Contrasted some studies have shown no significant association between study habits and academic performance (Lawrence, 2014; Nouhi et al., 2008). In previous research from (Siahi & Maiyo, 2015) provided recommendations for students to be taught about learning skills so that student academic achievement increases, and he also suggested for students while studying not to do work or other activities at one time.

In the modern world, almost everyone affirms that a study habit is an important thing in learning. Teachers and researchers have explored the relationship between study habit and academic achievement. However, students have different style of learning, and also the result of academic achievement will be different. Therefore, it is crucial to explore the correlation between study habits and academic achievement in students English education study program at University of Baturaja.

The hypotheses of this study were revealed in the forms of null and research hypotheses below:

Ho: There is no correlation between study habits and academic achievement in English Education Study Program at Baturaja University.

H1: There is a correlation between study habits and academic achievement in English Education Study Program at Baturaja University.

2. METHOD

This research was conducted in the English education study program at University of Baturaja. In conducting the study, the writer employed the Purposive sampling, and referring to as judgment sampling. The sampling design is based on the researchers' evaluation of who best informs the success of the target study. The participants who took part were from semesters 2, 4, and 6. In 2 semester, it consists 22 students. In 4 semester, it consists of 16 students and in 6 semester , it consists of 29 students. The total number of the three semesters is 67 students.

In this study , researcher conducted quantitative research by using correlational design. Correlation is a statistical test used to identify patterns between two variables (Creswell, 2002). To analyze the relationship between study habits and academic achievement researcher used Pearson–Product Moment Correlation Coefficient using the SPSS ver.25 and descriptive statistics. According to Gay et al. (2012), two associated variables produce a correlation coefficient in the form of a decimal value with a range of 0.00 to 1.00. The closer to 0 there is no or weak correlation while the closer to 1 stronger the correlation. Based on Lodico, Spaulding, and Voegtle's (2010) research, the table below provides the meaning of each correlation coefficient.

Table 1. Correlation Coefficient

Interval Coefficient	Level of Correlation
0 – 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0. 84	Strong
0.85 – 1.00	Very strong

The questionnaire and documentation were used for collecting the data.

In getting information about students' habit, researcher employed questionnaire modify from Mukhopadhayaya and Sansanwal (2009). For the academic achievement researcher used instrument documentation from students' cumulative GPA. It is the end outcome of their studies from all of the courses they have completed, from their first semester up to the present. To get respondent's data, the researcher uses Google form which will be sent via WhatsApp. In the google form, in the first part the respondent fills in personal information such as email, name, NPM, semester, and CGPA. After that, in the second part the respondents began to fill out the questionnaire. This questionnaire consists of 38 questions which are divided into 9 sections of study habits, which can be seen from the following table provides an inventory of study habits:

Table 2. Study Habit Inventory Specification

Indicator	Item Number	Total
1. Comprehen-sion	1+,2+,3+,4+,5+, 6+,7+	7
2. Concentrati-on	8+,9-,10-,11-,12-,13+, 14-,15-	8
3. Task orientation	16+,17-,18-,19-,20-,21-	6
4. Study sets	22+,23+,24+,25+,26+	5
5. Interaction	27-,28+,29+	3
6. Drilling	30+,31+,32+	3
7. Support	33+,34+,35+	3
8. Recording	36+,37+	2
9. Language	38+	1
Total		38

Table 2 displays the study habit inventory specification. There are nine indicators statements. They are comprehension, concentration, task orientation, study sets, interaction, drilling, support, recording and language. The study habit inventory specification form used a five-point (1-5) Likert scale namely *always* (1), *often* (2), *sometimes* (3), *seldom* (4), and *never* (5). Positive and negative categories are used to categorize the SHI statement. Researcher calculate the scores of each item on the study habits inventory, which included positive and negative statements. The highest total score from nine statements is 8, which stated the concentration of learning. The lowest total score can be found in item 9, is identified the students language.

3. FINDINGS AND DISCUSSION

Based on the data analysis, the writer categorize the results as follows: the result of questionnaire, the result of academic achievement, and the correlation between study habits and academic achievement. The total number of students who filled out the questionnaire was 67 students consisting of 22 students in the 2nd semester, 16 students in the 4th semester, and 29 students in the 6th semester. The total number of questionnaires consists of 38 questions which are divided into 9 sections; comprehension, concentration, task orientation, study sets, interaction, drilling, support, recording and language.

Table 3. Descriptive statistics of student’s study habits						
	N	Range	Minimum	Maximum	Sum	Mean
Study Habits	67	35	75	110	6088	90,87
Valid N (listwise)	67					

Table 3 shows that the result from descriptive statistics of student’s study habit. The range score of study habit is 35, the minimum score is 75 and the maximum score is 110. This mean score is 90,87 indicated that the level of the students in second, fourth, and sixth semester is avarage. The table below shows the distribution of students' study habits:

Table 4. Distribution of students’ study habits			
Score Interval	Category	Frequency	Percentage
140 – 200	Good	-	0%
70 – 139	Avarage	67	100%
0 – 69	Poor	-	0%
Total		67	100%

From the table 4 shows that all of the 67 students were in the avarage study habits (70 -139). While, there are no students who are in the category of good or poor study habits.

