

**AN ANALYSIS OF STUDY HABITS OF THE SIXTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT OF
MUHAMMADIYAH UNIVERSITY OF MATARAM**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for the Bachelor
Degree in English Language Teaching**

By

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ENGLISH EDUCATION PROGRAM**

2021

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OF MUHAMMADIYAH UNIVERSITY OF MATARAM**

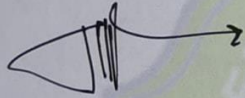
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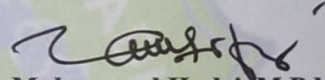
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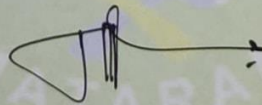
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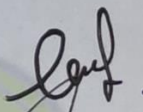
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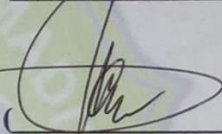
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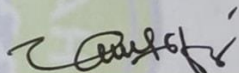
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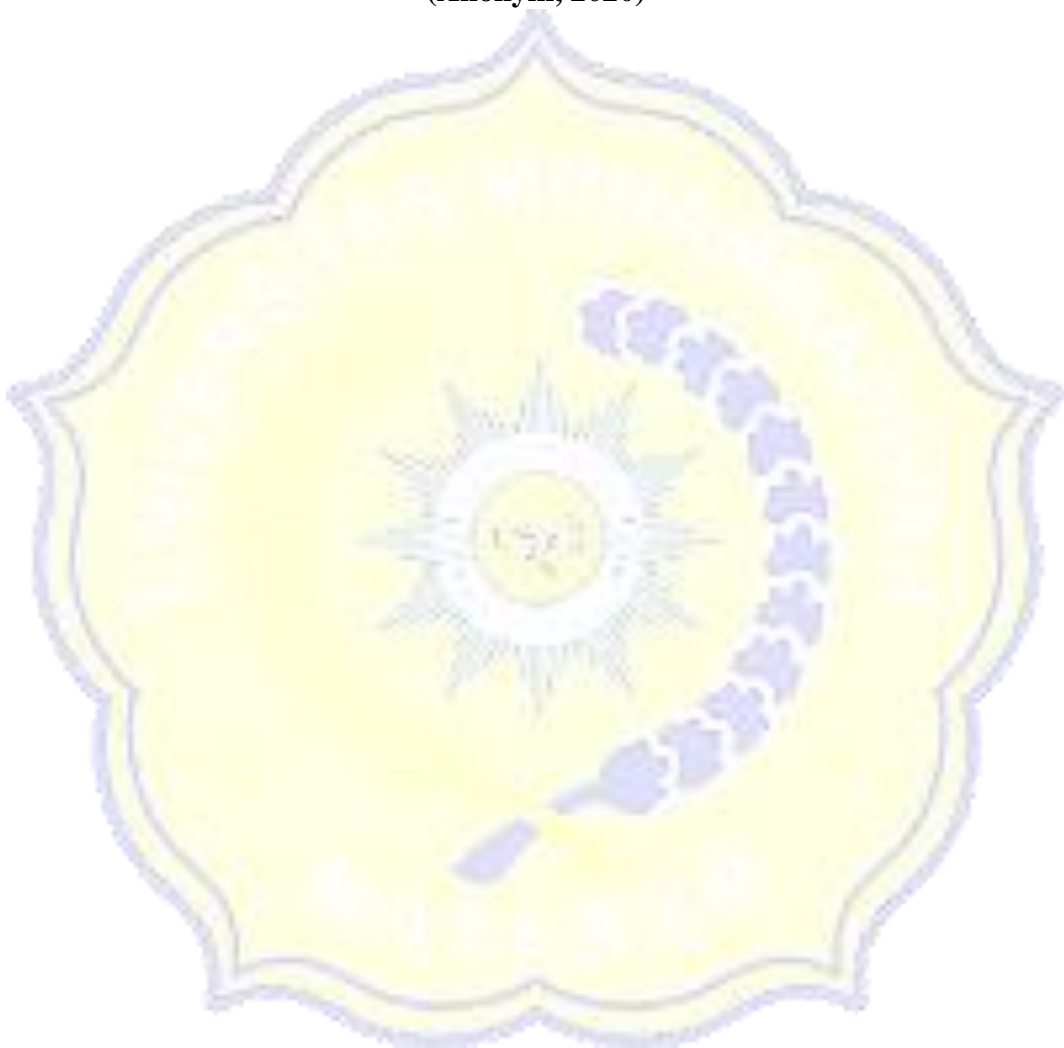
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MOTTO

‘There are a thousand ways to go to Rome.’

"There is always a solution in a spiritual way."

(Anonym, 2020)



DEDICATION

I dedicate this thesis to my beloved Dad and Mom, and all of my families, who always support me when I fall in working on this thesis. I also dedicated this thesis to myself, thank you for being strong till the end.



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First and foremost, the researcher would like to express gratitude to Allah SWT, the Almighty God, for the blessing, kindness, and inspiration in lending me to accomplish this thesis by the title "An Analysis of Study Habits of Sixth Semester Student of English Department of the Muhammadiyah University of Mataram." Without Him, the researcher couldn't stay patient and in control writing this thesis from the first page to the last page. Blessing and salvation be upon beloved Prophet Muhammad SAW who brings us from darkness to the brightness.

The researcher could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

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Finally, the researcher realize that this thesis is far from perfect because there is nothing perfect in this world. Perfection only belongs to Allah SWT. Therefore, any constructive critics and valuable suggestions will be fully appreciated. The researcher hopes that this thesis would be useful for readers.

