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## The Correlation Between Study Habits and Students' English Learning Outcomes at SMP Negeri 1 Watopute Class VIII.1, Muna Regency

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### ABSTRACT

This study aimed to determine the correlation between study habits at home and students' English learning outcomes. The problem in this study is students' English learning outcomes of class VIII.1 at SMP Negeri 1 Watopute, Muna Regency. Based on the problems above, this study tries to find out the correlation between study habits and students' English learning outcomes. This study used the ex post facto method with a quantitative approach. Respondents in this study were class VIII.1 students of SMP Negeri 1 Watopute for academic year 2022-2023. The total number is 30 students. Data collection was carried out using a questionnaire and student midterm documentation. The questionnaire used is Guttman scale. This data was obtained from a study habit questionnaire distributed and filled out by the students, followed by taking midterm results. The results showed that there was a significant correlation between study habits at home and students' English learning outcomes of class VIII.1 at SMP Negeri 1 Watopute, Muna Regency. Evidenced by the calculated significance value of  $0.000 < 0.05$  and a correlation coefficient of 0.417 which means that the variable of study habits at home contributes 41.7% in determining students' English learning outcomes.

### *Keywords:*

*Correlation, study habits, learning outcomes.*

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## 1. Introduction

Law of the Republic of Indonesia concerning the National Education System Number 20 of 2003 Chapter 1 Article 1 (UUD RI No. 41, 2003) stated that: Education is a deliberate and planned effort to build learning environment and providing instruction so that learners actively develop their abilities to obtain the religious spiritual fortitude, self-control, individuality, intelligence, wonderful character, and skills needed, community, nation, and country. The purpose of education is to provide students with the knowledge and ability necessary for themselves, community, country, including the ability to speak and understand English.

English plays a key role in the education system in the world. English has become a very important medium of communication in the world because of its position as an international language as well as a technological language and has long been an integral part of the education system in Indonesia (Patel & Jain, 2008). English is one of the foreign languages that is included in the Indonesian national curriculum and must be studied in high schools. So that, by knowing the importance of English,

it is necessary to learn it to increase knowledge by being learned for useful in the future that can affect learning outcomes is study habits.

In general, habits develop as a response to activities carried out in the long term and can be observed in a person's behavior. In this case, correlation of study habits needs to be observed further. Study habits include factors such as how often a learner contributes in study sessions, reviews the material, conducts a self-evaluation, practices explaining the topic, and learns in good environment is examples of successful study habits (Credé & Kuncel, 2008). Student study habits here refers to how students manage their study time to achieve successful learning outcomes.

Study habits of students are also thought to contribute to students' English learning outcomes. And vice versa, ineffective study techniques will also have a negative impact on students' ability to learn English. Another opinion stated that the best study habits involve having a schedule, a place, a specific time line, be clear and concise, and well structure notes. A student must determine what material is crucial and then make views about it in order to properly complete their studies (Crow, R.D. & Crow, 1992). Students apply their study habits to achieve their learning outcomes. A student is required to possess a variety of abilities in every teaching and learning process that will enable him to succeed. Study habits include time management, concentration, writing skills, test preparation and anxiety management among others. Proper utilization of these habits can lead to successful learning.

The correlation of study habits really needs to be observed to achieve good English learning outcomes. Since nothing can be successful without studying, the benefit of good study habits in students' lives has a significant impact on their academic success. It has been reported that good study habits make students achieve good results (Khurshid et al., 2012). Observations in the classroom in the same situations, such as the same educators, the same topics, the teaching system is same, the similar administration, the same enrollment requirement, the same time in a day for a certain course, and the same degree of education, indicate that some students perform well, while others do not (Cerna & Pavliushchenko, 2015). In short, effective study habits will help students achieve good learning outcomes as well.

