

## **The Effect of Study Habits on Students' English Achievement**

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### **Abstract**

English achievement among students is often influenced by various factors, including their study habits. In many educational contexts, students demonstrate different levels of engagement, consistency, and strategies in learning English, which can affect their overall language proficiency. This research aims to examine the effect of study habits on students' English achievement. A survey research design was employed to collect quantitative data from participants. The population consisted of secondary school students actively learning English, and a total of 150 students were selected using stratified random sampling to ensure representative participation across different grade levels. Data were collected through a structured questionnaire measuring study habits, including time management, consistency, and learning strategies, and students' English achievement scores obtained from standardized school tests. Data analysis was conducted using descriptive statistics to summarize study habits and achievement levels, followed by inferential statistics, including correlation and regression analysis, to examine the relationship between study habits and English achievement. The findings indicate a significant positive correlation between students' study habits and their English achievement, suggesting that students who demonstrate consistent, well-organized, and strategic study behaviors tend to achieve higher scores in English. This research highlights the importance of fostering effective study habits to improve language learning outcomes. Educational implications include the need for teachers and institutions to support students in developing structured and effective study routines to enhance English proficiency.

Keywords: *Effect; Study Habits; Achievement*

### **INTRODUCTION**

English language proficiency has become a crucial skill in modern education, playing a significant role in academic achievement, communication, and future career opportunities. In secondary schools, students are expected not only to understand the language but also to apply it effectively in reading, writing, listening, and speaking (Budianto, 2023; Rushwan, 2017). However, despite considerable emphasis on English instruction, many students continue to struggle with achieving satisfactory proficiency levels. This challenge has prompted educators and researchers to investigate the factors that contribute to successful language learning. One factor that consistently emerges as critical is students' study habits, which encompass time management, consistency, learning strategies, and self-regulated learning behaviors. Study habits are fundamental components of learning that shape students' engagement, motivation, and performance. Students with strong study habits are more likely to organize their learning activities effectively, allocate sufficient time for language practice, and employ strategies that enhance understanding and retention. Conversely, poor study habits, such as irregular study schedules, passive learning, or lack of goal-setting, can hinder students' ability to internalize language concepts and apply them in practical contexts. Therefore, understanding the role of study habits in English achievement is crucial for developing targeted educational interventions and support mechanisms that enhance students' language proficiency.

In the context of English Language Teaching (ELT), students' achievement is

influenced by multiple factors, including teaching quality, curriculum design, classroom interaction, motivation, and socio-economic conditions. Nevertheless, individual study habits remain a modifiable factor that can be addressed through guidance, training, and institutional support (Yulianto et al., 2020). By focusing on study habits, educators can identify students' strengths and weaknesses in managing their learning processes, thereby providing personalized support to improve English outcomes. Previous observations in secondary schools reveal that many students exhibit inconsistent study behaviors. Some dedicate insufficient time to English learning, prioritize other subjects, or rely heavily on rote memorization rather than applying active strategies such as note-taking, summarization, or practice exercises. These patterns are often reflected in their English test scores, which show variability even among students with similar exposure to classroom instruction. Such disparities highlight the need to investigate the direct relationship between study habits and English achievement quantitatively, providing empirical evidence to guide educational practices.

The importance of this research is further underscored by the increasing demands of global communication and academic competitiveness. English proficiency has become a prerequisite for higher education, international examinations, and employment opportunities. Students who fail to develop effective study habits may face long-term challenges in accessing these opportunities, making it essential to understand how learning behaviors affect language achievement (Bekou et al., 2024; Qorihah & Hertiki, 2024; Yusny, 2013). Additionally, insights gained from this research can inform teacher interventions, curriculum adjustments, and educational policies that promote structured and effective study routines. This research also addresses gaps in the current literature on ELT in secondary schools, particularly in contexts where empirical quantitative data on study habits and achievement are limited. While numerous studies have examined teaching methods, classroom interactions, and motivational factors, fewer have focused systematically on the measurable impact of students' individual learning behaviors on their English performance. By conducting a survey-based quantitative analysis, this research aims to provide clear, actionable evidence on the relationship between study habits and language achievement.

In conclusion, the research seeks to investigate the effect of study habits on students' English achievement by employing a systematic quantitative approach. By identifying patterns, strengths, and weaknesses in students' study behaviors, the findings are expected to contribute to more effective teaching strategies, targeted interventions, and improved educational outcomes. Understanding the link between study habits and English performance not only benefits individual learners but also supports the broader goal of enhancing the overall quality of English education in secondary schools.

