

Apart from ability to learn, desire to learn is an important consideration which may influence motivation [9]. Meanwhile, the motivation as one of the main determinants of successful foreign languages learning [18].

- *Memorization*

Improving memory means learning better [9]. It means we need to review the material continuously. In addition, memorization as a cognitive strategy that focuses on the storages for retrieval information of language [19]. In this sense, memorization has the potential as a tool for internalization of what has been learned by the students and its application in real communication [20].

- *Taking examinations*

Examinations are frequently in the form of essays where a few questions are given and students are required to write long answers. Students might prepare an outline and arrange the ideas properly, following a logical pattern of presentation.

- *Preparation for examination*

Calm, cool and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation [9]. A study revealed that by applying good strategies in preparation examination, the students were more prepared to answer the questions and in return they achieved maximum scores [21].

- *Use of examination results*

Results of examination can be an indicator of one's strong and weak points. Knowledge of results can motivate an individual and direct his/her efforts [9].

- *Health*

Health was dealing with the students' feeling, emotion and mental of study. Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination [9].

The study habits play an important role in learning achievement. The good study habits have good effects towards academic achievement. Several studies on study habits have proved a significant correlation between study habits and students' language achievement [3,4,22,23]. Only few studies concluded the opposite; one of which is Lawrence study that showed no significant relationship between study habits and achievement [24].

In Indonesia where English is considered as a foreign language, it is not easy for students to put sufficient efforts to develop good study habits in their study to obtain good grades. Therefore, the aimed of this present study was to find out the students' study habits, students' English learning achievement, and to examine the correlation between those two variables. This study focused on the first-grade students of a state vocational school in Samarinda, Indonesia.

II. METHOD

The correlation design was used in the frame of quantitative approach. The population of this study was the first-grade students of SMKN 12 Samarinda in the

academic year 2018/2019. There were 8 classes (*Akutansi 1, Akutansi 2, AP 1, AP 2, BO, TKJ, OT 1, and OT 2*) with total number 222 students. A sample of this study was 65 students who were selected through purposive technique. Data were collected from documentation (students' English mid-term scores) and a questionnaire Study Habits Inventory (SHI). The students' English mid-terms scores were categorized into four levels based on the school's criteria with the minimum passing grade of 75. The maximum score from 93-100 is categorized Excellent, the score from 84-92 Good, the score from 76-83 Fair, and the score below 75 is categorized Poor. The Study Habits Inventory was used to measure the students' study habits. This 3-point Likert scale was constructed by [9] consists of 45 items. Scores ranging from 1.36-2.00 is categorized as Good study habits, from 0.68-1.35 as Average, and 0-0.67 as Poor. The data was analyzed through descriptive statistics and Pearson Product Moment Correlation by using SPSS Version 23.

III. RESULTS AND DISCUSSION

A. Results

The data were collected from the result of the Study Habit Inventory and English mid-term scores. Based on the descriptive statistics, the score range of SHI is 0.82 with the minimum score of 0.73 and the maximum score of 1.56. Meanwhile, the sum score of the students' study habits is 77.10 and the mean is 1.17. This mean score indicates that the level of the students' study habits was at average level (see Table 1).

TABLE 1. DESCRIPTIVE STATISTICS OF STUDENTS' STUDY HABITS

Study Habit	N	Range	Minimum	Maximum	Sum	Mean
Study Habit	65	0.82	0.73	1.56	77.1	1.17

The level distribution of the students' study habits can be seen in Table 2.

TABLE 2. DISTRIBUTION OF STUDENTS' STUDY HABITS

Score Interval	Category	Frequency	Percentage
1.36– 2.00	Good	8	12%
0.68 – 1.35	Average	57	88%
0 – 0.67	Poor	-	0%
Total		65	100%

Table 2 demonstrates that most of the students (88%) had average study habits. Only 8 students (12%) were categorized as having good study habits and none of the students had poor study habits. More detailed data were presented by study habit area as presented in Table 3.

TABLE 3. THE MEAN SCORES OF THE STUDY HABIT AREAS

	Mean	
	Statistic	Std. Error
Budgeting time	1.15	0.044
Physical condition	1.01	0.037
Reading ability	1.08	0.032
Taking note	1.10	0.050
Learning motivation	1.42	0.037
Memorization	1.05	0.040

Taking examination	1.19	0.025
Health	1.15	0.035

Table 3 presents the different level of each area of study habits. The result indicated that learning motivation became the only area that belonged to Good category ($M=1.42$), while the other areas of study habits were at Average category and no area was at Poor category.

Another variable addressed in this research was English learning achievement. The result of descriptive statistics of the students' English achievement can be seen in Table 4.

TABLE 4. DESCRIPTIVE STATISTICS OF STUDENTS' ENGLISH LEARNING ACHIEVEMENT

	N	Range	Minimum	Maximum	Sum	Mean
English achievement	65	32	56	88	4962	76.34

Based on Table 4, the range of English learning achievement was 32 with the minimum score of 56 and the maximum score of 88. The mean score was 76.34 (Fair). The distribution of the English learning achievement results are presented in Table 5.

TABLE 5. DISTRIBUTIONS OF STUDENTS' ENGLISH ACHIEVEMENT

Score Interval	Category	Frequency	Percentage
93 – 100	Excellent	0	0%
84 – 92	Good	15	23 %
76 – 83	Fair	34	52%
< 75	Poor	16	25%
Total		65	100%

With regards to English learning achievement, there were no students in Excellent category. Slightly more than half of the students (52%) were in Fair category. The rest gained higher scores (23% at Good category) and lower scores (25% at Poor category).