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ABSTRACT

Study habits are habits when someone studies. It is one factor that affects students' academic achievement. This research aimed to analyze the influence of study habits between high and low achievers towards their academic achievement. The subject of this research was the ten students in the sixth semester of English Department of the Muhammadiyah University of Mataram. This research used descriptive qualitative method. The sampling technique of this research is purposive sampling. The data collected through questionnaire and interview. The result from the questionnaire showed that mostly study habits of high achiever were note-taking (80% for each item 1,2 and 3), preparation for exam (60% for each item 1,2 and 3), priority of study (80% for item 1), attending school (100% for item 1), and habit relate to reading (60% for item 2 and 80% for item 4). In contrast, the middle achievers have low of those habits. The result of interview showed that middle achievers have good habits of some aspects in study habit, but they got low achievement because they were lazy to relearn the material at home and prepare for the exams. It can be concluded that study habits influence students' achievement.

Key words: Study Habit, Academic, Achievement

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ABSTRACT

Kebiasaan belajar adalah kebiasaan ketika seseorang belajar. Ini merupakan salah satu faktor yang mempengaruhi prestasi akademik siswa. Penelitian ini bertujuan untuk menganalisis pengaruh kebiasaan belajar siswa berprestasi tinggi dan rendah terhadap prestasi akademiknya. Subjek penelitian ini adalah sepuluh mahasiswa semester enam Jurusan Bahasa Inggris Universitas Muhammadiyah Mataram. Penelitian ini menggunakan metode kualitatif deskriptif. Teknik pengambilan sampel dalam penelitian ini adalah purposive sampling. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Hasil angket menunjukkan bahwa sebagian besar kebiasaan belajar siswa berprestasi tinggi adalah mencatat (80% untuk setiap butir 1,2 dan 3), persiapan ujian (60% untuk setiap butir 1,2 dan 3), prioritas belajar (80% untuk butir 1), bersekolah (100% untuk butir 1), dan kebiasaan membaca (60% untuk butir 2 dan 80% untuk butir 4). Sebaliknya, orang yang berprestasi menengah memiliki kebiasaan yang rendah. Hasil wawancara menunjukkan bahwa siswa berprestasi menengah memiliki kebiasaan yang baik dari beberapa aspek dalam kebiasaan belajar, namun prestasi yang diperoleh rendah karena malas mempelajari kembali materi di rumah dan mempersiapkan diri menghadapi ujian. Dapat disimpulkan bahwa kebiasaan belajar berpengaruh terhadap prestasi belajar siswa.

Kata kunci: Kebiasaan Belajar, Akademik, Prestasi

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, statement of the problem, purpose of the study, significance of the study, scope of the study, and the definition of key terms.

1.1 Background of the Study

The basis development and empowerment for every nation is education. If a country does not have proper education, it may be left behind by other countries which support education. The development of a country can be determined by whether its citizens have a good education or not. The better the quality of education that a country has, the faster it is likely to develop. No matter what global problems that a country is facing, the solutions will always include education. Whether it is eliminating poverty, creating peace, or environmental energy problems, it is never done without education. Education becomes very well-known to people. Perhaps, some people cannot state the definition of education precisely. However, they must have known what education in general is.

Lexically, education means a process of teaching and learning to improve knowledge. The primary purpose of education is to bring human beings to enlightenment to know what is right and wrong. According to Collins and O'Brien (2011), education is referring to a process of fostering cognitive, physical, social, emotional, or moral growth and development in individuals or groups. One of the educational process's most goals, also an index of all future success in life, is

academic achievement. Academic achievement is a measure of knowledge gained in formal education, usually indicated by grade points. It plays an essential role in producing the best quality graduates who will become great leaders and workforce for the country, responsible for the country's economic and social development. According to Gudaganavar and Halayannavar (2014), academic achievement may be affected by factors like intelligence, pupil attitudes towards school, a different aspect of their personality, socioeconomic status, and study habits.

Study habits are the habitual tendencies and practices that one depicts while gaining information through learning. In simple terms, study habits are the habits when someone studies; they serve as the vehicle of knowledge (Bhat & Khandai, 2016). Study habits are dividing into two types; poor and good study habits. Good study habits lead to good academic records, and lousy study habits lead to poor academic records. The poor study habits are poor attendance, poor note-taking, poor time management, last-minute work, procrastination, failure to read direction, overconfidence, and lack of concentration during learning (Singh, 2015). They make students have low comprehension and confidence in the study, which influences their academic achievement.

On the other hand, good study habits are acceptable assets to learners because can preserve knowledge for a longer time, affect and increase the efficiency of the student to their academic achievement and student who develop good study habits increase the potential to complete their assignments successfully and to learn the material they are studying. Moreover, the adequate

acquisition of a good study habit builds on the student's confidence before, during, and after an examination (Haider & Verma, 2013).

Nowadays, academic achievement is one of the significant factors considered by employers in hiring workers, especially fresh graduates. Many employers use students' GPAs to judge applications. Therefore, Students have to put the most significant effort in their studies to obtain good grades and prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand (Alos, Caranto, & David, 2015). Students who have high GPAs also could take more credit hours than low achievers. We can predict that they might finish their study earlier or finish in 3.5 years or four years.

Based on the phenomena above, the researcher was interested in analyzing the English Department Muhammadiyah University of Mataram's sixth-semester students' study habits.

1.2 Research Question

The research questions were formulated as follows:

1. What techniques of study habits have more significant influence on the students' academic achievement?
2. What are the differences between the high achievers' study habits and the middle ones?