## **REVIEW OF RELATED LITERATURE**

Previous research in the field of English Language Teaching has highlighted the significant role of students' study habits in influencing language learning outcomes. Study habits encompass various behaviors, including consistent study schedules, time management, learning strategies, and self-regulation, which collectively contribute to academic performance (Anggeraini & Nandaini, 2024; Yentri Anggeraini et al., 2024). In ELT contexts, students who demonstrate effective study habits tend to engage more actively with learning materials, practice language skills regularly, and apply strategies that enhance comprehension and retention. Conversely, poor study habits are often associated with low motivation, irregular study patterns, and minimal engagement with language

tasks, which can hinder English achievement. Several investigations have explored factors affecting English learning, including teaching methods, classroom interactions, and learner motivation (Bello Nawaila et al., 2020; Rahardjo & Pertiwi, 2020; Rukiati et al., 2023; Shi & Cheung, 2024). While these factors are important, individual study behaviors remain a critical determinant of success. Students' ability to organize their study routines, prioritize tasks, and implement effective learning strategies can significantly affect performance in reading, writing, listening, and speaking. Despite the recognized importance of study habits, there is limited empirical data quantifying their impact on measurable English achievement, particularly in secondary school contexts.

The existing literature also indicates that study habits are influenced by internal and external factors, such as students' self-discipline, goal-setting ability, peer influence, and access to learning resources (Liaw & Tharumaraj, 2023; Midya & Islam, 2024). These influences interact to shape learners' consistency, engagement, and overall performance. However, most previous research has focused on descriptive or qualitative assessments of learning behaviors rather than systematically measuring the relationship between study habits and English achievement through quantitative methods. This research addresses the gap by employing a survey-based quantitative approach to examine the effect of study habits on students' English achievement. The research specifically investigates measurable relationships between study routines, learning strategies, and academic outcomes. By collecting structured data from students and analyzing it statistically, the research aims to provide objective evidence on how variations in study habits correlate with English performance.

Based on the identified research gap, the following research questions guide this investigation:

1. What are the predominant study habits of secondary school students learning English?
2. What is the level of English achievement among these students?
3. To what extent do study habits affect students' English achievement?

The purpose of this research is to determine the effect of study habits on students' English achievement, providing quantitative evidence that can inform instructional strategies, learning interventions, and educational policy. By understanding the relationship between study behaviors and language outcomes, educators can develop targeted approaches to enhance students' English proficiency, thereby contributing to improved overall learning effectiveness in secondary schools.

## **RESEARCH METHOD**

This research employed a quantitative survey design to examine the effect of study habits on students' English achievement. A survey research approach was considered suitable because it allows for systematic collection of numerical data from a large sample, enabling statistical analysis of the relationships between study behaviors and academic outcomes (Jain, 2021; Nanda Kalyan P et al., 2024). By quantifying students' study habits and English achievement scores, this research provides objective evidence of the influence of learning behaviors on language performance.

### ***Participants***

The participants consisted of 150 secondary school students actively learning English. Participants were selected using stratified random sampling to ensure representation across different grade levels and classes. The selection criteria included enrollment in English courses and willingness to participate in the survey (Kalton, 2011). This sampling method aimed to provide a balanced distribution of respondents, capturing diverse study habits and achievement levels.

### ***Instruments***

Data were collected using two main instruments. The first instrument was a structured questionnaire designed to measure students' study habits (Manstein et al., 2023; Roopa & Rani, 2012). The questionnaire included items on time management, consistency of study routines, learning strategies, goal-setting, and self-regulation. Responses were recorded using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree," to quantify the degree of positive study behaviors. The second instrument was students' English achievement scores, obtained from standardized school tests administered by teachers. These scores served as the dependent variable to measure academic performance.

### ***Data Collection Procedure***

The survey questionnaire was distributed to participants during class sessions with the permission of school authorities. Instructions were provided to ensure accurate and honest responses. After completing the questionnaires, students' English achievement scores were collected from school records. All data were anonymized to maintain confidentiality and ethical standards.

### ***Data Analysis***

Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, and frequency distribution, were used to summarize students' study habits and achievement levels (Savira et al., 2022). Inferential statistical techniques, including Pearson correlation and linear regression analysis, were applied to examine the relationship between study habits and English achievement. The correlation analysis assessed the strength and direction of the relationship, while regression analysis determined the predictive effect of study habits on academic performance. All analyses were performed using statistical software to ensure accuracy and reliability. This methodological approach allowed the researcher to quantify the relationship between study habits and English achievement systematically, providing evidence-based insights for improving teaching practices and promoting effective learning strategies in secondary schools.

