A CORRELATIONAL STUDY ON SENIOR HIGH SCHOOL STUDENTS’ STUDY HABITS AND THEIR ENGLISH ACHIEVEMENT

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Abstract
This research aimed to find out the correlation between study habits and the English achievement of the tenth grade students at SMA N 03 Ketapang in the academic year of 2017-2018. Students’ sex was considered as another predictor variable. Wrenn (1941) Study Habits Inventory (SHI) was used to measure the students’ study habits. Students’ score from the English test was considered as the students’ English achievement. Pearson product-moment found that there was a positive correlation between students study habits and the English achievement with a strong level of correlation. Which meant as the level of study habits increases, the English achievement also increases. The female group had a higher correlation than the male. From the four aspects of the study habits, General habits and Attitudes of Works (GH and AW) contributed the most for the English achievement of the female students. Distribution of Time and Social Relationship of Study (DT and SR) gave the biggest contribution for the English achievement of the male students. This study implied the male students should contribute more time for study out of the school’s hours, and the female students should use more strategies in learning English.

Keywords: Correlational study, study habits, English achievement, sex

INTRODUCTION
Teaching and learning process need to be successful in order to make students achieve a good achievement. It is a demand that the students have to have their own expertise for their future. As Filmer D., (2006: 3-4) explained that people need to focus on the real target of schooling; adequately equipping their nation’s youth for full participation as adults in economic, political and social roles. That is the reason why the process of learning needs to be successful.

The process of learning can be very complicated since the teachers cannot teach the students using one strategy only because it may only work for some students and it does not for others. Harmer, (1998: 7) explained the problem of appropriateness strategy only work for some students and does not for others because each student brings a unique personality to the classroom. It can be said that the process of learning cannot rely on the teachers’ strategy only.

Since the process of learning cannot rely on the teachers’ strategy, then the students must understand that the teachers play their role in facilitating them only. After all, the students will decide how they are going to be in the future. Sadia in Tanveer (2012: 34), explained that each student has different study habit and it specifies their learning outcomes, but it is believed that having a good study habit help students to achieve a good result.

Study habits are the activities the students do in the process of learning toward the materials the teachers give. Kumar (2015: 18) states, “Study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning.” To have a good study habit will definitely help students to achieve the goal of the learning process. In the same
line, Tanveer (2012: 34) explained that study habit tells a person that how much s/he will learn and how far s/he wants to go, and how much s/he wants to earn and these all could be decided with the help of one’s study habits. To complete the paragraph, Sherafat (2016: 168) said, “Study habits are an important correlate of academic achievement.”. Some studies related to the topic. First, Atsiaya E., (2015: 139) conducted a case study about the relationship between study habit and students’ academic achievement in India. In the study, Atsiaya found that students with a good habit of study achieve higher than those who are poor in study habit. The result is in conformity with a study conducted by Tanveer, (2012: 40) in Islamabad. The result showed that there is a positive correlation between study habit and academic achievement. Therefore, as the students get higher or better study habit, the students’ academic achievement will be higher as well.

Regarding the importance of good study habit and its association with academic achievement, teachers and moreover the students need to pay attention to the students’ study habit as well. It is believed that study habit has a big role in controlling students’ achievement since the proves are already mentioned in the previous paragraph. But, some issues have not been discussed yet, such as the detail information between male and female to the association of study habits and the academic achievement. This study testes the tenth grade students in SMA N 03 Ketapang in the academic year of 2017-2018, and because of the limitation of the researcher, this study focused on English subject only. Hence the study habit is a critical and important factor, students need to have a proper and good study habit to get higher academic performance and achievement. So far, research on study habit in Indonesian context, particularly in SMA N 03 Ketapang, in the academic year of 2017-2018 have not widely carried out yet. Due to this reason, the researcher is motivated to examine the students’ study habits at the school.

**METHOD**

The method used in this research was correlational study. According to Kothari (2004: 130) explained in which there is a need for finding out the relationship between two variables can be tackled properly by the method of correlation. Therefore, in order to search for the relationship between the two variables, the correlational design is the appropriate method. In this study, students sex is considered as the predictor variable.