1.3 Purpose of the Study

1. To scrutinize the type of study habits that significantly influence the students' academic achievement.

2. To analyze the differences between high achievers' study habits and the middle ones.

1.4 Scope of the Study

This research focuses on the high and middle academic achievers in terms of study habits by Menzel (1982) and Arora (2016) at sixth semester student of English Department of Muhammadiyah University of Mataram in the academic year 2020/2021.

1.5 Significances of the Study

This study was expected to contribute to two kinds of advantages:

1. Theoretical

This research could be used as a reference for the next study and as a reference for lecturers about their students' study habits. It could also function as a reference for students to know the difference between high achievers' study habits and the middle ones, and arrange their time for learning, increasing their GPA.

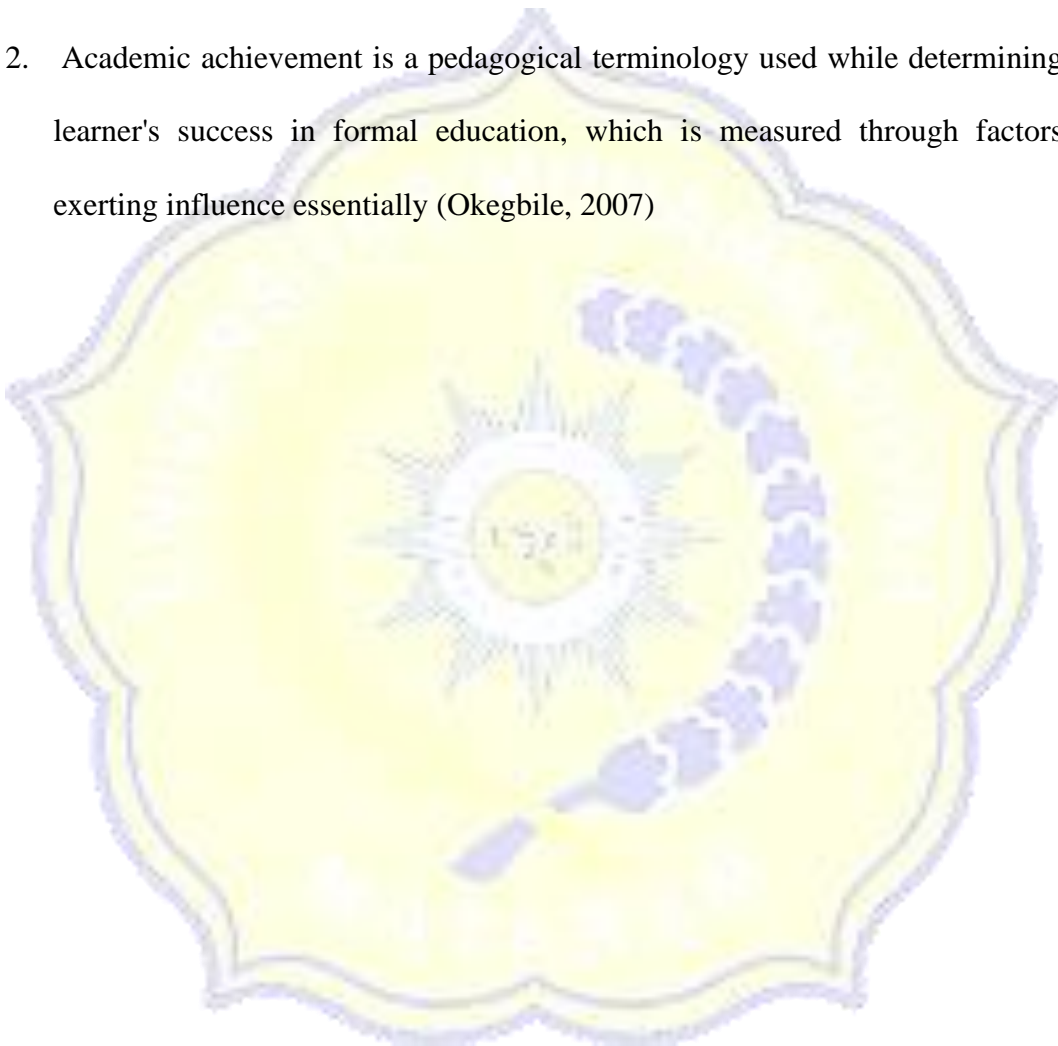
2. Practical

This study could be used as an example and input for students in the English Department of the Muhammadiyah University of Mataram. This research would significantly contribute to study habits, which would benefit their learning and then increase their achievement.

1.6 Definition of Key terms

To avoid misunderstanding of the readers, the researcher defined some terms related to this research, were:

1. Study habits are the behavior of an individual related to studies (Yazdani & Godbel, 2014). They are well -planned and deliberate pattern of research that have attained a form of consistency on the part of the students toward understanding the academic subject and passing examination (Kaur & Phatania, 2015)
2. Academic achievement is a pedagogical terminology used while determining learner's success in formal education, which is measured through factors exerting influence essentially (Okegbile, 2007)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some points, including the study habits, the good of study habits, the poor of study habits, academic achievement, study habits and academic achievement, description of study habits inventory and previous related studies.

