

**THE CORRELATION BETWEEN STUDY HABITS AND ACADEMIC
ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM OF UIN RADEN FATAH
PALEMBANG**



UNDERGRADUATE THESIS

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By

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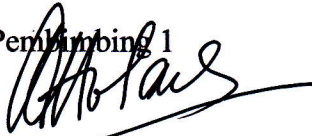
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Demikianlah terima kasih.


Wassalamu alaikum Wr. Wb.

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
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Palembang, April 2017

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Palembang, 2017

The writer,

FAP

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LIST OF DOCUMENTATIONS

1. Copy of Student's Card
2. Copy of Payment Receipt
3. The TOEFL Certificate
4. The Advisor Approval
5. Proposal Consultation Card
6. Title Approval
7. Copy of Computer, KKN, BTA, INTENSIVE, and OSPEK certificate
8. Result of Comprehensive Exam
9. Thesis Consultation Card
10. Revision Consultation Card
11. Result of Munaqasyah Exam

ABSTRACT

This study investigated the correlation between study habits and academic achievement and explore the influence of study habits on academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang. The population of this study was 502 of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang. 254 students were taken as the sample by purposive sampling. Study Habits Inventory (SHI) and academic achievement (CGPA) were used to collect the data. Descriptive statistics, Pearson product moment correlation, and regression analysis were employed to analyze the data. The analysis using Pearson product moment correlation coefficient revealed that students' study habits significantly correlated with their academic achievement ($r=0.653$, $p=0.000$). Additionally, the linear regression analysis showed that students' study habits contributed 42% to their academic achievement. Thus, the result indicated that there was a correlation between study habits and academic achievement, and students' study habits influenced on their academic achievement. Although the contribution was strong and there were other factors that contribute to the students' academic achievement, study habits is important to encourage academic achievement.

Keywords: *Correlational research, study habits, academic achievement.*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

Education is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Each philosophers and scholars have defined education on their own ideas and philosophies (Khan, 2016. P. 146). According to Collins and O'Brien (2011, p. 154), education is referring to a process of fostering cognitive, physical, social, emotional, or moral growth and development in individuals or groups. It refers to learning process of students in formal and non-formal institutions.

In education as well as in the learning process, academic achievement occupies a very important place (Illahi & Khandai, 2015, p. 1). It has been one of the most goals of educational process and also an index of all future success in life (Nonis & Hudson, 2010, p. 232). Furthermore, Lawrence and Vimala (2012, pp. 210-211) assert that academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Moreover, Mushtaq and Khan (2012, p. 17) believe that academic achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development.

Nowadays, academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Therefore, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand (Alos, Caranto, & David, 2015, p. 60). According to Gudaganavar and Halayannavar (2014, p. 277), academic achievement may be affected by various factors like intelligence, attitudes of pupil towards school, different aspects of their personality, socio economic status, and study habits.

Study habits have long been considered to be important variable in the academic success or failure of students in educational level. According to Kumar (2015, p. 18), study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms, study habits are the habits when someone studies (Bhat & Khandai, p. 2016). They serve as the vehicle of learning. Study habits are mainly external factors which facilitate the study process such as sound study routines which include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Crede & Kuncel, 2008, p. 429).

Habits in study are really important to maintain the knowledge which already obtain, but many students are lazy to learn after learn in the class and it makes they forget what have been learnt. Moreover, as reported in *Okezone*, every years many students do cheating in national exam due to poor study habits (Wurinda, 2016). Only numbers of students who maintain their good study habits

who really prepare themselves long days before national exam. It also happens to university students who do cheating in their exam due to poor study habits. Some of them study one hour before exam which ineffective and make some of them doing cheating.

According to Nonis and Hudson (2010, p. 230), study habits are divided into two types; poor and good study habits which are related to academic achievement. The poor study habits are poor attendance, poor note taking, poor time management, last minute work, procrastination, failure to read direction, over confidence, and lack of concentration during learning (Singh, 2015, pp. 303-304). They make students have low comprehension and confidence in study which influence their academic achievement.

On the other hand, good study habits are good assets to learners because habits assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure (Tope, 2011, p. 8). The good study habits which students use to learn especially college or university students whose needs include time management, note taking, internet skills, eliminatory distractions, and assigning a high priritizing studies (Lee, 2010, p. 1).

In this era, the indicator to get the job is not only good academic achievement, but also English proficiency. Therefore, university students need to have the two indicators to grab opportunity to get good job, including English education study program students of UIN Raden Fatah Palembang. According to Bailey and Onwuegbuzie (2002, p. 463), some students excel in learning a foreign

language, but many students fail to achieve their desired levels of proficiency. It also happens in where this study will be conducted. English education study program students face difficulty in their academic performance due to lack of English proficiency and in TOEFL test where the measure of their English proficiency. That is because some of students has already learnt English as their vehicle in English education study program, but some of them just have little knowledge of English. For students who realize that they have lack of English proficiency will take course to improve their English.

Based on the informal interview with the English Education Study Program students of UIN Raden Fatah Palembang, some of the lecturers used student-centered approach while the others used teacher-centered. Nonetheless, some students consider study is just an activity in the class. It is proved by activities after the class which often relates to their study. As the result, a few students did not remember the previous material, did not know the next material and the material which they study, cheat in exam, and did not believe in theirself (copy their friend assignment)

In fact, the study habit is very important characteristics of all human beings who are being educated. As much study is important for higher academic achievement of students as much as important for their fruitful use of leisure time (Acharya, 2012, p. 244). According to Eliot, Foster, and Stinson (2002) (as cited in, Onuoha & Subair, 2013, P. 718), students who use proper study habits can preserve knowledge for longer time. Furthermore, according to Khan (2016, p. 146), study habits affect and increase the efficiency of the students with respect to

their academic achievement and students who develop good study habits increase the potential to complete their assignments successfully and to learn the material they are studying (Verma, 2016, p. 75). Moreover, the adequate acquisition of a good study habit builds on the student confidence before, during and after an examination (Haider & Verma, 2013, p. 17).

According to Anwar (2013, p. 47), the relationship between study habit and students' achievement has for long received attention from scholars and educational agencies. Therefore, some studies have been conducted to find out the correlation between study habits and academic achievement. Some of them revealed that study habits had a positive correlation to academic achievement. Singh and Mahipal (2015) found that a significant positive correlation between study habits and academic achievement. Then Siah and Maiyo (2015) investigated there was a correlation between study habits and academic achievement. Also, Arora (2016) there was a strong positive correlation between academic achievement and study habits of adolescents

On the contrary, some studies revealed study habits had no significant relationship to academic achievement. Nouhi, Shakoori and Nakhei (2008) showed that the relation of study habits and educational achievement was not significant. Next, Lawrence (2014) claimed there was no significant relationship between study habits and academic achievement. In line with Thapar and Kumar (2015), The results showed that there was no significant relationship between study habits and academic achievement.

Based on the description above, it makes the researcher want to explore more about the correlation between study habits and academic achievement of the English education study program students of UIN Raden Fatah Palembang.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between study habits and academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang?
2. Do study habits influence academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang?

1.3. Research Objectives

From the problems above, the objectives of this study are:

1. To find out if there is significant correlation between study habits and academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang
2. To know if study habits influence academic achievement of undergraduate students of English Education Study Program of UIN Raden Fatah Palembang

1.4. Significance of the Study

It is hoped that, this research can give some information about study habits related to students' academic achievement and this research might contain valuable information on the learning and teaching of language. Therefore, the result of this research hopefully will be useful for the teachers and parents by knowing students study habits it is one factors can influence students success and failure in study so they can encourage students to build good study habits. Meanwhile, students need to know of study habits to improve their learning outcomes and excel their learning problem, so they can improve their academic achievement for their future life. The last for other researchers, this research can give some information to conduct similar research and expand this study with better improvement

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research, (2) concept of study habits, (3) the good of study habits, (4) the poor of study habits, (5) academic achievement, (6) study habits and academic achievement, (7) description of study habits inventory, (8) previous related studies, (9) hypotheses and (10) criteria of testing hypotheses.

2.1. Correlational Research

Richards and Schimdt (2010, p. 139) define correlational research as a research which is carried out to examine the nature of the relationship between two naturally occurring variables. In correlational research, there is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. It ranges in value from -1.00 (i.e. a perfect negative relationship) through 0.00 (i.e. total absence of a relationship) to +1.00 (i.e. a perfect positive relationship). A correlation coefficient indicates both the direction (i.e. positive or negative) and the strength (i.e. the size or magnitude) of the relationship. The closer an absolute value of the correlation coefficient is to 1.00, the stronger the relationship between two variables is regardless of the direction of its correlation coefficient.

The meaning of a given correlation coefficient can be seen below based on Lodico, Spaulding, and Voegtle (2010, p. 340).

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Based on Creswell (2012, p. 340), there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). Researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future

behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012, p. 341).

2.2. Concept of Study Habits

Study habit is very important characteristics of all human beings who are being educated. As much study is important for higher academic achievement of students as much as important for their fruitful use of leisure time (Acharya, 2012, p. 244). Literally, study habits are a combination of two words, “study” and “habits”.

When taking it separately, study means, application of the mind to the acquirement of knowledge (Agrawal & Teotia, 2015, p. 50). Hence, the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skill (Crow & Crow, 2007).

Furthermore, According to Nagaraju (2004, p. 12), study is the road to learn, study is in educational place and it is a hard, steep, rough road. He also proposes the others definition; 1. Application of the mind to a problem or subject, 2. A branch of learning, and an investigation of a particular subject. From all the definitions, study can be assumed as the way someone to gain knowldege. It focus

on learning on educational course, it is different from learning which can be done in everyplace and every way.

Then, habit is a pattern of behaviour that is regular and which has become almost automatic as a result of repetition (Richards & Schimdt, 2010, p.258). While, according to Verma (2016, p. 75), a habit is something that is done 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 something done regularly, it can be done in same place and time also in different place and time.

According to Nagaraju (2004, p.15), the characteristics of habits are 1. habits are not innate and inherited, 2. they are performed every time in the same way, 3. Habitual actions are performed with great ease and facility, 4. Habit brings accuracy in the action, 5. Habitual acts are performed with least attention or no attentio, 6. Nervous system is the principle factor in formation of habits.

Therefore, study habits are the behavior of an individual related to studies (Yazdani & Godbel, 2014, p. 827). They are a well-planned and deliberate pattern of study that have attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations (Kaur & Pathania, 2015). In addition, study habits can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn (Radha & Muthukumar, 2015, p. 354). Meanwhile, Monica (2015, p. 16) defines study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning.

Based on the definitions above, study habits can be said as the habits when someone study. Study habits typically denotes the degree to which the students engages in regular acts of studying that are characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment that is conducive to studying.

2.3. The Good of Study Habits

Based on Premalakshmi (2012, p.551), study habits are factors, which has its own weightage in establishment of the children in the field of education, which differs from individual to individual. Every student has different study habits. Some students can study in crowded place, but some of them need a private place to study. For achieving good study habits, one must have desire to learn with full working abilities and talents. Students should have more interest and self discipline in everything.

