

THE CORRELATION BETWEEN LEARNING HABIT AND ENGLISH ACHIEVEMENT OF SECOND-YEAR STUDENTS AT ISLAMIC SENIOR HIGH SCHOOL 2 PONOROGO

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Abstract: Learning habit are behaviours that children engage in throughout learning activities, both at school and at home. learning habit carried out by students are different. In other words, learning habit are ways of learning that done by students to acquire knowledge. The formation of good learning habit can be seen from the methods of students in learning and the alertness of students in learning. Student learning activities at school such as the way students follow lessons in class and concentrate while studying as well as learning activities outside the classroom such as reading textbooks and doing assignments. Thus, learning habit play a crucial role in the development of good learning achievement. The goal of this research was to determine if learning habit and English achievement of second-year students at Islamic senior high school 2 Ponorogo were significantly correlated. The research employed a correlation design and quantitative methodology. There were 214 second-year natural science students from Islamic senior high school 2 Ponorogo as a population. To choose the sample, the researcher employed the purposive sampling approach. Therefore, there were 62 students in the sample as a whole in this research. The researcher measured students' learning habit using questionnaires, and students' English achievement was measured using documentation from the score of odd semester report cards. The data was analyzed using person-product moment correlation and descriptive statistics. The findings show a positive correlation between learning habit and English achievement of second year natural science students at Islamic senior high school 2 Ponorogo. Thus, it is possible to assume that the students' learning achievement increases with their improved learning habit.

Keywords: *Learning habit, English achievement, Islamic senior high school student*

INTRODUCTION

In this time, we know that learning habit play a significant role for students in the learning process. Most students only apply learning habits at school and do not repeat the material that has been taught by the teacher at school. Students frequently don't understand the content offered by the teacher throughout the

learning process since they are not paying attention or lack concentration in class. The habit that students often do is procrastinating to study at home or only study when they want to face an exam, so it is called the overnight speed system (SKS). Habits like this are often experienced by students in English lessons, where habits such as the students' habit of speaking using Javanese, and the habit of answering questions using Indonesian so it is difficult to apply the use of English in the class.

Sometimes, learning achievement greatly affects the condition of students when they know that their learning achievements are low then these students will feel sad and frustrated. This happens because students do not come to class in the first hour of English lesson for the reason that they are late. On the other hand, students are afraid to enter the classroom because they do not do the assignments given by the teacher for the reason that they are afraid of being punished. In addition, students often skip class because they feel bored following the English learning process in class, therefore they do not comprehend the content explained by the teacher in front of the class. As a result, students who often do this will miss the subject matter, so that learning achievement do not reach the predetermined completeness value.

Based on the facts of data from previous studies, learning habit are very necessary in the learning process. According to studies by Mutia Rahma Seyani and Ismah showed that learning habit are related to concentration showed that subject A got a score of 58.82% classified as having a moderate concentration level, subject B was 70,58% is moderate, and subject C was 82,35% is high (Setyani, 2018).

In the research conducted by Junita Gusri Lillah and Asmidir Ilyas, it showed that students' learning habit related to schedule-making habits and their implementation were in the very good category, which is 39.7%, and students' learning habit related to reading and taking notes are in the very good category of 54.0%, student learning habit related to repetition of learning materials are in the good category of 46%, students' learning habit related to concentration were in the fairly good category of 43.5%, and students' learning habit related to the habit of doing assignments were in the good category, which was 48.5%. Therefore, good learning habit will become a way that is inherent in students, so students will do it with pleasure and without coercion (Lillah and Ilyas, 2020).

Aunurrahman defines learning habit as a person's ingrained learning behavior that has used for a considerable amount of time to describe learning activities he does (Aunurrahman, 2013). Learning habit are not natural talents that come from innate factors, but are behaviours that are learned intentionally and consciously over time. The habit of learning because it is repeated all the time, these various behaviours are so used to it that they are finally carried out spontaneously without the need for conscious thought as an automatic response to a learning process. Habits can also be interpreted as things that are done repeatedly, so that they do without thinking.