2.1 Concept of Study Habits

Study habits are a combination of two words, study, and habits. When taking it separately, the study is the road to learn (Nagaraju, 2004). Furthermore, the study can be assumed as the way someone to gain knowledge and focus on learning in an educational course. A habit is then made on a scheduled, regular, planned basis, and that is not relegated to a second-place or optional place in one's life. It can be said that habit is done regularly; it can be done in the same place and time in different places and times (Verma, 2016). While according to Richards & Schimdt (2010), habit is a pattern of habitual behavior and has become almost automatic as a result of repetition. According to Nagaraju (2004), the characteristic of habits are not innate and inherited; they are performed every time in the same way, performed with great ease and facility brings accuracy in the action, acts are performed with least attention or no attention, and nervous system is the principal factor in the information of habits.

Therefore, study habits are individuals' behavior related to studies (Yazdani & Godbel, 2014). They are well-planned and deliberate study patterns that have attained consistency in the students' part toward understanding the academic

subject and passing examination (Kaur & Phatania, 2015). Besides, study habits can be defined as the total of all habits, determined purposes, and enforce practices that the individual has to learn (Radha & Muthukumar, 2015). Meanwhile, Monica (2015) defines study habits are the habitual tendencies and patterns that one depicts while gaining information through learning.

Based on the definition above, study habits can be said as habits when someone studies. Study habits typically denote the degree to which the students will engage in regular acts of studying characterized by appropriate studying routines (e.g., review of material) occurring in an environment conducive to learning.

2.1.1 Factor Influencing Study Habits

Study habit plays a vital role in the academic achievement of English language learners. We know that each student usually has different study habits. According to Eric (2016), there some important factors that influence students study habits, namely:

1. Home

Home is the first school for every child, and the mother is the first teacher. If the home environment is right, automatically, the child's nature in school will be useful. Hence, family members, such as parents, brothers, and sisters, influence the child's performance.

2. School environment

After home, the child spends more time in school, and for that matter, the school environment should be right. The teachers and the peer group also play

an essential role in the child's study habits. Parents should keep an eye on their children's friends because, with good friends, the child learns good habits.

3. Intelligence

Intelligence also plays a pivotal role in developing good study habits of the student. It is a general observation that intelligent students stand in top positions.

4. Gender

The study habits of males and females in the university have been widely studied retention rates. A recent study done in Iowa by a nationally recognized consulting firm specializing in higher education (Noel-Levitz, 2007) indicated that first-year females bring stronger study habits to college. In contrast, first-year males get more confidence in their math and science classes. Vedavalli (1994) found that male college students had better study habits than female college students.

5. Learning style

There are different learning styles, which students adopt in learning (Foreo, 2015). The three most common are:

a. Visual Learning Style

Visual learners learn best when presented visually by a picture or design format in a classroom setting. Visual learners are best at understanding a wide range of knowledge and concise, logical form. When trying to remember something, they can often visualize a picture of it in their mind.

b. The Auditory Learning Styles

Auditory learners learn best when information is presented in an oral language format. In a classroom setting, they benefit from listening to the lecture and participating in group discussions. Also, they benefit from obtaining information from an audiotape. When trying to remember something, they can often 'hear' how someone told them the story or the way they previously repeated it out loud.

c. Kinesthetic/Tactile Learning Style

Kinesthetic/Tactile learners learn best when physically engaged in a "hands-on" activity. In the classroom, they benefit from a laboratory setting to manipulate materials to learn new information. Also, they know when they can be physically active in the learning environment. Kinesthetic/tactile learners benefit from instructors who encourage in-class demonstrations, "hands-on" student learning experiences, and fieldwork outside the classroom, using hand while talking and dressing for comfort.

2.1.2 Type of Study Habits

There are two types of study habits that influence students' academic achievement:

1. The Good Study Habits

Lee (2010) mentions that good study habits are essential for students, especially college or university students, whose needs include time management, note-taking, internet skills, eliminatory distraction, and assigning a high prioritizing study. Furthermore, Tope (2011) argues that good study

habits are acceptable assets to learners because their habits help students attain mastery in specialization areas and lead to excellent performance. The opposite constitutes constraints to learning and achievement, leading to failure. Here, as Menzel (1982) said that there are some essential techniques that student can do in their study habits to increase their learning achievement, these are:

a. Time Management

According to Abban (2012), managing time effectively helps develop a better organization's personality. Students need time management in every aspect of the learning process because time is a precious resource for accomplishing a task and utilizing the time more. It will help them identify the useless activities that can be avoided, and time can be saved and help them give proper time to complete the task and perform it more efficiently. Furthermore, time management is a set of principles, practices, skills, tools, and systems that help people use the time to accomplish what they want. It refers to the techniques and strategies that individuals use to utilize and maximize their work as Hassanbeigi (2011) stated that time management is directed to a set of techniques for managing, planning, and appropriate using of time. Besides, Nagaraju (2004) finds that students seldom have proper study habits and usually do not devote sufficient time to their studies. Serious consequences may face the students who have poor time management skills; they cannot complete the task in an appropriate time frame. Hills and Ballow (2000) stated that "the use of work diary allows the student to look at everything they have to do and apportion time to every

subject". Organizing time will help students minimize worry and indecision that may appear of any extra work that has to be slotted in. Thus, they should know about the importance of time and know-how to manage their time productively.

b. Note-taking

Note-taking allows students to gather information from lectures, books, or any other situation they will later have to memorize or complete their academic program. According to Eliot (2003), students who use proper study habits containing note-taking can preserve knowledge for a longer time (Eliot, 2002). Furthermore, Boch & Piolat (2005) states that when students take a note in their study, they will focus more on their idea and speed up the learning process. Oguz (1999) found a significant difference between students who received note-taking training, took notes at lessons, and reviewed the notes and students who attended classes without receiving note-taking training. Studies point out that practical Note-taking increase students' success in learning (Lee & Carr, 2003). The benefit of Note-taking, which included (Meter et al., 1994):

- 1) Good notes help students to start point when study. Students often do not know where to begin when they study, so good notes will help them understand the important material and the secondary material. Note-taking provides students with direction, keeps them organized, and allows them to keep up with their studies.