Tope (2011, p. 8) argues good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure. Furthermore, Lee (2010, p.1) mentions good study habits are important for students, especially college or university students, whose needs include time management, note taking, internet skills, eliminatory distractions, and assigning a high priritizing studies:

1. Time Management

Time is a very precious thing, it plays very important role in the life. Time Management “is a set of principles, practices, skills, tools and systems that help people use time to accomplish what they want. It refers to the techniques, and strategies that individuals use in utilizing and maximizing the work that they do. Managing time effectively helps to develop better personality in an organization (Abban, 2012, p. 2)

2. Note Taking

Note taking is an essential tool in many information-transmission situations and it helps students learn. Note taking allows students to gather information from lectures, books, or any other situation that they will later have to memorize or use in order to successfully complete their academic program. Note taking helps students to learn. When students take a note in their study, they will be more focus on their idea and speed up in learning process (Boch & Piolat, 2005, pp. 101-102)

3. Internet Skill

Nowdays, 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 student trying to look up information for a college project or do homework (Deore, 2012, p. 111)

4. Eliminate Distractions

Ogbodo (2010, p. 232) mentions that concentration is the most important one that offers the aspiration outcome in the students’ learning process.

The ability to concentrate, it can eliminate distractions when students are studying. Because distractions make students difficult to stay focused on their studies. There are some types of distraction such as internet (social media), television and friends.

5. Prioritize Studies

Students should be able to prioritize study than other activities like organization in school or university. Because students who can prioritize study can increase their achievement.

Moreover, Arora (2016, p.49) mentions there are some good study habits that lead to better academic achievement:

1. Attending classes regularly

Reid (1999) states that attendance as an individual student responsibility and good learning begins with attending class. In fact, students who attend school regularly are more successful in school than students who do not. Regular attendance is critically important, because students who miss school miss out on carefully planned sequences of instruction. They miss out on active learning experiences and class participation. They miss out on the opportunity to ask questions. As a result, they are more likely to fall behind.

2. Note Taking

Note taking is one of skill that is important to be learnt for increasing the effectiveness of study habits. Makany, Kemp and Dror (2008, p. 2) assume that note taking is the practice of recording information captured from

another source. By taking notes, students records the information, freeing their mind from having to recall everything because when students take a note in their study, they will be more focused on their idea .

3. Concentrating on study

Concentration is the backbone for effective learning. Concentration can be acquired through the good environment and also depends upon their aptitudes (Nagaraju, 2004, p. 8). Concentration also depends upon some skills such as motivations, setting up better study conditions, using the habits in suitable condition.

4. Studying with aim of getting meaning not cramming

Study is hard work, not easy substitute is available. The success of students is measure by his/her ability to study. Study is not cram, study is something that arrange very well so the students can get knowledge. Study cannot be done instantly for getting good result on test. That is cramming, try to learn a lot very quickly before examination. Cramming did not help students to get the meaning of subject, cramming only help students become braver to take test not help students get knowledge.

5. Having proper rest periods

Periods of rest and sleep can help students decrease their stressed because College students often lead very busy activities such as going to class, working out, or working on a computer can strain their mind and body. Sleep deprivation can affect important aspects of their mind and body such

as your mood, energy, ability to learn, memory, good judgment, reaction time and efficiency.

6. Facing the problems regarding home environment and planning.

Home environment gives the important effect to students's habits when they choose for studying at home to review the material school or to plan of work or material for the next lesson because the environment and planning of work are important to support students in their learning. Therefore, the home environment should have good circulated air, silent voice, and the bright lighted room or open place with the desk and chair (Osa-Edoh & Alutu, 2012, p. 229).

7. Preparing and Following a timetable

Habit is something that is done regularly. Good study habits means that the habits in study is good and can give effect on students' knowledge. To get good result, students should make list what they should do. When students follow the timetable, they can be more organized and unconsciously to study. Preparing timetable for students is good because they can prepare what they do. They can manage what they should do first and remove the unimportant one. After that, following the timetable is something that students should do. Following the timetable means that students apply what the have prepared. They do it in study regulary and continuously. Preparing and following the timetable can help students gain more knowledge because they have arraged the time they study well.

2.4. The Poor of Study Habits

Bhat and Khandai (2016, p. 20) explain that poor study habits are the habits which do not work and do not help students make a good grade. Poor study habit is one of the biggest and most persistent problems among the school and college students. There are some poor study habits as follow (Singh, 2015, p. 303):

1. Poor Attendance

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

2. Poor Note Taking

Based on Muraina, Nyorere, Eman and Muraina (2014, p. 439), note taking has been a staple activity of academic life, 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.

3. 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, p. 8), use the time is one of the difficulties for students. Sometimes students waste their time in shifting from one activity to another. They

have difficulty in settling down to work and they feel guilty because their thought is that they do not study enough. Meanwhile, academic procrastination was defined as to leave academic tasks, such as preparing for exams and doing homework, to the last minute and to feel discomfort out of this (Capan, 2010, p. 1666). 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

4. Lack of Concentration during Learning.

Concentration is the most important one that offers the aspiration outcome in the students' learning process (Ogbodo, 2010, p. 232). Concentration is the backbone for effective learning. Concentration can be acquired through the good environment and also depends upon their aptitudes (Nagaraju, 2004, p. 8). Concentrating on learning requires several useful techniques and tips for helping students to get the best understanding of their course material in order to achieve full competence in the subject and high grades in examination.

2.5. Academic Achievement

The central aim of all formal educational efforts is academic achievement, on the part of the students. Academic achievement is important because it promotes success in different phases of life. Academic achievement is the sole criteria to evaluate the ability of scholars 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 levels of

achievement 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, p.115) claims the word 'academic' is related to formal education. It is derived from word 'academy' means school, where special types of instructions are imparted. The term academic means institutional system of formal education in school, college and university.

Furthermore, Damayanti and Mudjiono (2006, p. 200) argue that achievement is the level of success achieved by the students after participating in learning activity, which is the success marked by score in the form of letter, word or symbol. Moreover, achievement is the mastery of knowledge or skill develop by course, and usually indicated by score of test or score from the teacher. It is a accomplishment of success in bringing a desired end. The achievement can give satisfaction for the concerned people especially for who those are studying in school. Achievement is student's learning outcomes that include cognitive, affective and psychomotor aspect within a certain period (Sudjana, 2004, p. 3). 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 lives, the racial nature and religious background of family (Sahu, 2012, p. 46).

Therefore, Lawrence and Vimala (2012, p. 211) state that academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Students'

academic achievement refers to the grades obtained by students upon accomplishing the courses 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, p. 65), academic or scholastic achievement refers to the degree or level of success attained in some specific task especially school performance or the success achieved at the end of the educational program. In other words 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 in formal education by taking test or being given by a teacher.

In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). 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. The following is the table of students' academic achievement category:

Table 2

Students' Academic Achievement Category

No	Score Range	Category
1	4.00	<i>Summa Cumlaude</i>
2	3.51 – 3.99	Extraordinary (<i>cumlaude</i>)
3	3.01 – 3.50	Very good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Average

(Source: *Buku Pedoman Akademik Fakultas Tarbiyah Dan Keguruan IAIN Raden Fatah Palembang*, 2014, p. 50)

2.6. Study Habits and Academic Achievement

Kumar (2015, p. 17) indicates that there are various factors that affect the students' academic achievement. Amongst these factors are some activities called study habits which 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, p. 166) claim achievement is influence by personality, encouragement, knowledge, education and training. There are many other factors which also influence the academic achievement of students like study habits, intelligence, socio-economic status, different aspect of their personality etc. study habit is one important factor influencing academic achievement of students. Anwar (2013, p. 47) mentions that the relationship between study habits and students' achievement has for long receive attention from scholars and educational agencies.

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. There are students who come from different environments and localities have different levels of academic achievement that is, high and low. They also differ in their study habits. Some students have better study habits while the others have poor. The better the study habits, better is the academic achievement.

Academic achievement means, the knowledge an individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and academic achievement are very essential for research workers and educationists to know that every child, whether gifted or backward, should be educated in their own way, but if they possess good study habits, they can show performance in academics and in 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 strong weapon for the students to excel in life. The extent of student's learning in academics may be determined by the grades that a student earns for a period of learning that has been done. It is believed that a grade is the primary factor that indicates such learning. If a student earns high grades it is concluded that they may also have learned a lot while low grades indicate lesser learning.

Furthermore, Fielden (as cited in Khan 2016, p.146) states that a good study habits have good effects towards academic achievement of the students. Also, Gettinger and Seibert (as cited in Khan 2016, p.146) noted a link between

poor study habits and low academic achievement in that students with poor study habits tends to have poor achievement. It is a common belief that a student who does not have good study habits, how so far intelligent, capable and pushing, he/she may be, cannot be an efficient learner.

From the statement above it can be concluded, it is clear that the study habits have impact on the academic achievement. Study habits of students' play important role in learning and educational in school success.

2.7. Description of Study Habits Inventory

Based on Mukhopadhyaya and Sansawal (2009), there are some area of study habits inventory. It consist of comprehension, concentration, task orientation, study sets, interaction, drilling, support, recording and language.

1. Comprehension

Pardo (2004, p. 272) argues comprehension is a complex process that has been understood and explained in a number of ways. There are certain specific behaviours with respect to a student's study behaviour which are geared to better comprehension. For example, before reading a lesson intensively the students may try to catch on what the lesson is about. They may actually try to establish a mental set for studying a particular content. Similarly, students may try to relate the materials learned in one subject with those learned in another, so that they may subsume the new learning with the previous knowledge.

2. Concentration

Saini (2010, p. 78) mention concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long whereas, some others take time to concentrate, but once they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only when they are in mood. Others may require stimulations through tea, coffee, smoking etc. for concentration.

3. Task Orientation

If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subject according to the fixed routine - daily, weekly or monthly. Certain students fix the time target for completing certain academic tasks. Students' orientations and behaviours towards accomplishment of the tasks in a pre-decided time frame is task orientation (Saini, 2010, p. 78)

4. Study Sets

Study sets mean the physical and situational characteristics which a student adopts for study. For example, some students read only in the night; some students learn more when they read lying on the bed, whereas some others may as well sleep if they read lying on the bed (Saini, 2010, p. 78)

5. Interaction

Although both teaching and learning in colleges have remained convocation and almost the private affair of the particular teachers or students respectively, there is enough evidence to conclude that interaction of a student with their teachers or parents or friends contributes positively towards better learning. Thus, interaction is a significant component of study habit. For example, when a student does not understand while studying, he may go to some of his friends for a discussion. Amongst the postgraduate students in certain universities, a common practice is to form small groups of three or four students who study together.

6. Drilling

Drilling means practicing a particular learning again and again. While drilling is a common practice at school level, it is a very important component of good study habits. Students may revise the topics and tasks already learned more than once.

7. Supports

Study in any particular discipline gets a sound back-up from a broader study base. A student's habit of studying different types of books, other than textbooks, or newspapers and magazines may be helpful in the learning of his/her subjects.

8. Recording

At higher level any good teacher hardly teaches on the basis of a single book. For good performance of the students, it is also necessary to read a

number of books; recording in the form of text, class notes or preparing one's own study notes are, hence, very important factors. Some students prepare their independent study. Many students depends only on the class notes dictated by the teacher.

9. Language

Language capability is an important predicator of effective study habits. For example where the medium of instruction is English, it is important to see with what facility and ease does a student read books in English. This effect his concentrationcomprehension and duration of study

2.8. Previous Related Study

There were some studies about study habits. Singh and Mahipal (2015) conducted the research entitled “Academic Achievement of Secondary School Students in Relation to Their Study Habits”. The study was carried to determine the relationship between academic achievement and study habits of secondary level students. This study was conducted on a sample of 100 students, selected from different secondary schools of Sonapat district in Haryana by using random sampling technique. M.Mukhopadhyaya and D.N. Sansanwal’s study habit was used to administer the data. The results indicate that there is a significant relationship between government and private, male and female secondary school students’ academic achievement and study habits.