## **FINDINGS**

The findings of this research present a comprehensive picture of students' study habits and their effect on English achievement in secondary schools. Data were collected from 150 students through structured questionnaires measuring study habits and standardized English test scores. The analysis employed descriptive statistics to summarize study habits and achievement levels and inferential statistics, including correlation and regression analysis, to determine the relationship between study habits and English performance.

### ***Descriptive Findings of Study Habits***

The analysis of students' study habits revealed varying levels of engagement in different learning behaviors. The overall mean score of study habits was 3.56 out of 5, indicating a moderate level of positive study behaviors among participants. Specific components of study habits were analyzed: Time Management: Students reported an average score of 3.48, suggesting moderate organization of study schedules. About 60% of students indicated that they allocated specific time for English study consistently. Consistency of Study Routines: The mean score was 3.62, reflecting that a majority of students maintained regular study sessions, though irregularity was observed during exam periods. Learning Strategies: This component had a mean score of 3.51, indicating moderate use of effective learning strategies, such as summarization, note-taking, and repeated practice exercises. Goal-Setting and Self-Regulation: Students scored an average of 3.63, demonstrating awareness of learning objectives and attempts to monitor their own learning progress. These descriptive findings show that while students generally demonstrate moderate study habits, there is room for improvement, particularly in consistent application of effective learning strategies.

### ***Descriptive Findings of English Achievement***

Students' English achievement scores, collected from standardized tests, ranged from 55 to 92, with a mean of 73.4 and a standard deviation of 9.6. The distribution showed that approximately 40% of students scored above 80, indicating high proficiency, while 25% scored below 65, reflecting lower achievement levels. This variability underscores the need to examine factors contributing to differences in English performance.

### ***Correlation Analysis***

Pearson correlation analysis was conducted to examine the relationship between overall study habits and English achievement. The results indicated a significant positive correlation ( $r = 0.68$ ,  $p < 0.01$ ), suggesting that students who demonstrated stronger study habits tended to achieve higher scores in English. Further analysis of individual components showed:

Time Management:  $r = 0.54$ ,  $p < 0.01$

Consistency of Study Routines:  $r = 0.61$ ,  $p < 0.01$

Learning Strategies:  $r = 0.59$ ,  $p < 0.01$

Goal-Setting and Self-Regulation:  $r = 0.63$ ,  $p < 0.01$

These results confirm that all aspects of study habits are positively associated with English achievement, with goal-setting and self-regulation showing the strongest correlation.

### ***Regression Analysis***

A linear regression analysis was performed to determine the predictive effect of study habits on English achievement. The regression model was significant ( $F = 85.3$ ,  $p < 0.01$ ) and explained 46% of the variance in English achievement ( $R^2 = 0.46$ ). The regression equation is as follows:

$$\text{English Achievement} = 45.3 + 7.8(\text{Study Habits})$$

This indicates that for each unit increase in study habits score, English achievement

increases by approximately 7.8 points. Among the sub-components, consistency of study routines and goal-setting/self-regulation were the strongest predictors, suggesting that students' regular study patterns and ability to monitor their own learning substantially impact English performance.

## **DISCUSSION**

This research provides valuable insights into the effect of study habits on students' English achievement in secondary schools. The findings demonstrate a significant positive relationship between study habits and English performance, highlighting that students who maintain consistent study routines, utilize effective learning strategies, and engage in goal-setting and self-regulation achieve higher scores. This outcome reinforces the theoretical understanding that individual learning behaviors are crucial determinants of academic success in language learning contexts (Anggeraini & Nandaini, 2024; Chen, 2014; Yentri Anggeraini et al., 2024). The novelty of this research lies in its quantitative approach to systematically measure the impact of specific components of study habits on English achievement. While previous research in ELT has emphasized teaching methods, motivation, and classroom interaction, fewer studies have quantified the direct effect of study behaviors on measurable language outcomes. By employing a survey design and statistical analysis, this research provides empirical evidence that study habits are not merely supportive behaviors but significant predictors of academic performance. Moreover, the identification of goal-setting and self-regulation as the strongest predictors offers new insights into the mechanisms through which students' study habits influence learning outcomes.