2) In the learning process, students can rely on their listening and take notes to help them remember the material that was taught.

3) Taking notes helps students organize the material covered and points out areas of weakness so that they need to manage their study time more effectively.

c. Internet skills

Nowadays, the internet has an important role and great potential in educational life. Internet is used in education because it facilitates learning, teaching, and communication. It can be a huge source for the student trying to look up information for a college project or do homework (Deore, 2012).

d. Eliminate distraction

Ogbodo (2010) mentions that concentration is the most important one that offers the aspiration outcome in the students' learning process. The ability to concentrate can eliminate distraction when students study because distraction makes students challenging to stay focused on their studies. There are some types of distractions, such as the internet (social media), television, and friends.

e. Preparation for exam

Preparing examinations for students that enclose the real test can compose them depressive and concern reaction (Tasmania University, 2013). Good organizing students' study style to review the subject materials that are accomplished in the paper question when preparing examinations can prevent depression and concern. By applying a good strategy in

preparation for the examination, the students are more prepared to answer the exam question. Their result of examination can get the maximum score (Hawley, 2009). Students can apply some strategies before having an examination:

- 1) Keep your good study habits: do your classwork.
- 2) Look for and use your past homework assignment, class notes, and presented review materials.
- 3) Pursue directions.
- 4) Find out when tests will be given out
- 5) Obtain a good night's rest and eat a regular breakfast before testing.

f. Planning of subjects

When the student should be learned in their home lonely depended on their achievement, Learning some subjects was felt easier or not for students. It is easy for high achieving students to learn their school material when study alone. On the contrary, students with underachievement will be challenging to know their school material by themselves when they implement their study habits at home. Therefore to help the students easy when they disliked their subject, three methods can be applied by students (Victoria, 1980):

1. The Premack Principle

The Premack Principle is when you dislike studying the school material, you should have anyway to reward yourself for studying the subject more in-depth. This principle does not ask you as the learner to

skip the material to be learned, but how you could learn the difficult material based on your perception with some motivations to cover it.

2. Vary the Order in which You Study Subject

When you studied some school subjects, you would be faced with a difficult chapter of the material. You did not ask for skipping the difficult chapter by learning more about the exciting material as your perception. Ought to be implemented in your study, the students should have a plan to recover the difficulties.

g. Prioritize Studies

Students should prioritize study that other activities like organization in school or university because students who can prioritize study can increase their achievement.

h. Habit Related to Reading

Palani (2012) said that "reading is an important avenue of effective learning and reading which are interrelated with the total educational process, and hence, educational success requires reading habit". There are some techniques in reading that can be used for students as their effort to get success in learning achievement:

1. Summarizing

Students often have to learn several information, which requires them to identify what is important and how different ideas connect. One popular technique for accomplishing that goal is to write summaries from a text. Successful summaries identify the main points of a text and

capture the gist of it while excluding unimportant or repetitive material (Brown et al., 1981).

2. Skimming

Skimming means getting a global impression of a text without much attention to detail. However, even with this global approach, the focus is determined by the strategy employed. Depending on the focus, different clues will have to be picked up from the text. Although there is some overlap, any given item will always attempt to test a particular strategy.

3. Scanning

Scanning is similar to skimming, as this reading strategy is also a fast reading technique. Still, it is strikingly different in other respects, so that it has been argued that scanning has very little to do with proper reading. Scanning means reading selectively with a particular goal in mind. It is more like performing a search operation on a computer than reading to access and create meaning. The target is often a text detail like a name or a date visible at surface level.

Moreover, Arora (2016) mentions some good study habits lead to better academic achievement.

a. Attending classes regularly

Reid (1999) states that attendance as an individual student responsibility and good learning begins with attending class. Students who attend school regularly are more successful in school than students who

miss out on carefully planned instruction sequences. They miss out on active learning experiences and class participation. They miss out on dynamic learning experiences and class participation. They miss out on the opportunity to ask questions. As a result, they are more likely to fall behind.

b. Concentrating on study

Concentrating is the backbone of effective learning. Concentration can be acquired through a good environment and depends upon their aptitudes (Nagaraju, 2004). Concentration also depends on motivation, setting up better study conditions, and using the habits in a suitable condition. Concentration is the most important one that offers the student a learning process (Ogbodo, 2010). Some techniques recommended for the student to use in their study habits to keep their concentration:

1) SQ3R Technique :

Stand: View the contents, chapters, going through the headline and sub-heading to the end for having a general impression of written material.

Questions: the readers should formulate the question on the broad ideas as vital areas for later references.

Read: read the chapter based on the question that is formulated and the concentration of the word.

Recite: the reader writes down and understanding the points from the chapter.

Review or Revise: re-reading the passage carefully to answer the question to understand the passage better.

2) The Rosemary (L)

Repetition: read the passage many times as you get used to the word inside material or topics. Over-Learning: from repetition reading, the reader will produce over-learning. So the readers will not forget any part of the passage.

Summarization: a summary is short and straight to the point.