Also, Siah and Maiyo (2015) conducted the research entitled “The correlation between between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India”. The study sought to determine

the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents, study habits inventory by N.M. Palsane and school examinations records was the main instrument for data collection. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement.

Furthermore, Arora (2016) conducted the research entitled “Academic achievement of adolescents in relation to study habits”. The purpose of the present study was to find out the relationship between academic achievement and study habits of adolescents. A representative sample of 100 students studying in 9th class was randomly selected from senior secondary schools of Ludhiana district of Punjab (India). Marks obtained by the adolescents in previous annual examination were taken as an index of Academic Achievement. Study Habits Inventory by Dr. N.S Yadav has been used for data collection. Data was analyzed by using t-test and coefficient of correlation. The result indicates that there is a strong positive correlation between academic achievement and study habits of adolescents.

Moreover, Nouhi et al. (2008) conducted the research entitled “Study habits and skills, and academic achievement of students in Kerman University of medical sciences”. The subjects were medical sciences students of different program. Data gathered with a researcher – made questioner of study skills containing five part including demographic question; 14 items on planning and time management; 20 on active reading, 8 on concentration and 18 on note taking;

and 20 on study habits. The mean score was $163/1 \pm 28/2$ (range 50-250) for study skill and $25/6 \pm 6/86$ (range 20-60) for study habits. The mean scores of students for different components of study skills were 16.89 ± 1.7 for planning and time management (Possible of 14-70), 59.1 ± 14.1 for reading comprehension and speed (20-100), 19.8 ± 6.6 for concentration (8-40), and 46.43 ± 13.8 for note taking (18-90). The major defects in students' study skills were planning and time management followed by concentration and note taking skills. Study skills had a significant correlation with educational achievement ($r = 0.101, P < 0.05$) while study habits correlation with educational achievement was not significant ($r = 0.085, P > 0.05$)

Meanwhile, Thapar and Kumar (2015) conducted the study entitled "Academic achievement of truants in relation to study habits and guidance needs". The present study aims at studying the levels of academic achievement of truants in relation to study habits and guidance needs. For this purpose a sample is taken which is the representative of the population. The truant adolescents of Punjab constituted the universe of the present study. The investigator has used Study Habit Inventory (SHI) by Mukhopadhyay and Sansanwal and Guidance Needs Inventory by Grewal to collect the necessary data. Non-probability method of sampling was followed for selection of Ludhian district, out of 20 districts of the state. Then, using the probability method of sampling, 10 colleges of Ludhiana district and further, the truant adolescents from these colleges was selected on a random basis. In all, a sample of 200 truants adolescents was drawn from the different colleges of Ludhian district of Panjab. The results showed that there is

no significant relationship between Guidance Needs and Study Habits, Guidance Needs and Academic Achievement and Study Habits and Academic Achievement of truant adolescents with respect to gender and areas. This shows that besides these two factors, there may be other contributory factors which influence the Academic Achievement of truants.

The last research, Lawrance (2014) conducting the study entitled “Relationship between study habits and academic achievement of Higher Secondary School Students”. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by V.G.Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of group was computed using Standard Deviation, ‘t’ test, ANOVA and Pearson’s Co-efficient Correlation. The finding shows that there was no significant relationship between study habits and academic achievement of higher secondary school students.

2.9. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no correlation between study habits and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.
- H_1 : There is a correlation between study habits and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

2. H_0 : There is no influence of study habits and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

H_1 : There is an influence of study habits and academic achievement of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang.

2.10. Criteria for Testing Hypotheses

To test the hypotheses above, the researcher uses these criteria based on Fraenkel, Wallen and Hyun (2012, p. 229):

1. If p -value is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected.
2. If p -value is lower than 0.05 ($p < 0.05$), H_0 is rejected and H_1 is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) validity and reliability, and (7) data analysis

3.1. Research Design

In conducting this study, the researcher used correlational research to find out the correlation between variables and interpret the results that may appear. According to Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.

The first procedure, the researcher identified the students' study habits by using study habits inventory. In second procedure, the researcher obtained the students' cumulative GPA as the data of their academic achievement. The next step, the researcher analyzed the correlation between variables through SPSS based on the results of the study habits inventory and students' academic achievement.

The research design was as follows:



X = Students' study habits

Y = Students' academic achievement

3.2. Research Variables

A common and useful way to think about variables is to classify them as *independent* or *dependent* (Fraenkel et al., 2012, p. 80). They define that independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In this study, the independent variable is students' study habits, and the dependent variable is their academic achievement.

3.3. Operational Definitions

Operational definition is a definition of a concept in terms which can be observed and measured (Richards & Schmidt, 2010, p 411). To avoid misunderstanding, the researcher serves some operational definitions.

Study habits are the habits which an individual's might have formed with respect to his/her learning activities. It means that study habits are habits when someone studies. It is measured by Study Habits Inventory (SHI). Below is the table of nine categories of study habits.

Academic Achievement is the result of all subjects. It measures of knowledge gained in formal education degree of success attained in some specific task or the success achieved at the end of the educational program. It is measured by Cumulative GPA. The following is the category of the students' academic achievement.

3. 4. Subject of the Study

To get the data of study, this research needed a subject. The subject of the study was undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang.

3.4.1. Population

According to Richards and Schmidt (2010, p. 443), population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken.

The population of this study is undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang. The distribution of population of the study can be seen below:

Table 5

Distribution of Population

No	Semester	Number of Students
1	I	153
2	III	118
3	V	101
4	VII	95
5	XI	140
Total		642

(Source: Administration of English education study program of UIN Raden Fatah Palembang)

3.4.2. Sample

According to Richards and Schmidt (2010, p. 506), sample in statistics and testing are any group of individuals that is selected to represent a population. In correlational study, according to Gay et al. (2012, p, 205), the sample is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30. The sample size is also supported by others experts (Fraenkel et al, 2012, p. 338; Lodico et al, 2010, p. 278). In addition, Fraenkel et al. (2012, p. 102) mention that a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy.

In this study, the researcher used purposive sampling method. Purposive sampling, also referred to as *judgment sampling*, is the process of selecting a sample that is *believed* to be representative of a given population sample (Gay, Mills, & Airasian, 2012, p, 141). Based on Creswell (2012, p. 206), in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon whether they are “information rich”.

The sample of this research was the third semester students and the fifth semester students. It consisted of 219 students of English Education Study Program. The researcher was not included the seventh semester students because they did not actively go to campus as they did not have any courses after PPLK II subject.

Table 6

Sample of the Study

No	Semester	Number of Students
1	III	118
2	V	101
Total		219

3.5. Data Collection

To support this research, the researcher used two instruments to get the data; questionnaire and students' cumulative GPA.

3.5.1. Questionnaire

Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent (Richards & Schmidt, 2010, p. 478). To obtain the information about students' study habits, the researcher used Study Habits Inventory (SHI) from Mukhopadhyaya and Sansanwal (2009) published by National Psychological Corporation, Agra (see appendix B).

SHI consists of 50 items, based on nine areas for each type of study habits. The following table areas of study habits inventory:

Table 7

Study Habits Inventory Specification

No	Areas	Items in the Questionnaire
1.	Comprehension	2+, 5+, 6+, 8+, 9+, 10-, 13+, 29+, 30+, 31+, 36+, and 47+
2.	Concentration	14+, 16-, 17-, 18-, 19-, 20-, 21, 35-,38- and

		40-
3.	Task Orientation	22+, 27+, 28-, 32-, 33-, 34-, 43-, 45- and 46-
4.	Study Sets	7+, 11+, 15+, 23+, 24+, 25+ and 39+
5.	Interaction	26-, 41+ and 42+
6.	Drilling	1+, 12+ and 37+
7.	Supports	48+, 49+ and 50+
8.	Recording	3+ and 4+
9.	Language	44+

There are five possible responses to each statement ranging from ‘Always’ to ‘Never’. The statement of SHI is divided into two categories positive and negative.

Statements	Always	Frequently	Sometimes	Rarely	Never
Positive	4	3	2	1	0
Negative	0	1	2	3	4

3.5.2. Documentation

Documentation is material that provides official information or evidence or that serves as a record. In this study, students’ CGPA was collected as the documentation of students’ academic achievement result to get the data for this research. It is the result of the students study from all the courses they have taken starting from the first semester to their current semester. To collect students’ academic achievement, the researcher collected their CGPA by asking directly in the same time when the questionnaires were given to them and also from the administration of English education study

program because some of them did not remember their CGPA. After the researcher got the data, the researcher classified the students' Cumulative GPA into the category.

3.6. Data Instrument Analysis

Before the questionnaire was administered, the researcher firstly considered validity and reliability. The researcher used ready-made instruments which have been developed by experts. Seliger and Shohamy (2001, pp. 189-190) mention that using a ready-made instrument is more advantages than developing a new procedure for which information regarding reliability and validity is available.

3.6.1. Validity Test

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012, p. 159). The researcher did not do validity test because the study habits inventory was ready-made questionnaire by Mukhopadhyaya and Sansawal (2009) and it has been already validated to measure students' study habits by face validity (Kumar, 2015, p. 122). According to Richards & Schmidt (2010, p. 215), the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgement of an observer.

SHI has been used in different sample from junior high school to college students. For college students, there are some researchers who used SHI. Kaur and Pathania (2015) used SHI in 113 adolescents between 17 to 22

years selected from the College of Home Science, Palampur, Himachal Pradesh. While Naaz (2014) used SHI for 150 students from the college students of NOIDA city

3.6.2 Reliability Test

According to Creswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Furthermore, Fraenkel et al. (2012, p. 154) mention reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

The reliability of questionnaire in this research was examined by split-half method. Split half method is involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores (Fraenkel et al, 2012, p. 156). The result was .91 which is fairly high and indicates that the inventory is reliable (Siani, 2010, p. 80).

Furthermore, Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher.

3.7. Data Analysis

If all the results of instrument were obtained, the researcher analyzed the data. The steps are:

3.7.1. Questionnaire Analysis

To get the score of study habits inventory, the researcher counted the score of each item which consisted of positive (4, 3, 2, 1, 0) and negative (0, 1, 2, 3, 4) statement. After that the score of each item was totaled (see Appendix C).

After the all results of students' study habits have been obtained. The score would be put in the category based on the interval score. The interval score of study habits can be seen in the table below:

Table 8

Study Habit Inventory Interval

Study Habit Inventory Score	
Good	140 – 200
Average	70 – 139
Poor	0 – 69

3.7. 2. Academic Achievement Analysis

After students' Cumulative GPA obtained, the researcher classified into some categori. It can be seen in table below:

Table 9

Students' Academic Achievement Category

No	Score Range	Category
1	4.00	<i>Summa Cumlaude</i>
2	3.51 – 3.99	Extraordinary (<i>cumlaude</i>)

3	3.01 – 3.50	Very good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Average

(Source: *Buku Pedoman Akademik Fakultas Tarbiyah Dan Keguruan IAIN Raden Fatah Palembang*, 2014, p. 50)

3.7.3. Correlational Analysis

The researcher used Pearson – Product Moment Correlation Coefficient to find out the correlation between study habits and academic achievement, which was examined by The Statistical Package for Social and Science (SPSS) computer program. The correlation is found whenever Pearson r is higher than 0.19. Gay et al. (2012, p. 204) propose that when two variables are correlated, the result is a correlation coefficient, which is a decimal number ranging from .00 to 1.00. The correlation coefficient indicates the size and direction of the relation between variables.