Table 5. Descriptive statistics of students’ academic achievement						
	N	Range	Minimum	Maximum	Sum	Mean
Cumulative GPA	67	1,15	2,75	3,90	232,61	3,4718
Valid N (listwise)	67					

Table 5 shows that the result from descriptive statistics of student’s academic achievement. The range score of academic achievement is 1,15, the minimum score is 2,75 and the maximum score is 3,90. This mean score is 3,47 indicated that the level of the students academic achievement in second, fourth, and sixth semester in the very good category. The table below shows the distribution of students' academic achievement:

Table 6. The Distribution of students’ academic achievement			
Score Interval	Category	Frequency	Percentage
4.00	Summa Cumlaude	-	0%
3.51 – 3.99	Cumlaude	29	43%
3.01 – 3.50	Very Good	34	51%
2.51 – 3.00	Good	4	6%
2.00 – 2.50	Avarage	-	0%
Total		67	100%

Table 6 shows that the distribution of students’ academic achievement in second, fourth, and sixth semester. In category cumlaude there are 29 (43%) students, in category very good there are 34 (51%) students, and in category good there are 4 (6%) students.

The researcher employed Pearson Product Moment Correlation to determine the relationship between study habits and academic achievement to answer the question of the research. The table below shows the Pearson Product Moment outcome:

Table 7. Correlation result			
		Study Habits	Academic Achievement
Study Habits	Pearson Correlation	1	,062
	Sig. (2-tailed)		,621
	N	67	67
Academic Achievement	Pearson Correlation	,062	1
	Sig. (2-tailed)	,621	
	N	67	67

Based on Pearson Product Moment , the correlation coefficient or the *rvalue* was 0.062 and it was lower than *rtable* 0,161 and the level of probability (*p*) significance (sig.2-tailed) was 0.621 and it was higher than 0.05. Hence, there was enough proof to support the Ho's was acceptance and the H1's rejection. As a result, the English Education Study at Baturaja University showed that there was no correlation between student study habits and academic performance. According to Lodico et al. (2010) correlation coefficient, there was either no correlation or weak relationship. From the result of Pearson Product Moment Correlation , researcher found that there was no or weak correlation between study habits and academic achievement in English Education Study Program at Baturaja University (*r* = 0.062 , *p* > 0.05).

This findings is in agreement with some previous study. Lawrence, (2014) did relate study and discovered that there was no significant relationship between study habits and academic achievement of higher secondary school students. Lawrence, (2014) concludes that level of high school study habits is moderate and their academic achievement in secondary school are also moderate. Also Nouhi et al., (2008) shows that was not significant (*r* = 0.085, *p* > 0.05) in their study between study habits and academic achievement. This findings contrary with Arora, (2016) her findings describes that there is a strong positive correlation between academic achievement and study habits of adolescents and also Jafari et al., (2019) their found there is significant correlation between study habits and academic achievement of medical sciences in Kermanshah – Iran. Moreover, Bibi et al (2020) the results of the study states that students’ study habits scores had a positive correlation with their academic achievement.

Factors that influence academic achievement are not only their study habits but are also influenced by students learning motivation, students' attitudes towards the learning environment, and also the student's perception of the lecturer (Anggeraini, 2020; Sulistyo et al., 2023; Kasriyati et al., 2022, 2024) In addition, intrinsic motivation also affects students in academic achievement because they are interested in learning with high goals which can be seen from their overall consistent performance (Episiasi et al., 2021). Things that are done consistently can also produce good habits which in turn also affect their academic

achievement. Student performance can also be affected by facilities such as libraries, laboratories, comfortable classes, etc. provided by educational institutions (Zain, 2019).

Study habits have been the most important predictor of academic performance and play important role in the students' academic achievement. Academic achievement is influenced by individual factors, such as intrinsic motivation, which can positively impact academic achievement; effective study skills, and time management practices that will eventually contribute to success; and intellectual capabilities, such as intelligence and problem-solving skills (Zimmerman & Schunk, 2001). The finding of the study show there were no or weak correlation between study habits and students' academic achievement in English Education Study Program at Baturaja University. This findings is supported by other findings (Balugade, 2022) explaining that the students' habit and academic achievement has no correlation. However, the academic of the students were affected from some factors, including several study habit strategies, time management, concentration, goal setting and concentration of learning, and students' motivation (Tagud & Valle, 2023). Hence, lecturers, teachers need to serve students with holistic support to cultivate their study habits.

4. CONCLUSION

There are many who research the relationship between study habits and academic achievement, but there are some results have a correlation and some result do not have a correlation. This study support the second choice findings that there is no or weak relationship between study habits and academic achievement in English Education Study Program at Baturaja University because the factors that influence learning achievement were not only study habits, such as student learning motivation, their learning environment, student perceptions of lecturers, motivation from within students which can form good study habits and affect their academic achievement, and also facilities by educational institutions. There are some limitations of the study. First, lack of sample size, the sample size was not representative sample because achieving a representative sample need time availability. Larger sample size should be better to represent the total number of population. Last, this study was only focused on study habits and students' academic achievement. It could be interesting to add some others variables including learning motivation, environment support to create the better result of the study. The implication of the study, the findings of present study provided a source of information for teachers, lecturers, educators, parents, and education policymakers. It can be utilized as reference and teaching guide for teachers, lecturers, and parent to evaluate the students' habits to increase the students' achievement of learning. The result of the study suggest collect teachers and parents should set up good study habits and motivate the students to improve their English proficiency. Further studies need to be conducted to allow deeper investigation of other variables such as motivation, self-esteem, learning environment, and including larger samples and population of the study.

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