The statistical testing of the correlation between study habits and English learning achievement by using Pearson Product Moment Correlation was presented in Table 6.

TABLE 6. THE CORRELATION RESULT

		Study Habits	English Achievement
Study Habits	Pearson Correlation	1	0.368**
	Sig. (2-tailed)		0.003
	N	65	65
English Achievement	Pearson Correlation	0.368**	1
	Sig. (2-tailed)	0.003	
	N	65	65

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

The r value is 0.368 and higher than r table (0.244). It represents a positive correlation between study habits and English learning achievement. The correlation was positive and significant at $p < 0.01$. It implies that students with a higher level of study habits were benefited in terms of having higher English learning achievement. More detailed data on the correlation of study habit areas and English learning achievement are presented in Table 7.

TABLE 7. THE CORRELATION OF STUDY HABIT AREAS AND ENGLISH LEARNING ACHIEVEMENT

Areas		English Achievement
Budgeting time	r	0.412**
	Sig	0.001
Physical condition	r	0.052
	Sig	0.681
Reading ability	r	0.145
	Sig	0.248
Taking note	r	-0.001
	Sig	0.993
Learning Motivation	r	0.304*
	Sig	0.014
Memorization	r	0.268*
	Sig	0.031
Taking examination	r	0.272*
	Sig	0.029
Health	r	0.038
	Sig	0.761

Table 7 shows the correlation between different areas of study habits and English learning achievement. Of eight study habit areas, four areas had a significant correlation with English learning achievement. These four areas included budgeting time (strongest correlation, $r = .412$), learning motivation ($r = .304$), taking examination ($r = .272$), and memorization (lowest correlation, $r = .268$). The other four areas (that are physical condition, reading ability, taking note and health) had no correlation to English learning achievement.

B. Discussion

This study has revealed a significant correlation between study habits and English learning achievement. This result was in conformity with the results of previous studies [22,25, 5, 6] who found a strong relationship between study habits and the students' English achievement. However, compared to the current study their study identified different areas which had no correlation with learning achievement, they are: memorization and preparation for exam. In different areas which did not correlate with learning achievement, namely reading ability, note taking and taking examination [23].

The result showed that the students' study habits were at average category and the students' achievement was also at average category. The highest level of study habit areas was learning motivation, which contributed to good study habits. It can be said that the students were having high motivation to study. Motivation becomes the reason for people's action, desire, needs and causes to repeat behaviors as their habits [17].

Apart from those similar findings, there are some studies which did not find a significant correlation between study habits and academic achievement [24,26,27]. In this vein, the effect of study habits vanished when other variables were controlled. It was perhaps caused by another

factor which was more dominant and gave more contribution, such as: intelligence, personality, students' attitude toward school, and socioeconomic status [2].

C. Pedagogical Implications

The findings of this study have some pedagogical implications for English teachers and students. It is known that there is a significant correlation between study habits and achievement, therefore, teachers should nurture good study habits, especially on the following areas: budgeting time, learning motivation, memorization, examination taking, because these areas had a significant correlation with English learning achievement. By possessing those areas of study habits, students will be able to develop their own good habits by themselves.

In this present study learning motivation had the highest correlation with English learning achievement. Therefore, it is likely that students' learning motivation is important for the achievement of better learning performance. The learning process will be successful when students are motivated to learn. Therefore, the English teachers should pay attention to students' learning motivation in order to improve their achievement. In this context, of course it is the responsibility of the teachers to maintain and increase students' motivation to learn and to find ways to improve student learning, ways to foster lower learning spirit, and ways to increase self-motivation and ways of how to cultivate students' self-motivation. For example, a teacher may motivate the students by giving information about why they should learn English and explaining how important English is for their future career. In order to make English more interesting for students, proposed some strategies that can be used by teachers in motivating their students in learning English [28]. The strategies include: giving praise, giving suggestions, and playing motivation videos. Teacher is required to be creative in arousing students' motivation to obtain optimal learning result and to form effective student learning behaviors.

Generally, study habits can be classified into two good study habits and bad study habits. Good study habits are sometimes referred to as positive or productive study habits [29]. Therefore, the students can build good study habits by doing positive habits in learning. Harper and Row state there are some positive study habits the students can do, such as: studying every day, attending class regularly, always managing time on study, taking note, asking for help if facing problems with the study, and preparing for the examination [30]. By doing those positive things on study, the students will develop their own good habits by themselves [31].

IV. CONCLUSION

To conclude, the students' study habits were at average category, and their English learning achievement was also at average category. The study showed that study habits and English learning achievement had a significant correlation. It indicates that study habits have an important role in students' English learning achievement. With regard to the significant correlation between study habits and learning achievement it is suggested that study habits be considered as one of the factors used to improve students' achievement.

First, English teacher should nurture and encourage students to build good study habits, such as maintaining students' motivations on study. Second, students themselves need to consider of their study habits and build good study habits, such as studying everyday and prepare for the examination on their learning in order to improve their learning outcomes. Finally, for future researchers, it is suggested that they include other factors related to study habits, such as home environment and planning of work. They can also expand their study to deep exploration of each study habits area by using qualitative or mixed-methods to capture a more comprehensive understanding on study habits.

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