3.7.4. Regression Analysis

The researcher used regression analysis to see the value of contribution of predictor variable (the students' study habits) toward the criterion variable (the students' academic achievement) by analyzing the data of SHI and students' cumulative GPA. Regression Analysis can be applied if there is a correlation.

In correlation, the effect size is called as the coefficient of determination, symbolized by r^2 . In short, the coefficient of determination indicates the percentage of the variability between the criterion scores that

can be attributed to differences in the scores on the predictor variable (Fraenkel et al., 2012, p. 335). Regression Analysis can be applied if there is a correlation.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents (1) research findings and (2) interpretations

4.1. Findings

There are seven types of research findings in this research: (1) the result of questionnaire, (2) the result of academic achievement, (3) the result of normality test (4) the result of linearity test (5) correlation between students' study habits and their academic achievement, and (6) influence of students' study habits and their academic achievement.

4.1.1. The Result of Questionnaire

In this research, the total active students of the Undergraduate students of English Education Study Program of UIN Raden Fatah Palembang were 467 students. The sample of the research were 219 but there were only 148 students participated in this research because, some of the students did not attend the class when the researcher was distributing the questionnaie and then, the others were absent due to illness when conducting this research.

The questionnaire; SHI consists of 50 items, based on nine areas of study habits; comprehension, concentration, task orientation, study sets, interaction, drilling, support, recording and language. The statement of SHI is divided into two categories positive and negative. Positive statement consist of 32 items of were count from 4 to 0 in the other hand, negative statement consist of 18 items

were count from 0 to 4. The result of SHI can be seen in the descriptive statistics below:

Table 10
Descriptive Statistics of Study Habits

	N	Range	Minimum	Maximum	Sum	Mean
Study habits	148	108	81	189	19482	131,64
Valid N (listwise)	148					

Based on the descriptive statistics above, the range score of SHI was 108, the minimum score was 81 and the maximum score was 189. Meanwhile, the sum score of the students' study habits was 19482 and the mean was 131.64. This mean score (132) indicated that the level of the third and fifth semester students of English Education Study Program of UIN Raden Fatah was average. The distribution of students' study habits can be seen in the table below:

Table 11
Distribution of Students' Study Habits

Score Interval	Category	Frequency	Percentage
140 – 200	Good	58	39 %
70 – 139	Average	90	61 %
0 – 69	Poor	-	0 %
Total		148	100%

From the table distribution of SHI above, the result showed that 58 students were in the good study habits; 140 – 200. On the contrary, 90 students were in average; 70 – 139. Meanwhile, there was no student in poor study habits.

4.1.2. The Result of Academic Achievement

For Academic Achievement, the researcher also analyzed 148 students which consist of the third and the fifth semester. The participants' academic achievement was analyzed by collecting their cumulative GPA from English Education Study Program administration. The result of descriptive statistics of academic achievement section can be seen below:

Table 12

Descriptive Statistics of Academic Achievement

	N	Range	Minimum	Maximum	Sum	Mean
Cumulative GPA	148	2.10	1.86	3.96	498.80	3.3703
Valid N (listwise)	148					

Based on the descriptive statistics above, the range of academic achievement was 2.10, the minimum score was 1.86, and the maximum score was 3.96. Meanwhile, the sum score of academic achievement was 498.80, and the mean score of academic achievement was 3.3703. This mean score (3.37) indicated that academic achievement of the third and fifth semester students of English Education Study Program of UIN Raden Fatah were in the very good category. The distribution of the academic achievement results can be seen in the table below:

Table 13
The Distribution of Academic Achievement

Score Interval	Category	Frequency	Percentage
4.00	Summa Cumlaude	-	0 %
3.51 – 3.99	Cumlaude	53	36 %
3.01 – 3.50	Very good	83	56 %
2.51 – 3.00	Good	10	6.66 %
2.00 – 2.50	Average	1	0.67 %
-	Uncategorized	1	0.67 %
Total		148	100%

Based on the distribution table above, the result showed that there were no students in summa cumlaude category. On the contrary, there were 53 students were in cumlaude; 53 %, 83 students were in the very good category; 56 %, 10 students were in good category; 0.67 %, 1 student was in average category; 0.67% but 1 student was in uncategorized; 0.67 % because the cumulative GPA less than 2.00.

4.1.3. The Result of Normality Test

The purpose of the normality test of the data is to find out whether the distribution of the data is normal or not. The probability value for the normality test of the data is .05. The variables are normal if it:

- a. H_0 is accepted if the sig is lower than .05, it means the data are not normal.
- b. H_1 is accepted if the sig is higher than .05, it means the data are normal.

To find out whether the distribution is normal or not, the result of the normality test can be seen on the table below:

Table 14
Tests of Normality

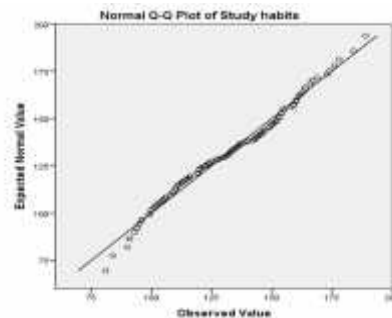
		Study habits	Cumulative GPA
N		148	148
Normal Parameters ^{a,b}	Mean	131,64	3.3703
	Std. Deviation	23,586	.29390
	Most Extreme Differences		
	Absolute	,065	,068
	Positive	,061	,068
	Negative	-,065	-,062
Test Statistic		,065	,068
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,091 ^c

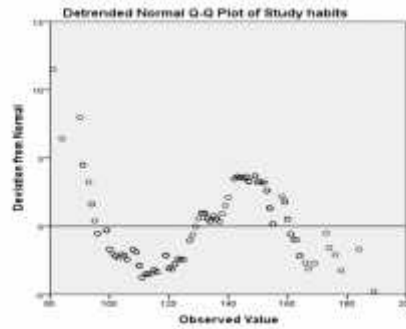
- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the result of normality test; Kolmogorov-Smirnov, both study habits and academic achievement results were more than .05. The result of SHI was .091 (>.05) and academic achievement was .200(>.05) which could be assumed that the data were normal.

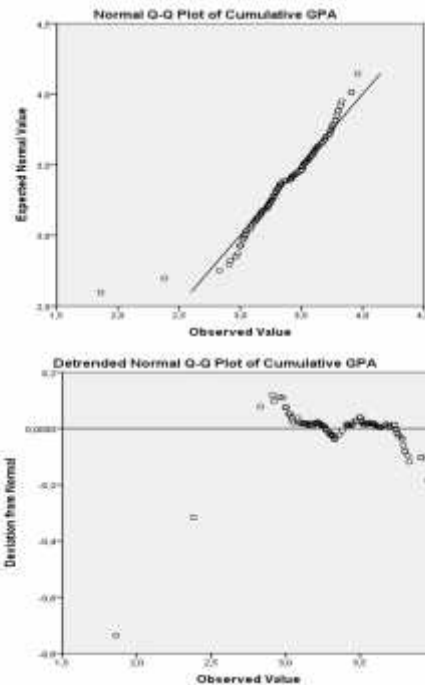
The normal Q-Q plot of each variable is illustrated in the following figures

Figure 1. Distribution of Study Habits Data
Normal Q-Q Plot of Study Habits





**Figure 2. Distribution of Academic Achievement Data
Normal Q-Q Plot of Academic Achievement**



4.1.4. The Result of Linearity Test

The purpose of the linearity test of the data is to find out whether the distribution of the data is linear or not. The probability value for the linearity test of the data is .05. The variables are linear if it:

- a. H_0 is accepted if the sig is lower than .05, it means the data are not linear.

b. H_1 is accepted if the sig is higher than .05, it means the data are linear.

To find out whether the distribution of the data is linear or not, the result of the linearity test can be seen on the table below:

Table 15
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cumulative GPA * Study habits	Between Groups	(Combined)	9,640	74	,130	3,110	,000
		Linearity	5,408	1	5,408	129,102	,000
		Deviation from Linearity	4,232	73	,058	1,384	,084
		Within Groups	3,058	73	,042		
		Total	12,698	147			

Based on the table above, the results showed that the deviation from linearity between study habits and academic achievement (sig) was .084 or higher than .05 which the result could be assumed that it was linear.

4.1.5 Correlation between Students' Study Habits and Their Academic Achievement

To answer the first research problem, the researcher used Pearson Product Moment Correlation to find out the correlation between study habits and academic achievement. The result of Pearson Product Moment in this research can be seen in the table below:

Table 16
Correlation Result

		Study habits	Cumulative GPA
Study habits	Pearson Correlation	1	,653**
	Sig. (2-tailed)		,000
	N	148	148

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

Based on the Pearson Product Moment above, the correlation coefficient or the r_{value} was 0.653 and it was higher than r_{table} 0.161 and the level of probability (p) significance (sig.2-tailed) was 0.000 and it was lower than 0.05. Therefore, there was sufficient evidence to suggest that the H_0 was rejected and H_1 was accepted. The result indicated that there was a positive significant correlation between students' study habits and their academic achievement. Based on the correlation coefficient proposed by Lodico et al. (2010, p. 284), the degree of correlation coefficient was strong relationship.

4.1.6. Influence of Students' Study Habits on Their Academic Achievement

Since there was a correlation between study habits and academic achievement, regression analysis was used to answer the problem number two; the influence of independent variable on dependent variable. The result of the test can be seen in the table below:

Table 17

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1	(Constant)	2,300	,104	22,011	,000
	Study habits	,008	,001	,653	,000

a. Dependent Variable: Cumulative GPA

The results indicated that the students' study habits influenced academic achievement significantly with t_{value} (10.407) was higher than t_{table} (1.976) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence of students' study habits on their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

Table 18
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653 ^a	,426	,422	.22345

a. Predictors: (Constant), Study habits

b. Dependent Variable: Cumulative GPA

Moreover, the result of R Square (R^2) was .426, which means that study habits gave a significant influence in the level of 42.6% toward academic achievement and 57.4% was unexplained factors value.

4.2 Interpretation

In order to strengthen the value of this study, some interpretations are drawn on the basis of the results of the data analysis. Based on the findings, there was a significant correlation between study habits and academic achievement. Also, there was an influence of study habits on academic achievement.

First, from the result of pearson product moment correlation, this research found that there was a positive significant correlation between study habits and academic achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang ($r= 0.653$, $p < 0.05$). This means that study habits had relation to academic achievement. The explanation to support this finding is that from some students have built their study habits well. They knew that study habits were important to help them pass in some subjects that they did not understand. They were building good habits in comprehension, concentration, study set, interaction, drilling, support, recording and language learning. Some of them read the book several times, took notes in the class, opened dictionary and practiced over and over to catch the lesson. Also some of them were taking course to improve their English skill.

The result of this present study is in agreement with the studies of previous study. Singh and Mahipal (2015) agreed that study habits and academic achievement has any correlation. Moreover, the reason why there was a significant correlation was found between study habits that there was a factor can be affected it. The factor was home environment. This study supported by Singh and Vyast (2014, p. 348) argue that the environment of family plays a

significant role in the educational of students. Thus, a comfortable home environment make students comfortable in learning and encourage good study habits for students so that it affects student academic achievement.