Enumeration: write down to do not forget the points

Mnemonics: devise mnemonics for important ideas, principles, concepts, formulae, etc. Application: apply the material based on your personal life and daily

Revision: revise all the steps which have done and bring them to your memory

Yes: I know it now! The reader can apply all the points to their life

Linkage: the readers should link the material to their daily life.

c. Studying to get meaning, not cramming

The study is hard work; not an easy substitute is available. The success of students is measure by his/her ability to study. The study is not crammed; the study is arranged very well so the students can get knowledge. The study cannot be done instantly to get a good result on the test. That is cramming; try to learn a lot very quickly before the examination. Cramming did not help students understand the subject; packing only helps students become braver to take the test, not help students get knowledge.

d. Having proper rest periods

Periods of rest and sleep can help students decrease their stress because college students often lead hectic activities such as going to class, working out, or working on a computer can strain their mind and body. Sleep deprivation can affect the important aspect of their mind and body, such as your mood, energy, ability to learn, memory, good judgment, reaction time, and efficiency.

e. Facing the problem regarding the home environment and planning

The home environment has an important effect on students' habits when choosing to study at home to review the material school or plan of work or material for the next lesson. The environment and planning of work are important to support students in their learning. Therefore, the home environment should have well-circulated air, a silent voice, and a bright lighted room or open place with the desk and chair (Osa-Edoh & Alutu, 2012). Besides the home environment's characteristics in study habits, the home environment includes the parents' role in supporting their children in improving study habits to reach their children's achievement (Nuthanap, 2007). Parents' awareness of their children in creating an ideal learning environment at home can help their child achieve their achievement (Meyer, 2013).

f. Preparing and following a timetable

Habit is something that is done regularly. Good study habits mean that the habit in study is good and can affect students' knowledge. To get a good

result, the student should make a list of what they should do. When students follow the timetable, they can be more organized and unconsciously to study. Preparing a timetable for students is good because they can prepare what they do. They can manage what they should do first and remove the unimportant ones. After that, following the timetable is something that students should do. Following the timetable means that students apply what they have prepared. They do it in the study regularly and continuously. Preparing and following the timetable can help students gain more knowledge because they have arranged the time they study.

2. The Poor Study Habit

Bhat and Khandai (2016) explain that poor study habits are the habits that do not work and do not help students make a good grade. Poor study habits are among the most significant and most persistent problems among school and college students. There are some poor study habits as follow (Sing, 2015):

a. Poor attendance

Attendance as an individual student responsibility and good learning begins with attending class. On the contrary, many students who have poor attendance have been linked to poor academic achievement and impacts upon self-esteem, behavior, employability, and the subsequent quality and economic status of former truants in their adult life (Reid, 1999).

b. Poor Note-taking

Based on Muraina, Nyorere, Eman, and Muraina (2014), note-taking has been a staple academic life activity, particularly in lecture courses, for

decades. Meanwhile, most students fail to take notes because they often do not know what is important and what is not important. The unknown makes students have poor Note-taking.

c. Poor time management and procrastination

Time management has been referred to as a set of techniques for managing, planning, and appropriate using of time. According to Nagaraju (2004), use time is one of the difficulties for students. Sometimes students waste their time shifting from one activity to another. They have problems settling down to work, and they feel guilty because their thought is that they do not study enough. Meanwhile, academic procrastination was defined as leaving academic tasks, such as preparing for exams and doing homework, to the last minute and to feel discomfort out of this (Capan, 2010). It is described as deliberately delaying one's tasks on academic issues in fear of making mistakes postponing a task that needs to be completed, and bad time management.

d. Lack of concentration during learning

Concentration is the most important one that offers the aspiration outcome in the students' learning process (Ogbodo, 2010). Concentration is the backbone for effective learning. Concentration can be acquired through a good environment and depends upon their aptitudes (Nagaraju, 2004). Concentrating on education requires several useful techniques and tips for helping students to get the best understanding of their course material to achieve full competence in the subject and high grades in examination.

2.2 Academic Achievement

The central aim of all formal educational efforts is an academic achievement on the part of the students. Academic achievement is significant because it promotes success in different phases of life. Academic achievement is the sole criterion to evaluate scholars' ability and is the main criterion for selection, promotion, or recognition in various walks of life. It has become an index of students' future in this highly competitive world. Students with higher achievement levels at school, college, or university are more likely to obtain good employment and salaries. The term academic achievement is the combination of two words academic and achievement. Singh (2015) claims the word "academic" is related to formal education. It is derived from the word "academy" which means school, where particular instructions are imparted. The term academic tells an institutional system of formal education in school, college, and university.

Furthermore, Damayanti and Mudjiono (2006) argue that achievement is the level of success marked by the score in the form of a letter, word, or symbol. Moreover, the achievement is the mastery of knowledge or skill develops by course and usually indicated by score or test or score from the teacher. It is an accomplishment of success in bringing the desired end. The achievement can give satisfaction to the concerned people, especially for those who are studying in school. Achievement is students' learning outcomes that include cognitive, affective, and psychomotor aspects within a certain period (Sudjana, 2004). It depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children,

physical fitness, environmental factors like home where they live, the family's racial nature, and religious background (Sahu, 2012).

Therefore, Lawrence and Vimala (2012) state that academic achievement is a measure of formal education knowledge that is usually indicated by test scores, grades, grade points, and average and degrees. Students' academic achievement refers to the grades obtained by students upon accomplishing the course in their study. Academic achievement is one of the most important goals of education. The success or failure of a student is measured in terms of academic achievement.

According to Dhillon and Johal (2016), academic or educational achievement refers to the degree or level of success attained in some specific task, especially school performance or the success achieved at the educational program's end. In other words, the scholastic achievement is the performance of the pupil's accomplishment in a subject of study. From the definition above, academic achievement can be concluded as the score that students obtain informal education by taking a test or being given by a teacher.