In this research, the researcher used cluster random sampling and X-IPA 4 was chosen randomly. This study used indirect communication as a technique in collecting the data. Tools in collecting the data in this study were test and questionnaire. In order to ensure the validity of the instruments, the researcher conducted the test validity to both English test and the study habits inventory. According to Colton (2007: 66) there are six types of validity to ensure the instrument really measure what it is supposed to measure. They are; (1) face validity, (2) content validity, (3) construct validity, (4) criterion validity, (5) predictive validity, and (6) multicultural validity.

In this study, criterion validity will not be discussed. According to Colton (2007: 68) criterion validity is the comparison of the instrument to another standard instrument to ensure if those instruments have the same criteria. Hence the SHI was adopted and it firstly made with the purpose to measure the level of study habits for the senior high school and college students, the researcher assumes that SHI from Wrenn has the criteria of the standard instrument for the study habits.

The researcher also skipped the criterion validity for the English test. The English test in this study was made with the purpose of knowing the students’ English knowledge in one semester. The researcher cannot compare the criteria with another test, because the test involves some specific materials only.

The reliability of the instrument has been ascertained using Cronbach’s Alpha.
Colton (2007: 81) explains that for the test of reliability, cronbach’s alpha give a benefit for the researcher where there is no need to conduct the test twice. The calculation using SPSS showed the result and the reliability coefficient is .777 for SHI and .895 for the English test. According to Ary (2006: 249) if the measurement result is for a research purpose, score with coefficient in range of .50 - .60 is acceptable.

In finishing this study, the research answered all the question those are written in the research questions, where the first main question is to find out the correlation between both main variables students’ study habit and English achievement. The researcher used the formula of Pearson’s Product Moment. The next question is about finding out the contribution from students’ study habit toward the students’ academic achievement. The formula of coefficient determination was used to answer the question (R²).

**FINDING AND DISCUSSION**

**Finding**

The research findings are presented based on the results of various statistical techniques in order to answer the main problems of the research which are the relationship among the variables and the contribution of the study habits toward the students’ achievement. A simple descriptive analysis was used to figure out the students’ study habits, difference of sex in learning, and students’ English score. On the other hand, pearson product moment was used to find out the correlation among students’ habit, sex, and students’ English score.

This finding answered the sub research question number one and two, where the question (SRQ.1) is asking about the level of study habit, and the question (SRQ.2) is asking about the score of the students’ English achievement for the tenth grade students of SMA N 03 Ketapang in the academic year of 2017-2018.

The result of the students’ study habits was found after distributing the Wrenn study Habit Inventory (SHI) adapted by Halpin (1990: 346). The questionnaire covered four aspects of study habits, which are: (1) Reading and Note-Taking Technique (R & NT), (2) Habit of Concentration (HC), (3) Distribution of Time and Social Relationship in Study (DT & SR), and (4) General Habits and Attitudes of Work (GH & AW). The English test was given to X-IPA 4 after it had been examined to X-IPS 1. The table below showed the level of the study habits and the English test from the representatives (X-IPA 4).

| Table 1. The Description of the Students’ Study Habits and English Score |
|-------------|-------------|----------|------------|
| N           | Min         | Max      | Mean       |
| SH          | 36          | 38       | 77,5       |
| ES          | 36          | 8,8      | 33         |
| SHI          | 62,694     |
| ES             | 22,327    |

The study also aimed to find out the different issues between male and female in terms of study habits toward students’ English score. From the questionnaire of the chosen sample, there are 10 males and 26 females in the group. The researcher divided the group of males and females to see the scores of study habits and English test. The description is shown below.

**Figure 1. The Score of Study Habits and English Test based on Sex**

The figure showed that in SMA N 03 Ketapang for the tenth grade, female achieved a higher score from both English score and study habits. The following chart showed the difference mean score between male and female for study habits and the English achievement.
The next findings answered the main research question (RQ) number 1 and 2, where (RQ.1) was asking about how strong the correlation between students’ study habit and their English achievement, and (RQ.2) was asking about how big the contribution of the study habit toward the English achievement. To find the correlation between students’ study habit and the English achievement, the researcher used the formula of Pearson Product Moment. The result of the calculation as follows.

Table 2. The Correlation between Study Habits and Students’s English Achievement

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ES</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1,792**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

The coefficient correlation between students’ study habits and students’ English achievement is 0.792. Then the (RQ.1) was answered that the correlation is positive and based on the level of significance, 0.792 > 0.05. Hence the null hypothesis (Ho) is rejected, there is a positive correlation between study habits and students’ English achievement to the tenth grade students of SMAN 03 Ketapang in the academic year of 2017-2018. Means that as the study habits increases, the English achievement also increases.