It is also in line with Siah and Maiyo (2015) found that a significant relationship between study habits and academic achievement. The factor that influence of study habits is home environment. This study supported by Damayanti (2014, p. 18) state that home environment gives the important factor to students' habit because the environment is important to support students in their learning.

The students with better study habits can manage their own study habits. The causes were students who had better study habits had also conducive home environment

In addition, Arora (2016) found that there was influence between study habits and academic achievement. The result showed that the score of students' study habits tends to increase the score of their academic achievement also tends to increase. The factor that influence of study habits is learning facilities. This study supported by Ali, Jusoff, Ali, Mokhtar and Salamat (2009) a study effort from student and the proper use of the facilities provided by the institution to the student such as library, laboratory, comfortable class, etc can affect the student's performance.

On contrary, Nouhi et al. (2008); Thapar & Kumar (2015) found that students' study habits were no correlated with the academic achievement. There are no effects or the effect of study habits vanishes when other variables are

controlled. It was caused another factor was more dominant and more contribution rather than study habits.

In short, the total contribute of students' study habits and their academic achievement showed significant correlated and influenced. However the unexplained factors also had contribution on students' academic achievement. The findings of the study may have some pedagogical implications for foreign language teachers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between study habits and academic achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusion, and (2) suggestions

5.1. Conclusions

Based on the findings in the previous chapter, some results can be concluded: first, the result of Pearson Product Moment indicated that there was a positive significant correlation between study habits and academic achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang since the result of Pearson Product Moment was $r = 0.653$, higher than 0.19. The result showed that the null hypothesis (H_0) was rejected and the alternative (H_a) was accepted. From that research analysis, it can be concluded that there was strong correlation between study habits and academic achievement. Since the range score was between 0.65 – 0.84. It was indicated that the correlation was positive because the value of r is positive, it means that the higher of students' study habits can increased students academic achievement. Second, the result of Regression analysis indicated that there was influence of study habits on academic achievement since the result of R square (0.426). It can be concluded that students' study habits gave 42% on their academic achievement.

5.2. Suggestions

The result of this research was a positive significant correlation and study habits gave an influence to academic achievement which indicated that study habits is important for students in their learning English, especially academic achievement. Therefore, the result of this research hopefully will be useful for the teachers and parents by knowing students study habits it is one factors can influence students success and failure in study so they can encourage students to build good study habits. Meanwhile, students need to know of study habits to improve their learning outcomes and excel their learning problem, so they can improve their academic achievement for their future life. The last for other researchers, this research can give some information to conduct similar research and expand this study with better improvement

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Informal Interview Questions

1. What is approach that your lecturer use?
2. Do you study outside class?
3. What are activities that you do after the class?
4. Do you remember what material you have learned in the class?
5. Do you know what material you are going to learn in the class?
6. Do you know what you learn?
7. Have you ever cheated in your test?
8. Have you ever copied your friend's assignment or homework?

Appendix B

Study Habits Inventory

Name :

Semester :

Student Number :

Cumulative GPA :

Direction: For each of the statements below, please indicate the extent of your real condition by placing a tick (✓) in the appropriate box, “Always”, “Frequently”, “Sometimes”, Rarely”, “Never”.

No .	Items	Always	Frequently	Sometimes	Rarely	Never
1.	I read the books written in English several times to understand them.					
2.	Before reading a lesson intensively, I try to catch on what the lesson is about					
3.	I prepare my own notes from the books.					
4.	I underline the important points that I read in the books.					
5.	I immediately consult the dictionary whenever I feel it necessary while studying.					
6.	I try to relate materials learnt in one subject to those learnt in others.					
7.	I read slowly.					
8.	I check my reading for comprehension of facts, by telling myself what I have read.					
9.	I check my reading by solving exercises and problems given in the text-books.					
10.	I try to cram passages that I do not understand.					
11.	I read aloud.					
12.	I try to cram passages even if I understand, while studying.					
13.	While studying, I try to understand a few facts fully while instead of acquiring a					

	superficial acquaintance with more material					
14.	I read with full concentration.					
15.	I read while the radio is on playing a music.					
16.	While reading, I begin day-dreaming					
17.	I read only when I am in a mood to read.					
18.	It takes me sometime to concentrate					
19.	I fall asleep while reading.					
20.	I get easily distracted by noise in the surrounding.					
21.	I am worried at the time of my study.					
22.	I read different-subjects each day according to a fixed routine.					
23.	I go to bed early at night and get up early in the morning to study.					
24.	I read one subject continuously for several hours.					
25.	I prefer reading at night rather than reading during day time.					
26.	Reading along with friends is not beneficial to me.					
27.	I force myself to finish a particular task within a certain time.					
28.	I spend most of my time in completing the term-work assigned to me.					
29.	I read the lessons before they are taught in the class-room.					
30.	I study again the lessons taught by the teachers, as early as possible.					
31.	After the lessons are taught by the teacher, I study them again after three or four days.					
32.	I copy from others while writing my journals and home work, becauseof the pressure of work.					
33.	I read too much at the time of examination without caring for food,					

	rest or sleep.					
34.	I read for a few hours due to fear of my guardians.					
35.	I take tea, coffee or smoke at the time of reading.					
36.	I try to understand the doubtful points at the end of a general reading.					
37.	I revise the topics more than once.					
38.	I lose hours of my study because of sports, gymkhana activities, dancing in clubs, T.V. and/or movie pictures.					
39.	I read while I am lying on the bed.					
40.	sing in low tone or whistle a song while reading.					
41.	If I do not understand while reading, I immediately run to my friends for discussion or solution					
42.	I note the points I do not understand and discuss with friends or teachers later on.					
43.	I find studying uninteresting and boring.					
44.	I prefer to read books written by English authors.					
45.	I prefer to read guides rather than text-books.					
46.	I read because the teachers nag me in the class room.					
47.	I glance back over the line of print which I have already read to pick a word or phrase that I think, I have missed.					
48.	Do you study in a day in addition to your college hours ?					
49.	Do you devote some reading material?					
50.	Do you read newspaper?					

No	Students	CGPA	GPA
1	Students 1	3.33	3.44
2	Students 2	3.18	3.3
3	Students 3	3.41	3.5
4	Students 4	3.3	3.27
5	Students 5	3	3.3
6	Students 6	3.27	3.5
7	Students 7	2.91	3.18
8	Students 8	3.09	3
9	Students 9	3.5	3.6
10	Students 10	3.41	3.6
11	Students 11	3.74	3.73
12	Students 12	3.42	3.67
13	Students 13	3.79	4
14	Students 14	3.58	3.67
15	Students 15	3	3.27
16	Students 16	3.63	3.75
17	Students 17	3.75	3.75
18	Students 18	3.33	3.42
19	Students 19	3.42	3.42
20	Students 20	3.42	3.58
21	Students 21	3.17	3.25
22	Students 22	3.25	3.33
23	Students 23	3.12	3.25
24	Students 24	3.5	3.58
25	Students 25	3.75	3.65
26	Students 26	3.17	3.30
27	Students 27	3.29	3.42
28	Students 28	3.29	3.33
29	Students 29	3.09	3.18
30	Students 30	3.33	3.33
31	Students 31	3.83	3.08
32	Students 32	3.54	3.5
33	Students 33	3.32	3.36
34	Students 34	3.13	3.27
35	Students 35	3.26	3.36
36	Students 36	3.45	3.5
37	Students 37	3.38	3.42
38	Students 38	3.43	3.36
39	Students 39	3.74	3.91
40	Students 40	3.64	3.80
41	Students 41	3.23	3.2
42	Students 42	3.73	4
43	Students 43	3.7	4

44	Students 44	3.23	3.2
45	Students 45	3.5	3.3
46	Students 46	3.32	3.2
47	Students 47	3.32	3.4
48	Students 48	3.59	3.5
49	Students 49	3.55	3.3
50	Students 50	3.04	2.75
51	Students 51	3.05	2.9
52	Students 52	3.04	2.75
53	Students 53	3.04	2.82
54	Students 54	2.92	2.92
55	Students 55	3.29	3.25
56	Students 56	3.29	3.17
57	Students 57	2.96	2.45
58	Students 58	3.5	3.67
59	Students 59	3.26	3.09
60	Students 60	3.08	2.75
61	Students 61	3.61	3.36
62	Students 62	3.21	3.08
63	Students 63	3	2.82
64	Students 64	1.86	0.84
65	Students 65	2.83	2.55
66	Students 66	3.52	3.36
67	Students 67	3.25	3.25
68	Students 68	3.61	3.36
69	Students 69	3.96	3.91
70	Students 70	3.76	3.78
71	Students 71	3.80	3.78
72	Students 72	3.31	3.43
73	Students 73	3.51	3.65
74	Students 74	3.27	3.43
75	Students 75	3.24	3.30
76	Students 76	3.14	3.48
77	Students 77	3.58	3.70
78	Students 78	3.91	3.91
79	Students 79	3.13	3.26
80	Students 80	3.73	3.74
81	Students 81	3.20	3.30
82	Students 82	3.42	3.65
83	Students 83	3.56	3.83
84	Students 84	3.31	3.61
85	Students 85	3.53	3.61
86	Students 86	3.69	3.83
87	Students 87	3.69	3.91

88	Students 88	3.51	3.74
89	Students 89	3.73	3.91
90	Students 90	3.56	3.65
91	Students 91	3.09	3.17
92	Students 92	3.09	3.29
93	Students 93	3.60	3.48
94	Students 94	3.16	3.22
95	Students 95	3.11	3.13
96	Students 96	3.51	3.57
97	Students 97	3.47	3.65
98	Students 98	3.29	3.39
99	Students 99	3.47	3.48
100	Students 100	3.60	3.65
101	Students 101	3.64	3.65
102	Students 102	3.27	3.43
103	Students 103	3.56	3.48
104	Students 104	3.22	3.35
105	Students 105	3.18	3.26
106	Students 106	3.27	3.43
107	Students 107	3.05	3.19
108	Students 108	3.22	3.43
109	Students 109	3.67	3.61
110	Students 110	3.24	3.30
111	Students 111	3.52	3.68
112	Students 112	3.17	3.15
113	Students 113	3.00	3.15
114	Students 114	3.14	3.48
115	Students 115	3.27	3.35
116	Students 116	3.27	3.35
117	Students 117	3.78	3.83
118	Students 118	3.24	3.22
119	Students 119	3.67	3.78
120	Students 120	3.80	3.74
121	Students 121	3.03	3.17
122	Students 122	3.53	3.43
123	Students 123	3.02	2.96
124	Students 124	3.69	3.65
125	Students 125	3.56	3.57
126	Students 126	3.91	3.91
127	Students 127	3.00	3.17
128	Students 128	3.62	3.78
129	Students 129	3.60	3.65
130	Students 130	3.09	3.17
131	Students 131	3.47	3.57

132	Students 132	2.38	2.60
133	Students 133	3.29	3.57
134	Students 134	3.22	3.26
135	Students 135	3.51	3.65
136	Students 136	2.98	3.14
137	Students 137	3.60	3.74
138	Students 138	3.31	3.17
139	Students 139	3.78	3.74
140	Students 140	3.16	3.13
141	Students 141	3.33	3.04
142	Students 142	3.82	3.83
143	Students 143	3.36	3.35
144	Students 144	3.33	3.30
145	Students 145	3.67	3.70
146	Students 146	3.62	3.78
147	Students 147	3.44	3.43
148	Students 148	3.51	3.30