Students' study habits are also inseparable from the role of parents. This is very supportive in the formation of good student study habits. Even though parents are busy with their own work, they prioritize and attach importance to supervising their children studying at home. This can be seen from the role of parents in arranging student activity schedules, starting with students coming home from school, having lunch, bathing, resting, and going to play. Sometimes children forget to go home so a lot of time is wasted playing. Then, at night students are encouraged to study before going to bed with learning activities from (reading, writing, and doing homework). By emphasizing these study habits continuously, both individually and in groups, it has an impact on increasing student study habits.

In addition to the aspects mentioned above, student learning outcomes should be noted. Their study habits may be related to the poor of students English learning outcomes. This is in the form of irregular study habits, students get bored quickly when studying, study only during tests, and do not have complete notes. The irregularity of student learning activities at home results in the assumption that this is a natural thing. This happens because when students go home from school. They may

prefer to play mobile phones, watch television or play with friends and not have a regular schedule of study at home.

Based on the pre-observation conducted on 28 October 2022, it was found that most students at SMP Negeri 1 Watopute often got low English learning outcomes, even far below the KKM. The KKM for English subjects at SMP Negeri 1 Watopute is 74. They were given training by the teacher in the form of a grid before the test, but after the test the test results remained nil. Seeing the phenomena that occur, preliminary observations are made to class VIII students SMP Negeri 1 Watopute. As well as interview the teacher whether their students experienced difficulties in taking English midterm tests. Most of them stated that it was difficult for them to answer because of their lack of knowledge of foreign languages and were not supported by re-studying what had been taught by the teacher. As a result, almost on average they get low or incomplete English learning outcomes.

In connection with the phenomena above, there have been many studies conducted on the influence of study habits, for example investigating the study habits affect the academic success of international college students in Shanghai, where academic performance appears to be greatly influenced by study habits. It appears that some cultural factors can influence behaviors and therefore have an impact on academic achievement, regardless of the countries of origin (Cerna & Pavliushchenko, 2015). Besides, the effect of study habits on English language achievement. Based on this study it is recommended that teachers encourage students to plan and prepare early their study.

Teachers should encourage students to highlight or underline crucial information as they study, because this is one practice that will improve their study (Sabbah, 2016). Another, influence of study habit on the academic performance of physics student in Federal University of Agriculture Makurdi, Nigeria. These results have shown that a student's academic achievement also depends on the effort they put into learning, although it is not the only factor that affects students' academic performance. The timescale allocated, homework, and assignments are other important factors (Atsuwe & Moses, 2017). Based on the problems, it is assumed that the teacher must know what factors cause students not to get good English learning outcomes.

In addition, students must be given understanding and encouragement in order to get increased learning outcomes. Therefore, this study focuses on what study habits can improve students' English learning outcomes. This study will be different from previous research because this study only focuses on what study habits are. In contrast, previous studies were limited to discussing the effect of study habits on academic performance and English language achievement. Thus, this study conducted under the title "Correlation of Study Habits on Students' English Learning Outcomes at SMP Negeri 1 Watopute, Muna Regency".

## **2. Methods**

This research used a correlation design with Ex post facto method. This research was conducted at SMP Negeri 1 Watopute. The population in this research were all student class VIII. The sample used in class VIII.1 namely 30 students. Technique of data collection used questionnaires and midterm student. Preparation

of questionnaires using the Guttman scale. After the questionnaire was compiled, trials were carried out with the aim of measuring the feasibility of the instrument items from the user's point of view. After that, tested the validity and reliability. Technique of data analysis used descriptive statistics and inferential statistics with SPSS version 25.

### 3. Result

In this part, two kinds of data will be analyzed namely hypothesis test and correlayion coefficient test. Each partiselaboratedonin the following explanation.

Table 1. Hypothesis Test Results

Variable	t <sub>hitung</sub>	Sig.
Study Habits	2.259	0.000

Based on table 4.6 above, it shows that score of Sig. 0.000 < 0.05, it can be concluded that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. It means that there is a significant correlation between study habits at home (X) and students' English learning outcomes (Y).