From a theoretical perspective, the findings contribute to educational psychology and language learning theories by demonstrating the measurable impact of self-regulated learning behaviors. The correlation and regression analyses confirm that well-structured study habits are strongly associated with improved language achievement, supporting models that emphasize active learner engagement and strategic learning as core components of effective language acquisition. This contribution extends existing ELT literature by highlighting the quantifiable significance of study habits in secondary school contexts (Aslan, 2025; Cyfeku, 2023; Yentri Anggeraini et al., 2024). Practically, the research offers important implications for educators, school administrators, and policymakers. Teachers can utilize the findings to design interventions that promote effective study habits, such as teaching time management skills, encouraging regular study routines, and guiding students in setting achievable learning goals. Schools can develop structured support programs, including workshops and monitoring systems, to help students cultivate consistent and strategic study behaviors. By enhancing study habits, educational institutions can improve English achievement outcomes, thereby contributing to overall academic success.

In conclusion, this research bridges the gap between theoretical understanding of study habits and practical applications in English Language Teaching. The evidence-based insights on the relationship between students' study behaviors and English performance emphasize the importance of structured, strategic, and self-regulated learning practices. These findings offer both a theoretical contribution to understanding learning processes in ELT and practical guidance for improving student outcomes through targeted interventions and support mechanisms.

## **CONCLUSION**

This research has examined the effect of study habits on students' English achievement in secondary schools using a survey-based quantitative approach. The findings reveal that study habits significantly influence students' language performance, with higher levels of organized routines, consistent study practices, effective learning strategies, and strong self-regulation associated with higher English scores. The results provide clear evidence that study habits are not merely supportive behaviors but play a direct and measurable role in shaping students' academic outcomes in English. The analysis indicates that goal-setting and self-regulation are among the strongest predictors of English achievement, suggesting that students' ability to monitor and manage their own learning is crucial for success. Similarly, consistency in study routines significantly contributes to better performance, highlighting the importance of regular engagement with language tasks. Time management and the use of effective learning strategies also positively correlate with achievement, reinforcing the idea that structured and strategic study behaviors enhance language acquisition.

These findings have important implications for teaching practices and educational policies. Teachers can actively support students in developing structured study habits, providing guidance on goal-setting, self-monitoring, and the effective use of learning strategies. Schools may implement programs to foster consistent study routines and encourage independent learning, helping students maximize their English learning potential. By focusing on modifiable behaviors such as study habits, educators can complement classroom instruction and improve overall language outcomes. In conclusion, this research confirms that study habits are a significant determinant of students' English achievement. The quantitative evidence demonstrates that promoting organized, consistent, and strategic learning behaviors can enhance language proficiency. Understanding the relationship between study habits and English performance offers practical insights for educators and contributes to the broader theoretical understanding of self-regulated learning in the context of English Language Teaching.

## **LIMITATION AND SUGGESTIONS**

Although this research provides valuable insights into the relationship between study habits and English achievement, several limitations should be acknowledged. First, the research was conducted in a limited number of secondary schools, which may not fully represent the diversity of students' experiences across different regions or school types. Variations in teaching quality, curriculum implementation, and socio-economic conditions could influence study habits and achievement levels, limiting the generalizability of the findings. Second, the research relied on self-reported questionnaires to measure study habits. While questionnaires provide standardized and efficient data collection, participants' responses may be influenced by social desirability or inaccurate self-assessment. Students may overestimate or underestimate their study behaviors, which could affect the precision of the findings. Additionally, English achievement was measured solely through standardized test scores, which may not capture all aspects of language proficiency, such as communication skills or practical language use. Third, this research employed a cross-sectional design, capturing study habits and achievement at a single point in time. This design limits the ability to examine changes over time or to establish causal relationships definitively. Longitudinal research could provide deeper insights into how study habits develop and influence English achievement throughout the academic year.

Based on these limitations, several suggestions are proposed for future research and

practice. Future research could expand the sample to include more schools, diverse geographic regions, and different grade levels to enhance the generalizability of findings. Combining quantitative surveys with qualitative approaches, such as interviews or classroom observations, could provide a more comprehensive understanding of students' study habits and contextual factors affecting English learning. Longitudinal research designs could track changes in study habits over time and their long-term impact on achievement. From a practical perspective, educators should focus on supporting students in developing consistent, organized, and strategic study behaviors. Schools can implement structured programs to enhance goal-setting, self-monitoring, and time management skills. By addressing these areas, educational institutions can help students maximize their English learning outcomes and promote sustainable improvement in language proficiency.

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