It said, at the tenth grade of SMA N 03 Ketapang in the academic year of 2017-2018, study habits contribute \( R^2 \) 63% for the students’ English achievement. The rest of 37% factor of the students’ English achievement comes from various aspects that the researcher cannot mention in this study.

The result also showed the coefficient correlation and the contribution of each aspect from the SHI toward the English achievement. Reading and note taking (R and NT) achieved \( r = 0.479 \) then it contributed \( R^2 \) 23%. Habit of concentration (HC) achieved \( r = 0.544 \) then it contributed \( R^2 \) 30%. Distribution of time and social relationship of study (DT and SR) achieved \( r = 0.535 \) then contributed \( R^2 \) 29%. The last, general habits and attitudes of work (GH and AW) achieved \( r = 0.646 \) it meant, the GH and AW contributed 42% for the English achievement of the students in the population.

The coefficient correlation of study habits and the English achievement in male group is 0.698, and the coefficient correlation of study habits and the English achievement in the female group is 0.828. Both \( r \) are higher than alpha (0.05), meant that there is a positive correlation between study habits and the English achievement in the male and female group.

The male group achieved \( r = 0.698 \) then the study habits contributed \( R^2 \) 49% to the English achievement of the male group, where the female group achieved \( r = 0.828 \) then the study habits contributed \( R^2 \) 69% to the English achievement of the female group.

The data showed that the DT and SR has the highest contribution to the English achievement for the male group, where the coefficient correlation \( r \) is 0.553, it meant the \( R^2 \) is 31%. GH and AW contribute the highest contribution to the English achievement for the female group, where the coefficient correlation \( r \) is 0.698, which meant the \( R^2 \) is 49%.

**Discussion**

In this study, Reading and Note Taking (R and NT) found to be the weakest contribution for the academic achievement among others aspects of study habits. R and NT deals with the students’ performances and habits in summarising and understanding the materials. This study does not support the theory from Dunlosky (2013: 15) which says that summarization and note-taking benefit students in the process of learning. In line
with that, O’Donoghue (2005: 17) which explains that the students need to have a good skill in reading because there will be the times when the students are demanded to analyze or summarize some information from any kind of passages.

For both male and female group, R and NT still gives the smallest contribution for the achievement. The data indicate that whether the female and male students doing summarizing or successfully picking up the important points during teaching activities, the activities will not give a big influence for their achievement. Even R and NT is still proven having a positive correlation but because it has the smallest contribution among others aspects, the result does not strongly support the theory from Dowson (2003: 259) which says that having habitual re-reading will help the students to master the passage, where the first reading will give the students the opportunity to stimulate the system of the passages, and the second will give the chance to recognize them in action and pattern.

Another theory that the students do not support strongly enough is from Mayer (1983) in Dunlosky, (2013; 27) which says that quantitatively rereading simply increases the total amount of information, qualitatively rereading differentially affects the processing of higher and lower level within a text especially on conceptual organization and processing of main ideas during doing it.

Nowadays, Reading has no longer become the choice for the students to learn. The researcher found that the students in the population tend to have something instant in order to help them to learn. The students prefer to listen to the English audio to practice their English and to gain the information. Overall, reading is not the habit that the students choose, therefore, the researcher assumed that the situation became the reason why reading give a small effect for the students’ achievement.

The students’ behaviour, preparation and strategy in doing the tasks or examinations found to be having the biggest contribution for the students achievement. The result supports the theory by Zeidner (1998) in Reynolds (2003: 115), which said that when students are having fear or nervous during exam, it would interfere the students’ cognitive. In this study, the population seemed really match the theory. It is proven by the data that GH and AW has the strongest correlation and the biggest contribution for the students’ achievement.

GH and AW also deals with students’ self-regulation, as Reynolds (2003: 61) states, “self-regulation is roughly equivalent to metacognitive awareness.” The awareness means recognizing self-knowledge and capabilities, interest and attitudes. The more students know about their weaknesses, the better strategy they will choose in study. In this finding, the result indicates the same idea with Ping & Luan (2016: 10) which found that in learning English language, female significantly preferred to use cognitive, metacognitive, memory and effective strategies compared to male. It is stated because the sample are dominated by female students.