Appendix D

The Result of Students' Study Habits

No	Students	1	2	3	4	5	6	7	8	9	10	#	12	#	#	#	#	18	#	20	#	22	#	#	25	#	27	#	#	#	#	33	#	#	36	#	38	#	#	#	#	#	45	#	#	48	49	50	Total	Category				
1	AD A	4	3	4	4	3	3	3	2	3	3	2	3	2	4	4	4	3	3	3	4	4	3	2	2	4	4	4	3	2	2	4	3	3	4	3	2	3	3	3	4	3	2	2	3	3	2	3	3	2	3	153	Good	
2	AM R	4	3	4	4	3	2	3	4	4	2	3	3	1	4	0	4	3	3	3	4	3	3	2	2	1	4	3	2	2	1	3	2	0	4	4	4	4	4	1	4	3	4	3	4	3	3	2	3	145	Good			
3	AY A	4	3	4	4	4	3	2	3	2	3	2	3	2	4	3	4	3	3	3	3	4	3	3	3	3	4	3	3	2	3	3	2	4	3	3	3	2	4	4	3	3	3	2	3	2	2	3	149	Good				
4	A MA	4	2	4	4	4	4	2	3	3	2	2	2	2	4	2	4	3	3	4	4	4	3	3	3	3	3	3	2	3	3	3	4	4	4	3	4	3	2	4	4	3	4	3	4	3	2	4	4	161	Good			
5	AN	3	4	4	4	4	3	2	2	2	3	2	2	3	4	2	1	0	1	1	2	2	1	4	3	2	1	4	1	2	4	3	2	1	1	2	3	4	1	2	0	3	3	2	3	2	2	3	3	4	3	120	Average	
6	A M L	3	3	3	3	3	3	2	3	2	1	2	3	3	3	1	3	3	3	1	2	3	3	2	2	4	2	2	2	3	3	2	4	2	4	2	3	4	2	4	3	4	2	3	1	3	3	3	1	4	133	Average		
7	AR	3	2	2	4	4	4	2	3	3	1	4	2	2	3	4	0	2	1	2	2	2	2	2	3	3	2	3	1	2	2	1	1	2	3	3	3	2	2	3	3	2	2	2	1	2	2	2	2	115	Average			
8	B A G	3	4	4	4	4	4	2	3	1	1	3	3	2	1	2	1	1	0	0	0	2	3	2	3	2	3	1	1	2	3	1	1	1	3	3	3	2	3	3	2	3	2	3	1	3	1	1	2	3	2	110	Average	
9	DIR	3	2	2	4	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	106	Average		
10	DE L	3	3	4	4	4	4	3	3	3	4	2	3	3	4	1	4	3	4	4	4	3	2	3	2	3	4	4	2	2	2	3	2	4	3	4	3	3	3	3	4	3	3	3	2	2	2	3	3	3	152	Good		
11	E B P	4	3	4	3	3	3	2	2	3	2	1	2	3	4	2	4	3	3	3	4	4	3	4	2	3	4	2	2	3	3	2	3	4	4	4	3	4	4	2	4	4	4	3	4	4	3	4	4	3	4	159	Good	
12	E I R	2	2	4	3	2	3	2	3	3	2	2	2	2	3	2	3	1	3	3	4	3	2	4	2	2	4	4	3	2	2	3	3	4	2	3	3	3	3	3	3	4	3	2	2	2	2	3	2	3	1	2	133	Average
13	FA T	3	2	4	4	3	2	3	1	2	2	2	2	3	3	1	2	3	0	0	1	2	2	4	4	2	3	4	1	3	2	3	2	2	3	3	3	3	3	2	4	3	3	3	3	3	3	4	4	4	131	Average		
14	HI M	2	2	3	4	4	2	3	3	2	2	1	3	3	4	2	3	3	2	3	3	2	3	3	4	4	4	3	2	2	2	3	4	3	4	3	3	2	3	4	4	4	3	3	3	3	2	3	2	3	145	Good		
15	HO	2	3	3	2	2	3	1	2	2	2	2	3	2	3	2	2	3	2	2	2	2	2	1	3	4	2	3	2	2	2	3	4	4	4	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	3	119	Average	
16	I H P	3	4	4	4	3	3	2	4	3	2	2	3	3	3	4	3	3	4	4	3	4	4	3	4	3	4	2	3	2	2	3	2	4	2	3	3	3	3	4	4	3	2	3	2	2	2	2	4	4	151	Good		
17	ID L	3	2	4	2	2	2	3	3	2	2	2	2	3	1	4	3	3	3	4	2	3	3	2	2	4	4	2	4	2	4	2	4	3	4	3	3	4	3	4	3	4	4	2	2	3	2	2	3	2	4	144	Good	
18	I MA	4	4	3	3	3	4	2	4	2	4	1	3	3	4	2	4	4	3	3	4	3	2	3	4	3	3	2	2	3	2	2	4	3	3	2	2	4	3	4	3	3	2	3	4	3	2	3	2	4	150	Good		
19	IS R	3	2	4	4	4	2	2	4	3	3	2	2	2	3	2	3	3	3	3	3	2	3	2	2	3	4	4	2	2	2	3	1	4	3	3	2	3	4	2	3	4	3	2	3	2	2	2	2	3	136	Average		
20	I J P	2	2	3	2	2	1	1	3	2	2	2	3	3	3	1	3	2	4	3	4	4	2	3	3	2	4	3	2	2	3	3	2	3	2	3	3	3	3	2	4	3	2	3	2	2	4	2	4	2	3	133	Average	
21	I KA	3	3	4	3	2	2	3	2	2	2	2	2	3	1	3	2	2	3	2	3	2	3	2	2	4	2	3	2	2	2	4	2	3	2	3	3	3	2	3	3	3	3	2	2	3	2	2	2	3	124	Average		
22	J SI	3	3	4	4	4	3	2	2	2	2	3	2	2	4	2	4	3	3	3	2	3	2	3	3	4	3	2	3	2	2	3	4	2	3	2	3	3	2	4	4	4	4	3	2	2	3	3	4	147	Good			
23	L A S	1	3	3	4	2	3	1	3	3	2	2	2	3	4	0	1	3	1	3	3	2	2	3	3	2	1	3	1	3	4	2	1	1	0	4	4	3	3	2	2	3	2	2	1	3	3	3	3	120	Average			
24	M MA	2	2	3	3	3	2	2	3	2	1	3	2	2	2	3	4	3	3	3	2	4	2	3	2	3	4	3	2	2	3	2	3	4	3	3	2	2	3	2	4	3	2	2	2	3	3	2	3	4	132	Average		
25	MU R	4	2	4	4	4	1	3	4	2	3	1	3	3	3	2	3	4	3	4	4	2	2	4	2	3	4	4	3	3	3	4	2	4	4	2	4	4	3	2	3	4	3	3	4	4	4	3	2	2	154	Good		
26	MI	3	3	3	4	3	4	2	3	3	2	1	3	2	4	2	4	3	2	1	4	3	3	3	2	3	4	3	2	3	2	3	3	2	4	1	2	3	2	4	3	3	1	3	2	2	3	2	3	136	Average			
27	M OS	3	4	4	4	3	3	3	2	3	4	2	3	3	4	4	4	4	3	3	4	3	3	3	3	3	4	3	2	2	4	2	4	3	3	3	3	3	2	3	4	3	3	2	2	3	2	2	3	2	153	Good		
28	MI Q	3	3	4	4	3	4	2	3	3	2	1	3	3	4	2	4	3	3	3	4	3	3	3	2	3	4	3	2	3	2	3	3	3	4	2	2	3	2	4	3	3	3	3	2	2	3	3	4	147	Good			
29	M F C A	2	2	3	4	4	2	3	2	2	2	2	2	2	3	3	3	1	2	3	2	4	2	2	1	2	3	2	2	1	2	1	2	3	3	1	2	3	3	2	2	3	2	2	2	2	2	2	2	1	110	Average		
30	N AR	4	4	3	4	4	4	3	2	2	2	2	3	3	4	2	4	4	3	3	4	4	3	2	3	3	3	3	2	2	2	3	3	4	3	4	2	3	2	3	4	4	4	2	4	3	2	3	4	3	4	155	Good	
31	NI N	2	3	3	3	4	4	3	3	2	2	4	3	1	3	4	2	1	2	1	1	1	2	4	1	2	4	2	2	1	2	1	3	2	2	4	1	1	2	4	3	3	2	3	2	2	3	3	3	3	122	Average		
32	NO	3	4	4	4	4	3	2	3	3	3	1	2	3	4	2	4	4	3	3	4	4	3	2	3	4	4	3	2	3	2	3	3	4	2	2	4	3	2	4	4	3	3	4	2	3	3	2	3	2	3	152	Good	
33	N HB	2	3	4	4	3	2	2	4	3	1	3	2	3	1	3	2	3	3	4	3	3	2	2	4	3	3	2	3	2	1	4	2	4	3	2	3	3	4	3	4	4	2	3	4	2	3	2	2	2	143	Good		
34	NJ	3	3	4	4	4	3	3	3	2	2	2	3	3	2	4	4	4	4	4	3	3	3	3	2	4	3	2	2	2	3	2	4	3	3	2	3	3	4	4	3	3	3	3	3	3	3	3	2	3	150	Good		
35	N AT	4	2	4	4	4	2	4	3	2	2	2	4	4	3	2	4	3	4	3	4	3	4	2	2	4	2	4	4	3	3	2	4	2	2	3	3	2	3	4	4	4	2	4	3	2	4	4	2	4	154	Good		
36	PE	4	3	4	4	3	3	2	3	2	3	2	3	2	3	3	4	3	3	3	3	4	2	3	3	3	4	3	3	2	2	2	3	3	2	4	3	3	3	2	4	4	3	3	3	2	2	2	3	154	Good			