The students' academic achievement in each semester is represented by Grade Point Average (GPA) in the university. The total of the GPA for all semesters it belongs to is called Cumulative GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester. Purwanto (in Ridwan 2008), there are three kinds of achievement, high achiever students are those with GPAs 3.50 to 4.0, middle achiever students are those with GPAs 2.75 to 3.49, and low achiever students are those with GPAs between 2.0 to 2.74.

2.3 Study Habits and Academic Achievement

Kumar (2015) indicates that various factors affect students' academic achievement. Among these factors are some activities called study habits that the students gained, preferred, and like to do for learning at and out of school. Study habits are important; they influence the academic achievement of students. Meanwhile, Sharma and Vyas (2016) claim students' accomplishments like study habits, intelligence, socioeconomic status, different aspects of their personality, etc. Study habit is one crucial factor influencing the academic achievement of students. Anwar (2013) said that the relationship between study habits and academic achievement had received attention from scholars and educational agencies for so long.

Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. Some students come from different environments, and localities have different academic achievement levels that are high and low. They also differ in their study habits. Some students have better study habits, while others have poor. The better the study habits, the better is academic achievement.

Academic achievement means the knowledge an individual has acquired from the school. Their study habits determine the academic achievement of the students. Study habits and academic achievement are essential for research workers and educationists to know that every child, whether gifted or backward, should be educated in their way. Still, if they possess good study habits, they can show performance in academics and every situation. On the other hand, if the

students do not possess good study habits, they cannot excel in life. It is the study habits that help the learner obtain meaningful and desirable knowledge. Good study habits act as a potent weapon for the students to excel in life. The grades may determine the extent of a student's academic learning that a student earns for a period of learning that has been done. It is believed that a grade is a primary factor that indicated such learning. If students make high grades, they may also have learned a lot, while low grades indicate lesser learning.

Furthermore, Khan (2016) states that good study habits have good effects on the students' academic achievement. Also, Gettinger and Seibert (2016) noted a link between poor study habits and low academic achievement; those students with poor study habits tend to have poor achievement. It is a common belief that a student who does not have good study habits cannot be an efficient learner.

From the statement above, it can be concluded that study habits impact academic achievement-study habits play an essential role in learning and education in school success.

2.4 Review of Previous Studies

This research comes from Fatemeh Mashayekhi, whose journal entitled Effect of Study Habit on Academic Achievement of Agricultural Science Students in Senior Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria, showed that 89% of students have relatively desirable study habits. This study indicates that study habits can improve students' achievement when they apply study habits effectively in their learning habits.

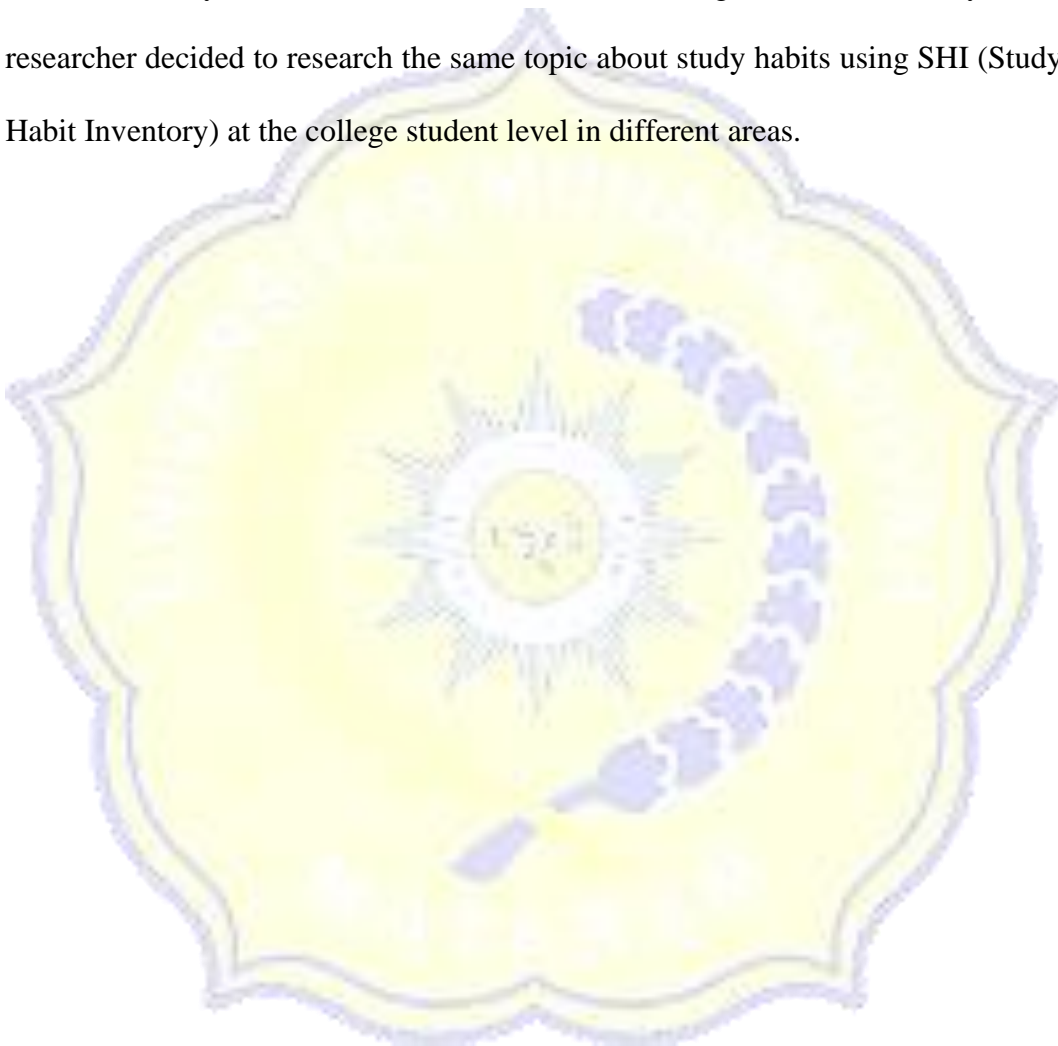
Another research entitled Study Habits and Academic Achievement in Core Subjects among Junior Secondary School Students in Ondo State, Nigeria by J. T. B. Oluwatimilehin. This study shows the relationship between study habits and students' academic achievement in their learning. Study habits' dimension is used in this research, such as homework and assignment, time allocation, reading and note-taking, study period procedures, concentration, written work, examination, and teacher consultation. This research shows that there was different impact of study habit to their academic achievement for different school subjects.