Table 2. Correlation Coefficient Test

Coefficient of Correlation	R Square
	0.417

From table 4.7 above it can be seen that the result R Square score is 0.417. This is show that study habits at home correlated with students' English learning outcomes.

### 4. Discussion

The main concern of this study is to find out whether there is a correlation between study habits at home and students' English learning outcomes. Referring to the results of the data interpretation of two variables namely study habits at home (X) and English learning outcomes (Y) have shown good study habits in managing study time, making notes, reading textbooks/lessons, learning, remembering/memorizing and preparing oneself for exams.

Some suggestions for achieving more efficient learning outcomes include (1) having definite learning goals; (2) try to provide an adequate place for learning so that learning activities run effectively; (3) healthy physical condition, not to interfere with concentration and mental activity; (4) plan and follow a time schedule for studying; (5) intersperse the study with regular breaks; (6) looking for topic sentences or the core meaning of each paragraph; (7) while studying, use the silent repetition method and do the whole method; (8) try to be able to read quickly but carefully; (9) make notes or summaries; (10) make an assessment of the difficulty of the material being studied; (11) arrange or make the right questions and try to find the answers; (12) concentrate seriously on study time; (13) study carefully tables, graphs, and other illustrative material; (14) make a habit of making summaries and conclusions; (15) make sure to complete the learning task (Ernita et al., 2016).

Moreover, establishing effective learning techniques involves several key strategies. Firstly, it's essential to provide clear and well-defined assignments. Secondly, honing strong reading skills is crucial. Thirdly, mastery of challenging aspects within the study material is paramount. Fourthly, taking comprehensive notes during study sessions is highly recommended. Fifth, actively engaging with questions and problem-solving is beneficial. Sixth, integrating new concepts with previously learned material enhances understanding. Seventh, diversifying learning resources enhances comprehension. Lastly, creating concise summaries consolidates knowledge (Purwanto, 2014; Syafni et al., 2013). The advantages of cultivating robust study habits are manifold. These habits facilitate time management, enhance overall efficiency, foster attentiveness, promote consistency, and ultimately yield positive learning outcomes (Kumar, 2015). By familiarizing themselves with effective study practices, students position themselves to harness these benefits successfully.

The descriptive analysis of English learning outcomes among students in class VIII.1 of SMP Negeri 1 Watopute, Muna Regency yielded an average score of 72.3. The highest score attained was 87, the lowest being 60, and the most frequently occurring score was 79. These findings indicate that the achieved scores did not meet the minimum completion criteria when considering the average value. Study habits, a known factor influencing learning outcomes (Andrie et al., 2019; Hidayati, 2016; Rusman, 2017), were among the contributing variables.

Further examination entailed hypothesis testing, resulting in a significance value of  $0.000 < 0.05$ . This signifies a significant correlation between study habits at home and English learning outcomes for class VIII.1 at SMP Negeri 1 Watopute, Muna Regency. This substantial correlation led to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ). The correlation coefficient's value of 0.417 demonstrated that the variable of study habits at home contributed 41.7% to the determination or influence of English learning outcomes. The remaining 58.3% of variance is attributed to other factors. Despite the relatively low correlation level, study habits still played a meaningful role in shaping student learning outcomes, confirming them as a significant contributing factor.

A similar study, titled "Effect of Study Habits on Learning Outcomes of Islamic Religious Education in Class X at SMAS Tamansiswa Teluk Betung," found that study habits significantly impacted Islamic Religious Education outcomes, accounting for 22.8% of the variance, with 77.2% influenced by other factors (Damsi, 2018). Likewise, another study exploring the relationship between parental tutoring, self-concept, and mathematics learning outcomes reported a significant connection with a coefficient of determination of 13.5% (Wirawan et al., 2019). A study focusing on the impact of study habits on mathematics learning outcomes concluded that study habits had a significant effect, contributing to about 32.3% of variance (Rahayu, 2015). These studies collectively emphasize the crucial role of study habits in influencing academic achievements.