The Result of Students' Study Habits

37	PME	4	2	4	3	2	1	2	4	3	4	2	3	2	3	2	3	3	3	3	4	3	2	3	3	4	4	3	2	3	2	3	3	4	1	4	4	3	3	4	3	3	2	3	4	3	3	3	2	2	146	Good			
38	RTP	4	2	4	4	3	2	2	3	3	2	2	2	3	3	1	4	3	3	2	3	3	2	4	3	3	4	3	2	2	2	4	3	4	4	2	3	4	3	3	4	4	3	3	4	2	2	3	2	1	2	144	Average		
39	RSS	4	3	4	4	4	4	3	3	3	3	2	3	3	4	1	4	4	3	4	4	4	3	3	3	2	4	4	3	3	3	4	3	4	4	4	3	4	3	2	4	3	3	3	4	3	3	3	4	3	4	163	Good		
40	RAP	4	3	3	3	3	4	3	4	3	3	2	3	3	4	2	4	3	3	3	4	3	3	3	4	4	4	3	3	3	3	4	3	4	4	4	3	4	4	3	4	4	3	4	4	3	3	4	3	3	4	3	3	167	Good
41	RAM	3	4	4	4	4	3	3	3	3	3	2	2	3	4	2	4	4	3	3	4	4	3	2	3	3	2	2	2	3	2	3	4	3	2	2	3	3	2	4	3	3	3	4	2	3	3	3	2	3	149	Good			
42	RID	4	4	4	4	3	3	3	3	3	4	2	3	3	4	2	4	4	3	4	4	3	3	3	3	4	4	4	4	3	2	4	3	4	4	4	3	4	4	3	4	4	4	3	4	4	4	3	3	4	3	4	174	Good	
43	RKA	4	4	4	4	3	3	4	4	3	3	3	3	3	2	4	4	3	3	4	3	3	4	3	3	4	3	3	4	2	3	3	4	3	4	4	3	3	4	4	3	4	4	4	3	4	4	3	3	3	2	4	169	Good	
44	RMR	2	2	3	3	3	0	3	1	2	2	1	2	0	2	2	3	1	2	2	3	2	1	1	1	2	4	2	2	2	2	2	0	3	3	2	3	2	2	3	2	2	2	2	2	2	2	3	2	2	1	101	Average		
45	RI MA	4	2	2	2	1	2	1	1	2	1	2	2	3	4	2	0	0	1	2	2	1	1	1	2	2	2	2	2	2	1	2	3	2	3	4	4	2	3	3	2	3	2	2	2	2	3	2	2	3	103	Average			
46	RMH	3	3	2	3	3	1	2	2	2	2	1	2	3	1	2	1	1	3	3	2	2	2	3	2	2	2	2	1	2	3	1	2	1	2	1	3	2	2	2	3	2	2	2	3	2	1	2	2	3	3	104	Average		
47	ST	3	2	1	3	2	1	1	1	1	3	1	2	2	2	3	3	1	1	1	2	2	1	2	3	1	4	4	2	2	2	2	1	2	1	2	1	1	0	4	1	2	2	1	2	3	2	2	4	95	Average				
48	S DT	4	3	4	4	4	2	2	3	2	2	1	3	2	3	2	3	3	4	4	3	3	2	2	4	4	3	3	2	2	4	1	4	4	3	3	4	3	3	4	4	2	4	2	2	4	3	2	2	147	Good				
49	SAS	3	3	4	4	4	4	3	3	4	2	2	3	2	4	2	3	4	2	3	3	2	4	3	3	3	2	3	3	2	3	2	2	1	2	3	3	3	2	2	3	3	2	3	2	3	2	2	2	137	Average				
50	SEY	2	3	2	3	2	2	2	2	1	1	2	2	2	1	2	2	2	1	2	1	2	1	2	3	1	2	2	2	1	0	2	2	2	3	3	2	3	3	2	2	2	2	3	2	1	0	1	1	96	Average				
51	SRO	2	1	3	2	2	4	2	4	2	1	1	4	2	2	0	2	3	2	4	4	2	0	2	2	2	2	0	2	0	2	2	4	2	4	2	2	4	2	0	2	2	4	4	2	0	2	2	4	4	111	Average			
52	SME	3	3	2	4	2	3	2	3	2	2	2	2	3	4	2	1	0	0	2	1	1	1	2	2	3	3	2	2	2	2	2	2	2	3	2	1	3	1	3	3	1	3	1	2	2	3	2	2	106	Average				
53	SIY	1	4	3	4	2	4	3	2	2	4	4	2	1	4	3	2	0	0	0	1	4	3	0	2	4	0	3	1	2	3	1	3	4	1	4	3	3	4	0	0	3	2	3	0	4	0	4	3	2	1	112	Average		
54	SH	2	2	1	3	3	2	3	2	1	2	1	1	2	2	1	2	1	1	2	3	2	1	2	1	2	2	2	3	2	2	1	2	3	2	4	2	1	1	2	2	2	3	1	2	2	2	1	1	1	93	Average			
55	SIF	2	3	3	3	3	3	3	3	3	2	2	2	2	3	1	4	3	3	2	3	3	2	2	2	2	2	3	2	2	2	3	1	4	3	4	2	2	2	2	2	2	3	3	2	2	3	2	1	2	2	122	Average		
56	SUN	4	2	4	4	3	2	2	3	3	2	2	2	3	3	1	4	3	3	2	3	3	2	4	3	3	4	3	2	2	4	3	4	4	2	3	4	3	3	4	4	3	3	4	2	2	3	2	1	2	144	Average			
57	S MI	3	2	2	3	1	2	3	2	2	2	2	2	2	3	1	3	1	1	3	2	1	1	1	2	1	1	2	2	1	0	1	3	3	2	4	4	2	3	3	3	3	1	2	1	2	2	1	2	1	99	Average			
58	S AI	3	3	4	4	3	3	2	3	1	2	3	2	3	3	1	1	2	1	1	0	2	1	3	1	1	1	3	2	1	3	1	3	2	1	3	2	3	3	3	4	2	2	3	2	1	2	3	2	2	1	108	Average		
59	TA	2	1	3	2	2	3	4	0	2	1	1	2	1	4	3	0	0	1	2	1	2	1	2	0	2	4	3	2	2	1	2	2	3	1	3	1	1	3	1	1	3	1	4	3	3	3	4	2	2	3	2	4	102	Average
60	T KP	3	3	4	4	4	2	2	1	3	2	1	3	2	3	2	3	1	1	2	3	2	1	2	3	3	3	2	2	2	2	2	2	3	1	2	2	3	2	3	1	3	2	2	3	2	3	2	3	2	2	142	Good		
61	TSD	2	3	3	4	2	2	2	1	1	2	4	1	2	3	0	1	1	1	3	0	3	2	2	2	2	3	3	2	2	1	2	2	2	2	3	3	3	2	2	3	3	2	1	2	4	2	2	2	1	105	Average			
62	UFI	1	2	2	3	4	2	3	2	1	2	1	2	3	3	2	2	3	3	2	1	1	2	2	1	2	3	2	2	1	2	1	3	1	3	4	2	1	2	1	2	3	2	2	1	2	1	2	1	2	2	100	Average		
63	UTC	2	2	3	3	2	2	2	2	1	2	1	2	2	2	2	0	1	2	3	3	2	2	1	2	3	2	2	1	1	1	2	1	2	3	2	2	3	2	2	3	2	2	2	2	3	1	2	1	1	94	Average			
64	WAA	2	1	2	1	2	2	1	2	2	1	2	1	2	0	2	0	2	2	2	2	3	2	2	3	2	3	2	1	2	1	1	3	2	1	2	2	3	1	3	1	1	2	1	2	1	1	2	1	81	Average				
65	WNI	1	4	4	4	3	3	2	2	2	3	2	1	3	3	2	2	1	1	2	3	3	2	1	2	3	2	1	2	1	1	3	2	3	3	2	3	1	4	3	2	3	3	2	2	3	3	2	2	3	3	119	Average		
66	YAA	3	3	3	4	4	3	3	3	3	2	1	2	3	3	3	1	3	3	2	1	1	3	3	2	1	4	2	2	2	3	3	1	4	2	4	2	3	4	2	3	4	2	3	1	3	3	3	1	4	131	Average			
67	YMT	3	3	2	3	3	3	2	2	1	1	2	1	3	3	1	3	1	1	1	1	1	1	1	1	1	1	2	1	1	3	3	2	1	1	2	2	3	1	3	3	4	2	2	2	1	2	2	3	2	2	99	Average		
68	ASA	4	4	4	4	4	4	2	4	4	4	3	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	189	Good	
69	ARN	4	4	4	3	3	4	3	4	4	4	2	3	3	4	2	3	4	3	4	2	3	3	4	4	3	4	4	4	3	1	4	3	4	4	3	4	4	4	4	2	4	4	4	3	4	3	4	3	3	2	3	176	Good	
70	AI	4	3	4	4	4	3	2	4	4	4	3	3	3	4	1	4	4	3	4	4	4	4	4	4	4	3	3	3	4	3	3	4	3	4	3	4	3	2	4	4	4	3	4	4	3	4	3	3	4	173	Good			
71	AWA	3	3	2	3	3	2	1	2	2	2	2	1	1	4	1	4	2	3	4	3	4	4	2	2	2	4	3	2	2	2	2	4	2	3	3	1	4	3	3	3	2	3	3	2	3	3	2	3	3	128	Average			
72	F BM	3	3	4	4	4	3	3	2	2	2	2	3	2	3	1	3	2	1	3	4	4	2	3	2	3	4	3	2	2	4	2	3	4	3	4	4	3	3	4	4	4	3	4	1	4	2	3	3	4	146	Good			
73	HAH	3	2	4	4	4	3	3	3	2	3	2	2	2	4	0	3	4	2	3	2	2	4	3	3	3	4	4	2	3	3	2	2	2	3	2	3	3	3	2	1	4	3	3	2	3	2	3	2	2	3	4	138	Average	

