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Students’ Study Habits and Academic Achievement of English Education
Study Program at One Public University in Jambi
ABSTRACT

This study is aims to investigate the students’ study habits at one public university in Jambi, and the correlation between their study habits and academic achievement. In this study, the researcher used correlation research design. The population in this research involved some students in one public university in Jambi with total number of the students was 69 students. Therefore, total sampling techniques was used to make it more representative. To collect the data, the researcher used a study habits questionnaire which has been adapted from Virginia Gordon’s University Survey: a Guidebook and Readings for New Students. It is consist of 41 questions that was divided into 6 elements; time management, study environment, test taking/preparation skill, note taking, reading skill, and writing skill. Based on the calculation, all frequencies of the study habits were at “generally” level. The highest average score was time management with 2.53, followed by writing skill 2.49, study environment 2.41, note taking skill 2.38, test taking preparation skill 2.32, and reading skill 2.19. Only note taking skill that has an association with academic achievement with significant correlation at level 0.01.

Keywords: Study Habits, Academic Achievement

INTRODUCTION

Learning environment in university is totally different from learning environment in high school. The differences include the classes, grades, responsibilities, studying, teachers, and tests. The students are expected to be more independent and take the responsibilities about what they do. However, some freshmen face difficulty to adapt with learning environment in university as quickly as possible. It can affect their academic achievement as their main goal in the classes. Usually, standardize tests and previous grades are used to predict the academic achievement, but study habits were found to be used as the predictors. This study focuses to identify the study habits of students in English Education Study Program in Jambi University and the relationship between study habits and students’ achievement.

LITERATURE REVIEW

As this study needs a theory to guide the researcher to find the result at the end of the study, the researcher decided to find the theory that match to the topic of this study. Many studies have been conducted the topic related to students’ academic achievement and the
researchers theorize it based on the result in the final finding. Such Crede & Kuncel (2008) believe that Study habits can be the third predictor of academic achievement after standardized test and previous grades. Ayodele & Adebiyi (2013) found that good study habits produce positive academic achievement, when inefficient study habits lead to academic failure. In their research about the correlation of study habits and students’ performance, Oluwatimilehin & Owoyele (2012) reveal that reading and note-taking had a high significant relation. In the contrary, Darwin (2011) found that Study habit of Accounting Courses students gave no significant effect to their English proficiency.

RESEARCH QUESTIONS

1. What study habits do students of English Education Study Program in Jambi University have most?

2. Is there any correlation between their study habits and academic achievement?

PARTICIPANTS

This study will be conducted in Jambi University. The researcher selects English Study Program Students on the sixth semester for some reasons. Firstly, the researcher is a student in the same study program in Jambi University. Secondly, sixth semester students have experience the first year as new students and have dealt with the study habits as college students for years. Thirdly, they still have some classes to attend in campus. So, the sixth semester students of English Study program in Jambi University will be accessible and appropriate for this study.

RESEARCH METHOD

In this study, the researcher chooses correlation method, since the purpose of this research is to determine the relationship between students’ study habits and their academic achievement. This research has two variables. Students’ study habits represent as an independent variable (X) and their academic achievements represent as dependent variable (Y). There are three possibilities about the relation of the variables. There will be a positive correlation, negative correlation, or no correlation. The value of correlation coefficient will be near 1 if there is a positive correlation. If there is a negative correlation between the variables, the value of correlation coefficient will be at range -1. In the other side, it will be 0, if there is no correlation (Gay et al. 2009).
In conducting the research, the researcher will use questionnaire as the instrument. The questionnaire will be a study habits questionnaire which is adapted from questionnaire that constructed by Virginia Gordon’s University. The questionnaire consists of 42 questions that divided into 6 items of study habits. The items are including Time Management, Study Environment, Note Taking, Test Taking/Preparation Skills, Reading Skills, and Writing Skills. To avoid any misunderstanding and misinterpretation, the questionnaire will be written in Bahasa Indonesia.

**FINDINGS**

The researcher divided the findings based on the research question. There are two research questions: 1. What study habits do students of English Education Study Program in Jambi University have most, and 2. Is there any correlation between their study habits and academic achievement.

Based on the first research questions, there are six elements that related to the study habits.

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Mean Total (X₂)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>2.53</td>
<td>Generally</td>
</tr>
<tr>
<td>Study Environment</td>
<td>2.41</td>
<td>Generally</td>
</tr>
<tr>
<td>Test Taking/Preparation Skills</td>
<td>2.32</td>
<td>Generally</td>
</tr>
<tr>
<td>Note Taking Skills</td>
<td>2.38</td>
<td>Generally</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>2.19</td>
<td>Generally</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>2.49</td>
<td>Generally</td>
</tr>
</tbody>
</table>

In general, the students had a good study habits. It is shown by their responses toward the questionnaire. The frequencies of their study habits were in “generally” level. The greater average score was time management that followed by writing skills, study environment, note taking skills, test taking/preparation skills, and reading skills.

Based on the second research questions, there are some results related to the correlations between study habits and students’ academic achievement.

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Coefficient Relation (r)</th>
<th>Significant Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>-.060</td>
<td>.637</td>
</tr>
<tr>
<td>Study Environment</td>
<td>.075</td>
<td>.553</td>
</tr>
<tr>
<td>Test Taking/Preparation Skills</td>
<td>.068</td>
<td>.588</td>
</tr>
<tr>
<td>Note Taking Skills</td>
<td>.323**</td>
<td>.009</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>.232</td>
<td>.062</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>.234</td>
<td>.060</td>
</tr>
</tbody>
</table>
The coefficient relation \( r \) range from \((-0.1\) to \((-0.3\) indicates small correlation. Where the coefficient relation \( r \) range from \((-0.3\) to \((-0.5\) indicates medium correlation. And the coefficient relation \( r \) range from \((-0.5\) to \((-1.0\) indicates large correlation. From six study habits that have been used as variable, there are only three variables which have association with students’ academic achievement. Note taking skills is the study habit with strongest association at medium level. The double asterisk symbol shows that correlation is significant at the 0.01 level. It is followed by writing skills and reading skills. Unfortunately, those two variables have no significant correlation.

REFERENCES