Based on the article entitled Comparison of Study Habits and Academic Performance of Pakistani British and White British Students, the research shows the readers about comparing the study habits of Pakistani British as foreign students and White British as local students to their achievement four multiethnic schools of England, United Kingdom. Some unique results are showing in this article that international students have lower achievement than native students. This result of the research is caused by factors that influenced students' study habits of foreign students and can impact their academic performance. Parental involvement, home environment, classroom atmosphere, teaching skill of the teacher, and their study habits are some factors that influence international students' achievement when learning in an odd place. Moreover, the location of learning can affect students' achievement when they applied study habits.

Besides, a research entitled The General Study Habits of Major EFL Students at King Khalid University and their Relationships with GPA, Gender and Certain Social Factors. The researcher concluded that there was no significant

effect on their academic achievement and study habits based on students' sex. In conclusion, students with applying good study habits will reach their achievement in the learning process.

Finally, the previous researcher used a questionnaire as a data measurement at the secondary school student level and focused on gender and ethnicity. The researcher decided to research the same topic about study habits using SHI (Study Habit Inventory) at the college student level in different areas.



CHAPTER III

RESEARCH METHOD

This chapter would like to discuss some research methods, include research design, data collection, and data analysis.

3.1 Research Design

Research design is a plan or concept of the research created by the Researcher (Arikunto, 2014); this research would be conducted using a quantitative research method. Specifically, it used a quantitative method because the data is presented in numerical and descriptive form. Sukmadinata (in Sugiyono, 2005) states that "qualitative research is a research conducted to determine variable, either the variable is one or even more withoutmaking comparison or connect with other variables. Quantitative method emphasize objective measurement and the stational, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys or by manipulating preexisting statistical data using computational technique. The purpose of this research was to analyze the difference in study habits between high and middle achievers.

3.2 Population and Sample

3.2.1 Population

This study's population was the five students of high achiever and eight students of middle achievers at Sixth Semester of the English Department of the Muhamadiyah University of Mataram in 2019/2020.

3.2.2 Sample

The technique of sampling used for this research was purposive sampling. Purposive sampling is also known as judgmental sampling, where the researcher can deliberately choose this sampling technique because of the samples' nature. The researcher take five students of high achievers which criteria were the students whose GPA ranging from 3.50 to 4.0 and five students of middle achievers are those whose GPA ranging from 2.75 to 3.49.

3.3 Data Collection Technique

3.3.1 Questionnaire

The researcher used the questionnaire in this study. The data was obtained through the Study Habit Inventory for students in the English Department of the Muhamadyah University of Mataram. The questionnaires that consist of 30 items (see appendix.1) relate to the difference study habit that influences academic achievement. The answer of the questionnaire is grouped into:

- 5: Always
- 4: Often
- 3: Sometimes
- 2: Almost never
- 1: Never

3.3.2 Documentation

Sugiyono (2008) stated that documentation can be written and picture by someone that can be used to obtain information. In this research, the documentation guide is the GPA of students or KHS (Kartu Hasil Studi). The

researcher divides the students based on the GPA they get. The students whose GPA ranging from 3.50 to 4.0 is the high achievers group while the middle achievers group are those whose GPA ranging from 2.75 to 3.49.

3.4 Data Analysis

The data collected would be analyzed by using a descriptive method. The descriptive method is one kind of method that described the data by sentences (Arikunto, 2014). The descriptive method was used to describe students' study habits between high and middle achievers.

a. Identifying the students' answer from the questionnaire

In this step, the students' answer consists of 5 Likert's scale to determine the students' choice.

b. Calculating the percentage of data to find the result

In this step, the Survey Likert scale consists of five answers (5: always, 4: often, 3: sometimes, 2: almost never, 1: never) thus. To present the data into percentage form, the researcher analyzed the data using the formula below:

$$P = \frac{\Sigma}{n} \times 100\%$$

Notice:

P = Score percentages for each indicator

Σ = Number of item

n = Total Number of respondents in each indicator

100% = Constant Number

c. Clarify the percentage

In this step, the researcher has clarified the result of the percentage to make the data clear. After the percentage of the data, the researcher described the data percentages.

d. Explaining the result of the questionnaire and interview

In this step, the researcher has clarified the result of the questionnaire and interview. Then, the researcher gave a more detailed explanation of the percentage's result to make sure the data clearly toward the questionnaire and interview to know the result of the difference in study habits among high and middle achiever students.

e. Drawing a conclusion

In this step, after the process of analysis questionnaire and interview was finished, the researcher concluded the research result.