The Result of Students' Study Habits

74	LUK	2	2	4	3	3	1	3	1	3	1	2	2	2	3	0	3	1	2	3	4	3	2	2	2	2	4	3	3	2	2	2	3	3	4	2	3	3	2	2	1	1	3	0	2	3	2	2	2	3	115	Average				
75	MAS	2	2	2	3	3	2	1	2	2	2	1	2	2	3	2	2	2	1	3	3	3	2	3	2	2	3	2	2	2	3	2	1	3	2	3	2	2	2	3	1	4	3	2	3	2	1	1	2	110	Average					
76	NIK	4	4	4	4	4	2	2	3	3	2	2	2	2	3	2	3	2	3	3	3	3	2	2	2	3	3	3	2	2	2	2	4	4	3	2	2	2	3	3	3	2	2	2	3	3	2	2	4	4	136	Average				
77	NSD	4	4	4	4	4	4	2	3	3	3	1	3	4	4	3	4	3	4	3	4	3	2	3	2	3	4	3	3	3	3	3	4	3	3	3	4	3	3	3	4	3	2	4	4	4	3	4	3	3	2	4	4	4	164	Good
78	PAS	2	2	3	2	2	2	3	2	2	3	2	2	2	3	2	2	3	2	2	3	2	3	2	3	4	3	3	2	2	1	2	3	3	4	2	2	3	2	3	3	3	3	2	1	3	2	1	2	2	119	Average				
79	RAN	4	3	4	4	3	4	4	3	2	3	3	3	3	3	2	4	4	3	3	4	3	3	4	3	3	3	3	2	3	3	4	3	4	3	3	3	4	4	3	4	4	4	3	4	3	3	3	2	3	164	Good				
80	RY	1	2	2	2	1	2	2	0	2	2	2	2	1	2	1	2	0	0	3	4	2	2	2	2	3	3	3	2	2	1	2	4	2	3	1	3	2	3	4	2	2	3	2	1	2	2	2	1	100	Average					
81	SEL	4	2	4	4	4	2	4	3	2	2	2	4	4	3	2	4	3	4	3	4	3	4	2	2	4	2	3	4	4	4	3	3	2	4	2	2	3	3	2	3	4	4	4	2	4	3	2	4	4	2	4	154	Good		
82	STI	3	4	4	3	4	3	3	3	3	4	2	3	4	4	4	4	4	4	3	3	4	3	4	3	4	3	4	3	4	2	2	4	2	4	3	3	3	4	2	3	4	3	3	3	2	2	2	3	3	3	160	Good			
83	SAS	2	2	4	4	3	3	2	2	2	2	3	2	2	3	2	3	3	3	3	3	2	4	1	2	1	1	4	2	2	2	2	2	4	3	3	3	3	2	2	1	3	2	2	2	2	3	1	2	2	3	120	Average			
84	WSR	3	3	4	4	2	2	2	4	2	3	1	3	2	2	3	3	3	2	3	4	2	3	2	2	4	3	4	2	2	2	3	2	3	2	3	3	3	3	3	2	3	3	2	3	4	3	3	2	2	3	136	Average			
85	APUM	4	3	4	4	4	3	2	4	3	4	3	4	4	4	2	4	3	4	4	4	3	3	4	3	3	4	4	3	3	2	4	3	4	3	4	3	4	3	4	3	3	4	4	3	2	4	2	3	2	3	166	Good			
86	DIS	4	3	4	4	3	3	3	4	3	2	3	3	3	1	4	2	3	3	4	2	3	4	3	3	3	3	3	3	3	2	4	2	4	3	3	3	4	4	3	4	3	3	2	4	2	4	2	3	2	4	154	Good			
87	DT	3	3	3	3	3	2	1	2	1	3	2	2	4	0	1	3	2	3	2	2	3	3	2	1	3	1	3	4	4	2	1	3	3	3	3	4	4	2	4	3	3	2	3	3	2	3	3	4	3	4	132	Average			
88	DEA	3	2	2	3	2	2	3	2	3	2	2	2	3	2	4	4	3	3	3	3	3	2	2	2	3	4	3	2	2	2	2	3	3	4	3	3	3	2	2	3	2	2	2	3	2	2	3	2	2	3	130	Average			
89	DOK	3	3	3	4	4	3	2	4	4	2	2	2	3	3	2	2	1	2	0	4	3	2	3	2	2	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	2	3	3	129	Average				
90	ESS	4	3	4	3	4	4	4	2	2	2	3	2	2	4	4	2	2	2	2	2	1	3	4	2	4	2	2	1	2	1	2	1	1	2	2	2	2	3	2	3	4	3	1	3	2	1	2	2	2	1	120	Average			
91	EGL	2	3	3	2	2	2	3	3	2	3	2	2	3	3	1	3	2	3	3	4	2	3	2	2	3	4	4	3	2	2	3	3	4	4	3	3	4	4	4	3	3	4	3	3	3	3	3	2	2	3	136	Average			
92	EST	2	2	4	4	4	2	4	3	3	2	1	2	2	4	2	0	0	2	0	1	3	2	2	2	2	4	2	3	2	2	3	2	0	2	1	2	4	2	2	4	4	4	1	3	2	2	3	4	3	1	119	Average			
93	FIW	3	3	3	3	3	3	3	3	3	1	3	3	3	3	2	2	1	1	2	2	0	3	2	3	2	2	2	1	2	2	3	3	1	1	2	3	3	2	2	2	2	2	2	2	3	2	3	2	1	3	2	3	2	114	Average
94	HD	2	2	2	3	1	2	1	2	2	2	2	2	2	2	3	3	2	2	3	3	1	2	2	1	3	1	1	3	1	1	3	3	2	4	2	2	3	3	4	2	2	3	1	3	3	3	2	2	2	110	Average				
95	HAI	2	3	4	1	1	2	3	1	1	0	2	2	4	4	1	2	0	1	2	2	3	4	2	3	4	2	4	1	2	2	3	3	0	1	3	2	3	3	4	2	4	4	2	2	1	3	2	3	2	1	113	Average			
96	HAN	3	4	3	4	4	2	3	3	2	3	1	2	3	3	4	4	1	1	2	1	2	2	2	3	2	2	3	2	2	3	2	2	3	1	3	3	2	4	3	1	2	2	3	3	2	2	2	2	3	2	1	124	Average		
97	JAS	1	2	1	4	3	3	0	1	0	0	2	2	2	1	1	0	0	1	4	2	1	4	1	2	1	0	0	3	1	1	1	3	0	2	0	4	4	1	4	2	3	2	2	2	1	1	2	3	2	1	84	Average			
98	NEA	3	3	4	3	2	3	2	4	3	2	2	3	2	3	1	2	2	2	3	3	2	2	2	3	3	3	2	3	2	2	2	3	3	3	1	3	2	2	3	3	2	2	2	2	2	3	2	2	3	2	2	123	Average		
99	PAL	2	2	4	4	4	3	4	4	3	2	2	2	2	4	0	0	1	0	2	3	2	2	2	3	1	2	2	2	3	3	2	3	1	2	2	3	3	2	2	2	2	2	2	2	2	2	1	2	2	1	108	Average			
##	RIR	1	3	4	4	4	4	1	4	2	2	2	2	3	2	0	2	0	1	4	2	3	2	3	3	1	1	4	2	3	3	3	4	1	2	4	3	3	4	3	2	1	1	4	1	2	3	2	1	2	1	119	Average			
##	RZU	2	4	3	4	4	1	1	2	3	2	1	2	3	3	2	3	3	3	2	2	3	1	3	3	3	2	2	2	3	3	4	2	1	4	3	2	2	2	2	2	4	3	2	2	2	1	3	3	2	3	125	Average			
##	RWA	4	4	3	4	4	3	3	4	4	1	2	2	2	3	2	2	1	2	1	2	1	2	3	2	3	2	3	1	2	2	2	4	3	2	3	3	2	4	3	2	2	3	2	2	2	2	2	3	3	127	Average				
##	RRA	2	2	3	4	3	2	0	2	2	3	2	2	2	3	4	1	2	3	4	3	2	3	4	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	113	Average		
##	SLK	3	2	3	4	4	4	2	3	3	2	3	4	3	3	4	4	2	2	1	2	0	3	3	2	3	2	3	1	3	3	2	2	2	4	2	2	2	3	2	3	3	2	3	1	2	2	2	2	3	1	127	Average			
##	SIP	0	0	2	4	3	0	2	0	1	2	3	1	0	3	4	2	0	1	0	2	0	3	3	2	4	0	2	3	2	1	0	4	4	2	0	3	2	4	3	0	4	0	0	4	1	2	2	2	3	91	Average				
##	YAR	2	4	3	3	3	2	4	3	2	2	2	2	2	3	4	3	2	2	3	2	2	2	2	3	3	1	2	2	3	2	2	2	1	4	1	1	4	2	1	4	3	1	3	1	1	2	1	3	2	116	Average				
##	AMA	2	2	2	4	0	2	4	2	4	2	2	2	2	4	4	4	0	0	0	3	2	2	2	2	2	2	2	2	2	2	4	0	2	4	4	2	0	4	0	2	4	0	2	2	2	4	4	2	113	Average					
##	AFM	1	4	1	2	4	2	3	3	2	0	1	3	4	4	1	4	3	0	1	2	1	1	3	3	0	3	2	3	1	1	1	2	0	2	4	3	4	1	4	2	3	3	2	1	3	2	1	3	3	2	109	Average			
##	ADS	2	2	2	3	2	2	2	3	2	2	2	3	3	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	1	3	3	1	2	1	3	3	1	3	2	1	2	3	3	111	Average				
##	AAF	2	2	3	3	3	3	2	3	3	2	1	2	2	3	1	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2	3	2	2	1	3	3	3	3	3	3	2	2	3	2	2	2	1	2	2	2	109	Average			

The Result of Students' Study Hab

Appendix F

Descriptive Statistics of Study Habits

	N	Range	Minimum	Maximum	Sum	Mean
Study habits	148	108	81	189	19482	131,64
Valid N (listwise)	148					

Descriptive Statistics of Academic Achievement

	N	Range	Minimum	Maximum	Sum	Mean
Cumulative GPA	148	2.10	1.86	3.96	498.80	3.3703
Valid N (listwise)	148					

Appendix G

The Result of Normality

One-Sample Kolmogorov-Smirnov Test

		Study habits	Cumulative GPA
N		148	148
Normal Parameters ^{a,b}	Mean	131,64	3.3703
	Std. Deviation	23,586	.29390
	Most Extreme Differences		
	Absolute	,065	,068
	Positive	,061	,068
	Negative	-,065	-,062
Test Statistic		,065	,068
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,091 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Study habits *	148	100,0%	0	0,0%	148	100,0%
Cumulative GPA						

Report

Study habits

Cumulative GPA	Mean	N	Std. Deviation
1.86	81,00	1	.
2.38	90,00	1	.
2.83	119,00	1	.

2.91	115,00	1	.
2.92	93,00	1	.
2.96	99,00	1	.
2.98	124,00	1	.
3.00	105,60	5	12,818
3.02	105,00	1	.
3.03	102,00	1	.
3.04	104,67	3	8,083
3.05	113,50	2	3,536
3.08	116,00	1	.
3.09	119,40	5	10,668
3.11	110,00	1	.
3.12	120,00	1	.
3.13	134,50	2	21,920
3.14	100,50	2	13,435
3.16	128,00	2	19,799
3.17	118,00	3	21,633
3.18	136,00	2	12,728
3.20	100,00	1	.
3.21	100,00	1	.
3.22	122,00	3	15,588
3.23	125,00	2	33,941
3.24	120,33	3	12,858
3.25	123,00	2	33,941
3.26	128,00	2	36,770
3.27	118,83	6	17,128
3.29	130,67	6	25,327
3.30	161,00	1	.
3.31	127,33	3	7,024
3.32	114,00	3	25,515
3.33	143,00	5	13,730
3.36	139,00	1	.
3.38	146,00	1	.
3.41	150,50	2	2,121
3.42	139,00	4	10,100
3.43	144,00	1	.
3.44	143,00	1	.

3.45	154,00	1	.
3.47	137,00	3	23,388
3.50	112,25	4	13,326
3.51	140,40	5	18,257
3.52	120,00	2	15,556
3.53	145,50	2	13,435
3.54	152,00	1	.
3.55	137,00	1	.
3.56	141,50	4	16,135
3.58	140,50	2	6,364
3.59	147,00	1	.
3.60	129,75	4	22,426
3.61	105,00	1	.
3.62	153,50	2	6,364
3.63	151,00	1	.
3.64	143,00	2	33,941
3.67	138,67	3	26,502
3.69	160,33	3	6,028
3.70	169,00	1	.
3.73	156,00	3	23,065
3.74	161,00	2	2,828
3.75	149,00	2	7,071
3.76	176,00	1	.
3.78	152,33	3	10,017
3.79	131,00	1	.
3.80	175,50	2	3,536
3.82	184,00	1	.
3.83	122,00	1	.
3.91	161,50	2	3,536
3.96	189,00	1	.
Total	131,64	148	23,586

Appendix H

The Result of Linearity

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cumulative GPA * Study habits	Between Groups	(Combined)	9,640	74	,130	3,110	,000
		Linearity	5,408	1	5,408	129,102	,000
		Deviation from Linearity	4,232	73	,058	1,384	,084
	Within Groups		3,058	73	,042		
	Total		12,698	147			

Measures of Association

	R	R Squared	Eta	Eta Squared
Study habits * Cumulative GPA	,653	,426	,835	,697

Appendix I

Correlation Result

		Study habits	Cumulative GPA
Study habits	Pearson Correlation	1	,653**
	Sig. (2-tailed)		,000
	N	148	148

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

Appendix J

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Study habits ^b	.	Enter

a. Dependent Variable: Cumulative GPA

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653 ^a	,426	,422	.22345

a. Predictors: (Constant), Study habits

b. Dependent Variable: Cumulative GPA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,408	1	5,408	108,305	,000 ^b
	Residual	7,290	146	,050		
	Total	12,698	147			

a. Dependent Variable: Cumulative GPA

b. Predictors: (Constant), Study habits

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,300	,104		22,011	,000
	Study habits	,008	,001	,653	10,407	,000

a. Dependent Variable: Cumulative GPA