Learning habit are the way students learn, whether the way they learn systematically, efficiently, or inefficiently. It can be defined as the way and behavior of students planning learning outside of work hours to master certain subjects or topics (Ahmed et al., 2018).

Student's learning habit has different habit for each other. (Djaali, 2014) states that learning habit are methods or techniques that students use when taking classes, reading books, completing assignments, and setting aside time to accomplish activities. Learning habits are separated into two categories: delay avoidance (DA) and work methods (WM). Delay avoidance refers to the timely completion of academic activities, avoiding factors that cause delays in assignment completion, and removing stimuli that interfere with learning concentration. Meanwhile, work methods refer to the utilization of effective learning strategies (procedures) as well as efficiency in performing academic work and developing learning abilities.

Learning habit are the behaviors that students engage in during the learning process to acquire the content given by the teacher. According to (Kumar, 2015) Learning habit are the consistent inclinations and actions used in the process of acquiring knowledge through learning. Developing a good learning habit will undoubtedly assist students in achieving their learning objectives. Therefore, learning habit are play a significant role in learning because attitudes and learning habit influence some learning achievements (Wirawan et al., 2019).

Based on the facts of data from previous studies conducted by Riska Laily related to students' learning achievement showed that students' learning

achievement in the first cycle were 56.25%, 78.13%, 87.50%, and in the second cycle completeness of classical student learning has been achieved and has experienced a significant increase very good. Then study seriously and have good learning habits, will produce satisfactory learning achievement (Laily, 2021).

Learning achievement refers to the competencies that students have after completing their learning experiences. Students' learning achievement are essentially changes in behaviour. Behaviour as a result of learning in a broad sense includes the areas of cognitive, affective, and psychomotor. Among the three domains, the cognitive domain is the one that is rated the most by the teachers because it relates to the students' ability to master the content and teaching materials (Sudjana, 2014).

Achievement is the result of an activity that has been carried out, created, enjoyed, or obtained with tenacity in how to work, both individually and in groups in certain activities. (Winkel, 1991) states that achievement is a person's ability after learning or experiencing experiences that can be seen from student behavior. The teaching and learning process for students can make them get more knowledge through students' skills towards their values and attitudes due to their behavior. Students can carry out their assignments or solve problems with the help of the teacher. It is shown that student achievement will only be known by providing a series of questions or evaluations and ability, or knowledge is something that everyone acquires.

According to Gagne, learning achievement are divided into five concepts or categories, namely: Verbal information related to students' ability to provide specific responses to relatively special stimuli, usually to master this ability students are only required to store information in their memory system. Intellectual skills are related to abilities that require students to carry out unique cognitive activities where students must be able to solve a problem by applying information that has never been studied. Cognitive strategy refers to the ability to control the internal processes carried out by individuals in choosing and modifying how to concentrate, learn, remember, and think. Attitude refers to the tendency to make choices or decisions to act under certain conditions, Motor Skills refer to the ability to carry out organized

movements or actions which are reflected through speed, accuracy, strength, and smoothness (Hernawan et al, 2011).

Student's learning outcomes are impacted by two major elements: factors inside students and factor outside of students, somitimes known as environmental factors. Factors contributed by students, particularly their ability. Aside from the aptitude element, students have additional factors such as learning motivation, interest and attention, attitudes and learning habits, persistence, socio-economic, physical and psychological factors (Sudjana, 2014).

The formation of good learning habits can be seen from learning activities and students' readiness to learn at school. Learning habit are very influential on students' learning achievement. The way of learning that one student has with other students is different. Learning habit is not directly formed in students. There needs to be a deliberate and continuous effort to form a good learning habit (Damsi, 2018).

Based on the real conditions that the researchers experienced during the Internship at Islamic Senior High School 2 Ponorogo, the phenomenon found was that there were still many students less effective learning habit, such as not being on time for class. During the learning process, some students are less focused in learning and some students are not ready when participating in the learning process. In addition, some students who do not repeat the material they have learned at school, and some students rarely do their homework at home because they find it difficult with their homework so students only study at home when there are exams, students do not take notes on the subject matter because they feel tired and bored. Because there are too many assignments given by the teacher, so that their notebooks are not complete. Some students do not make a study schedule at home because they feel that the study schedule at school is sufficient, but some students make a study schedule at home but do not carry out a regular study schedule.