In a related study titled "Study Habits and Learning Independence on Student Learning Outcomes," significant findings indicated the influence of study habits and learning independence on student learning outcomes (Cahyasari & Dewi, 2016). Upon tabulating data from the study habits questionnaire, specific indicators with notable contributions to learning outcomes emerged. Item question 4, focusing on making

short notes on subject matter, scored 29. Similarly, item question 13, related to reading textbooks, scored 27. Additionally, item question 15, centered on time management and study scheduling, scored 26. These three indicators, encompassing note-taking, textbook reading, and time management, stood out as dominant factors shaping students' study habits. Conversely, certain indicators demonstrated low contributions to English learning outcomes. Item question 14, emphasizing repeating lessons, scored 22, followed by item question 10 (memorization) with a score of 20, and item question 3 (completing homework on time) with the lowest score of 19.

Further clarification of these indicators reveals two forms of learning efficiency among students. First, the efficiency of learning effort denotes the ability to achieve desired learning outcomes with appropriate effort. This involves creating a regular study schedule, dedicating energy and thought, and utilizing necessary study tools. Second, the efficiency of learning outcomes involves achieving optimal learning outcomes through effective learning efforts. Hence, consistent and organized study habits play a crucial role in enhancing learning outcomes (Zulkifli, 2018). To succeed in learning, an individual must possess a positive attitude and adopt effective learning practices known as study habits. A student's learning approach shapes their study habits, and when this approach is effective, positive study habits naturally develop, consequently improving learning outcomes. This emphasizes the direct relationship between improved learning outcomes and enhanced study habits (Djaali, 2014). In conclusion, the impact of study habits on learning outcomes among students is a recurring theme across various studies.

A study examining English learning outcomes among eighth-grade students highlighted that although the scores fell short of the minimum completion criteria, the correlation between study habits at home and learning outcomes was significant. This reinforces the notion that study habits play a substantial role in shaping academic achievements, despite varying levels of correlation. Likewise, studies exploring other subjects such as Islamic Religious Education and mathematics underscore the significance of study habits in influencing learning outcomes. These studies reveal that study habits, when effective, can contribute significantly to academic success. Indicators like note-taking, textbook reading, and time management emerged as influential in shaping positive study habits, while repeating lessons and memorization were identified as less effective practices.

Moreover, these findings emphasize two dimensions of learning efficiency: the efficacy of learning effort and the efficacy of learning outcomes. Both aspects underline the importance of consistent, organized, and thoughtful study habits in achieving desired educational results. Collectively, these studies advocate for the cultivation of effective study habits as a pathway to better learning outcomes. Encouraging students to adopt positive attitudes, establish structured study routines, and engage actively with the learning material can contribute significantly to their academic achievements.

In summary, the findings of this study shows that most of the samples have good study habits and learning outcomes. Also, the correlation between variables shows that there is a positive and significant correlation between study habits at home and their English learning outcomes. So, it is assumed that students who have good study habits likely will have good learning outcomes.

In this section is to interpret and describe the significant of your result in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about the problem after taking the result into consideration. The discussion will always connect to the introduction by way of the research question or hypothesis you posed and the literature your review, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the readers understanding of the research problem forward from where you left them at the end of introduction.

## 5. Conclusion

Based on the results of this study about the correlation between study habits and students' English learning outcomes at SMP Negeri 1 Watopute in class VIII.1 it shows that there is a correlation between study habits and students' English learning outcomes in class VIII.1 SMP Negeri 1 Watopute. This is shown in the results of hypothesis test and percentage of correlation coefficients. The result data of hypothesis test is the Sig value.  $0.000 < 0.05$  which means that there is a significant correlation between study habits at home and students' English learning outcomes. Besides, the percentage of correlation coefficient has a contribution of 41.7% in influence students' English learning outcomes, the rest is influenced by other factors.

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