Overall, the result supports the previous research conducted by Onuekwe (2015: 21), where the result said that the students’ achievement is in accordance with the students’ study habits. In line with the result, Premalakshmi (2012: 564) stated that, “Study habit is one of the important factors for the achievement of the students.”. On the other hand, this study is totally contradictive with the previous study conducted by Harrison (2013: 118), where the finding showed that those who are having a poor study habits achieved relatively the same grade or score as those with a good study habit.

The researcher assumed that the different result happened because of the exsistance of some factors. The most importantly is in the difference of the reserarch subject. Harrison (2013) conducted the study in the University of the West Indies which is located in Jamaica, North America. Although both of the subject are the secondary high school students, the researcher believe different sample produce different result.
The female students’ achievement is very correlated to the GH and AW. The findings found that the more the female students use more strategies in learning, the better the achievement will be. GH and AW includes various strategies such as controlling emotions, planning the answer, prioritised the easier questions, summarising the materials, and mastering self-awareness.

The result support the theory from Ping & Luan (2016: 11) which stress that female use more strategies than male. Further, Ping & Luan (2016: 10) say that female students preferred to use cognitive and memory in learning English. Moreover, Sherwin (2003: 134) explains that estrogenic influence mood and fine motor control which can influence the structure and function of brain areas that work on cognitive function. In line with that, neurologically, high estrogen level correlates with better semantic skill, and during menstrual cycle, women produce a high level of estrogen (Saville-Troike 2006: 84) To conclude, women are helped by a high level of estrogen during the period in order to maintain aspects of cognition.

On the other hand, DT and SR gave the highest contribution for the male’s English achievement. The data explains if the male students distribute more time wisely to study, the activities can be very effective for them to be better in the academic achievement. The finding supports the theory from Subramanian (2016: 14) found that time management correlates the students’ academic achievement. In line with that, Reynolds (2003: 104) explains that there is motivational theories which related to achievement and learning. The students’ habitual activities will affect their learning outcomes, and when the students are highly motivated to learn, the students will tend to spend their time on study. To conclude, Reynolds (2003: 105) states clearly that students motivation and cognition are related.

CONCLUSION AND SUGGESTION

Conclusion

Study habits is found to be one of the factors influence the students performance and academic achievement. This study implemented the quantutative approach to find out the relationship between study habits and the academic achievement. According to the analysis of the students’ study habits, sex and the students’ English achievement as stated in the finding and discussion, the researcher made the conclusion as suggested by the data.

The first, the study found that there is a positive correlation between students study habits and the English achievement, where the level of the correlation is strong. The study also found that the students’ study habits contribute a big number of percentage to the students’ English achievement in the population. When the calculation was divided into a group of male and female, it showed that female group achieved a higher correlation than the male.

From the four aspects of the study habits, General habits and Attitudes of Works (GH and AW) contribute the most among others aspects. The result is in line with the calculation conducted on the female group. It showed a different result when it comes to the male group. Distribution of Time and Social Relationship of Study (DT and SR) gave the highest contribution for the English achievement in the male group.

In that case, it can be stated that the female students perform well in preparing for examination and performing well during examination, and the male students need to contribute an extra time to study and be wise in managing their time, since time distribution and social relationship on study really work well to the male students.

Suggestion

In this study, the students’ study habits have been proven to be one of the aspects of the students’ English achievement. Because of that, ignoring the students’ study habits will be a big mistake for the teachers, parents, and especially for the students themselves. The researcher cannot deny that there are weaknesses in conducting the study. For the development of research and science, the statements of the suggestion in this study are firstly pointed to the next researcher to fill some gaps exist in the study.
The next researcher can take the findings as the inspirations to discuss in a scientific way. There are at least two main findings in the study that can be the focus of research. The first is the general finding which said that there is a strong relationship between study habits and the English achievement. The second is about the contributions from each aspect of the study habits to the English achievement.

In line with that, the next researcher can divide the finding into a group of male and female. The contribution of each aspect from the study habits to the English achievement to both group of male and female can be discussed more. Further, the reason why reading and note-taking became the weakest aspect in influencing the students’ English achievement also can be very interesting issue to discuss.

The future research should have a wider population. The presented data and findings only can represent the whole population in the school, so that the next researcher probably can conduct the study wider. Study habits is proven having a high positive correlation to students’ achievement. Taking actions to spread the theory will be counted as a noble action. The results found in this study can be tested to others population. Helping students to know in what part of study habits they are influenced the most, will absolutely help the students in developing themselves.

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