Based on the results of interviews with English teacher at Islamic Senior High School 2 Ponorogo, namely during the learning process, the activities carried out by students were different. Some are easy to understand what the teacher is saying, some are difficult to understand what the teacher has said. In addition, students who concentrate are seen to be active in class, while passive students tend to be silent. Students who are responsive and study regularly means that he is responsible

for the tasks and desires of those who want to get optimal learning outcomes. It is different with students who get less than optimal learning achievement because these students do not understand effective ways of learning. Students who have good learning habit can receive learning faster and easier so that they are encouraged to perform even better.

The occurrences described above demonstrate that students have poor learning habit, which have an impact on their learning achievement. Associated with the learning habit of students, good learning habit will have a positive impact or result for students, such as students repeating the lesson material that has been given by the teacher. By repeating the lesson material that has been given by the teacher, students will become more aware of the lessons they lack or do not understand. The learning habit of students will affect the learning achievement obtained by students.

Based on the abovementioned fact, researchers want to investigate the correlation between learning habit and English achievement of second-year student at Islamic senior high school 2 Ponorogo. This research was conducted to determine whether or not there is a correlation between learning habit and English achievement.

LITERATURE REVIEW

The term "learning achievement" is simply an alternative to objectives. In reality, the term are frequently used interchangeably (Harden, 2002). Learning achievement statements describe what the learner must know, comprehend, and/or show at the conclusion of the learning time. They are explicit assertions concerning learning achievement. They are often characterized as the knowledge, skills, abilities, attitudes, and understandings that an individual would get as a result of successfully completing a certain set of higher education experiences.

Learning achievement refers to the competencies that students have after completing their learning experiences. Students' learning achievement are essentially changes in behaviour. Behaviour as a result of learning in a broad sense includes the areas of cognitive, affective, and psychomotor. Among the three domains, the cognitive domain is the one that is rated the most by the teachers because it relates

to the students' ability to master the content and teaching materials (Sudjana, 2014)

According to (Djaali, 2014) learning achievement may be impacted by a variety of factors, both internal and external. Learning habit are one component that influences students' learning achievement. Student learning habit are directly connected to the learning results obtained.

Student learning strategies are sometimes referred to as learning habit. Learning habit are the ways in which students acquire knowledge, whether systematically, effectively, or inefficiently, according to Ayodele & Adebisi (Khan, 2016). This implies that although ineffective learning habit result in academic failure, effective learning habit contribute to good academic achievement.

According to (Djaali, 2014) learning habit are methods or techniques that students use when taking classes, reading books, completing assignments, and setting aside time to accomplish activities. Learning habits are separated into two categories: delay avoidance (DA) and work methods (WM). Delay avoidance refers to the timely completion of academic activities, avoiding factors that cause delays in assignment completion, and removing stimuli that interfere with learning concentration. Meanwhile, work methods refer to the utilization of effective learning strategies (procedures) as well as efficiency in performing academic work and developing learning abilities.

METHODS

This research applied a quantitative approach using correlation design. According to (Creswell, 2012) explain that the correlation method is a research method designed to predict the extent or relationship between two or more variables. In this research, the researcher did not perform any treatment on the object of research that changed the condition of the object of the research.

The population of this research were second year natural science students at Islamic Senior High School 2 Ponorogo of the 2021/2022 academic year. There are 7 classes with a total of 214 students. The sample of this research consisted of 62 students selected through purposive sampling technique. Data were collected from questionnaire and documentation from the score of odd semester report cards.

To guarantee the instruments validity, the researcher conducted the test

validity to learning habit inventory. According to Sugiyono, the r-table value for N=23 at the 5% significance level was recorded at 0,413. This means that the r-index is 0,413. If the rxy value is higher than the r-table value, it indicates that the item is valid. If the rxy value is lower than the r-table value, this indicates that the items are invalid. The instrument of learning habit in the form of a questionnaire consist 60 statement was tested on 23 students of the second year natural science students at Islamic Senior High School 2 Ponorogo. Therefore, there were 40 items that were declared valid.

The instrument's dependability has been determined using Cronbach's Alpha. According to Colton (2007: 81), Cronbach's alpha provides an advantages to give the researcher in that it eliminates the requirement for repeating the test in the case of reliability testing. The results of the computation using SPSS were shown, and the reliability coefficient was reviewed with r-table at a significance level of 5%. The r-table value is 0,413 and the result of the Cronbach's Alpha column is 0,920. Because the value of r-count > r-table, it can be concluded that 0,920 > 0,413 means the instrument in this research is reliable.

The data was examined using descriptive statistics and Pearson Product Moment Correlation by using SPSS Version 16.

RESULT AND DISCUSSION

The data are collected from the result of the learning habit questionnaire and documentation from the score of odd semester report cards. Based on the descriptive statistic, the score mean is 100.45 with the standard deviation score of 6.44. Meanwhile, the minimum score of the learning habit questionnaire is 88 and the maximum score is 115.

Table 1: *Descriptive Statistic of Students' Learning Habit*

Learning Habit		
N	Valid	62
	Missing	0
Mean		100.45
Std. Deviation		6.44
Minimum		88
Maximum		115

The table 2 below describes the level distribution of the students' learning habit.

Table 2: *Distribution of Students' Learning Habit*

Score Interval	Frequency	%	Category
131-60	0	0%	Very Good
101-130	24	38.7%	Good
71-100	38	61.3%	Fairly Good
<70	0	0%	Less Good
Total	62	100%	

Table 2 demonstrated that most of the students (61.3%) had fairly good learning habits. Only 24 students (38.7%) were categorized as having good learning habit and none of the students had very good and less good learning habit. Based on the distribution of the tendency for the classification of learning habit above, it is presented in *histogram* as follows:



Figure 1: *The Histogram of Students Learning Habit*

Another variable addressed in this research was English learning Achievement. The result of descriptive statistic of the students' English Achievement can be seen in Table 3.

Table 3: *Descriptive Statistic of Students' English Achievement*

English Achievement		
N	Valid	62
	Missing	0
Mean		81.30
Std. Deviation		6.57
Minimum		69

English Achievement		
N	Valid	62
	Missing	0
Mean		81.30
Std. Deviation		6.57
Minimum		69
Maximum		91

Based on the table 3, the mean of English Achievement was is 81.30 with the standard deviation score of 6.57. Meanwhile, the minimum score was 69 and the maximum score was 91. The distribution of the English achievement results are presented in table 4.

Table 4: Distributions of Students' English Achievement

Score Interval	Frequency	%	Category
75-100	51	82.3%	Very Good
50-74	11	17.7%	Good
25-49	0	0%	Fairly Good
<25	0	0%	Less Good
Total	62	100%	

Table 4 demonstrated that most of the students (82.3%) had very good English Achievement. Only 11 students (17.7%) were categorized as having good learning habit and there were no students in fairly good and less good English Achievement. Based on the distribution of the tendency for the classification of English learning achievement above, it is presented in *histogram* as follows:



Figure 2: The Histogram of Students English Achievement

The assumption test revealed that data was normally distributed and homogeneous. It can be seen from the result of SPSS calculation in the following:

Table 5: Normality Test of Learning habit and English Achievement

One-Sample Kolmogorov-Smirnov Test			
		Learning Habit	English Achievement
N		62	62
Normal Parameters ^a	Mean	100.4516	81.3065
	Std. Deviation	6.44695	6.57015
Most Extreme Differences	Absolute	.141	.132
	Positive	.141	.081
	Negative	-.087	-.132
Kolmogorov-Smirnov Z		1.109	1.042
Asymp. Sig. (2-tailed)		.171	.228
a. Test distribution is Normal.			

Based on the calculations from SPSS version 16 above. It revealed that the test had normal distribution since the value is bigger than 0.05. the value of sig. 2 tailed of the learning habits got the significance 0.171 > 0,05 and learning Achievement 0.228 > 0,05.

Table 6: Homogeneity Test

Test of Homogeneity of Variances				
Levene Statistic	df1	df2	Sig.	
1.180	17	41	.321	

The researcher determined that the data was homogeneously distributed based on the table above since the data result value was higher 0.321 > 0.05.

After conducting the normality and homogeneity tests, the researcher calculated the statistical testing of the correlation between learning habit and English achievement by using Pearson Product Moment Correlation was presented in Table 7.

Table 7: The Correlation Result

		Learning Habit	English Achievement
Learning Habit	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.001
	N	62	62
English Achievement	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.001	
	N	62	62

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

Based on the results of the correlation analysis in the table above, the r-count value is 0.403 and higher than r-table is 0.254. It represents a positive correlation between learning habit and students' English achievement. The correlation was positive and significant because the value of r-count > r-table.

DISCUSSION

The results of this research show that the descriptive data analysis of the scores of students' learning habit questionnaire from 62 students, it is known that 24 students or 38.7% get a good category, 38 students or 61.3% get a fairly good category, and no students get a category, very good and less good. Based on the descriptive analysis, students' learning habit with the category level are fairly good because they have the most frequency. This means, students form their learning habit by following lessons well, studying individually and in groups, studying to use textbooks, making lesson schedules, reading and taking notes, studying lesson materials that have been studied, ready for exams, always concentrating on studying, and often do assignments. By getting used to learning well, students will be able to get various benefits. Thus, it is necessary to get used to learning habit properly so that students can obtain various kinds of benefits, one of which is obtaining optimal learning achievement.

The results of this research show that the descriptive data analysis of student learning achievement in second year natural science students, it is known that 51 students or 82.3% get a very good category, 11 students or 17.7% get a good category, and no students get a fairly good and not good category. Based on

the descriptive analysis, student learning achievement with the category level are very good. This is in line with learning habit which are in the fairly good category as well. This situation shows that students' learning habit affect the learning achievement to be obtained. Good learning habit and inherent in students will lead to the achievement of maximum learning achievement.

The result of this research shows that the hypothesis testing using *Product Moment* correlation, the results obtained are R_{count} 0,403 and R_{table} 0,254 with the provisions $R_{count} > R_{table}$. So, this shows that there is a positive correlation between learning habit and English achievement and it can also be said that the correlation between learning habit variables and English achievement variables is classified as moderate in the interpretation table of correlation analysis. From the analysis of the coefficient of determination, it shows that learning habit have a correlation with English achievement for the second year natural science student at Islamic Senior High School 2 Ponorogo with a contribution of 16.2% while the remaining 83.8% is determined by other factors. The better the student's learning habit, the better the learning achievement obtained, on the contrary, the worse the student's learning habit, the worse the learning achievement obtained by students

This is consistent with the findings of (Damsi, 2018) with the title "The Influence of Learning Habit and Learning Achievement of Islamic Religious Education of tenth grade at SMAS Tamansiswa Teluk Betung". The findings revealed that there was a considerable impact on the learning achievement of islamic religious education. The impact of learning habit on learning achievement of islamic religious education is 22.8%. This means that 22.8% of islamic religious education learning achievement are influenced by learning habits, while 77.2% are influenced by other factors in learning habits.

This shows that the score of students' learning habit on improving student learning achievement is high will form positive results on student learning achievement and scores of student learning habit on improving student learning achievement are low will form unfavorable results on student learning achievement.

CONCLUSION

After conducting the research and calculating the data, the researcher concluded that the correlation between learning habit and English achievement were

fairly correlation. The research showed learning habit and English achievement had a significant correlation. It demonstrates that learning habit are one of the factors used to raise students' performance and have a significant important on their English achievement.

Students should be nurtured and encouraged by their English teachers to develop learning habits, such as keeping up their study drive and motivation. To increase their learning achievement, students must think about and develop appropriate learning habit, such as dedicating time every day to studying and being ready for tests. It is advised that future studies take into account additional aspects of learning habits, such as job planning and the home environment. In order to get a more thorough grasp of learning habit, they can also use mixed or qualitative methodologies to extend their study to include a detailed analysis of each learning habit area.

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