

**THE CORRELATION BETWEEN LEARNING HABITS
AND STUDENTS' ENGLISH LEARNING
ACHIEVEMENT AT MAN 2 PONOROGO**

THESIS



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ABSTRACT

Sunarti. 2022. *The Correlation Between Learning Habits and Student's English Learning Achievement at Man 2 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor, Dr. Ahmadi, M. Ag.

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Learning habits are activities carried out by students in learning activities, in the form of learning habits at school and at home. learning habits carried out by students are different. In other words, learning habits are ways of learning that done by students to acquire knowledge. The formation of good learning habits can be seen from the methods of students in learning and the alertness of students in learning. Student learning activities at school such as the way students follow lessons in class and concentrate while studying as well as learning activities outside the classroom such as reading textbooks and doing assignments. So that learning habits have an important role in the formation of good learning achievement.

The purpose of this research is to know whether there is a significant correlation between learning habits and students' English learning achievement at MAN 2 Ponorogo.

The research used quantitative research with a correlation method. The population in this research were the eleventh grade MIPA students at MAN 2 Ponorogo, totaling 214 students. The sample was taken by purposive sampling technique and the total number of samples was 62 students. The data collection technique in this research was using learning habits questionnaires and students' English learning achievement documents taken from the odd semester report cards. The correlation technique used is *Product Moment*.

The results showed that: (1) Learning habits of eleventh grade MIPA students can be categorized into fairly good, with a score of 71-100 or 61.3%. (2) English learning achievement of eleventh grade MIPA students can be categorized into very good, with a score of 75-100 or 82.3%. (3) There is a positive correlation between learning habits and students' English learning achievement of eleventh grade MIPA students at MAN 2 Ponorog. The correlation is 0,403, it is higher than the r table showed 0,254 at the 5% level of significance.



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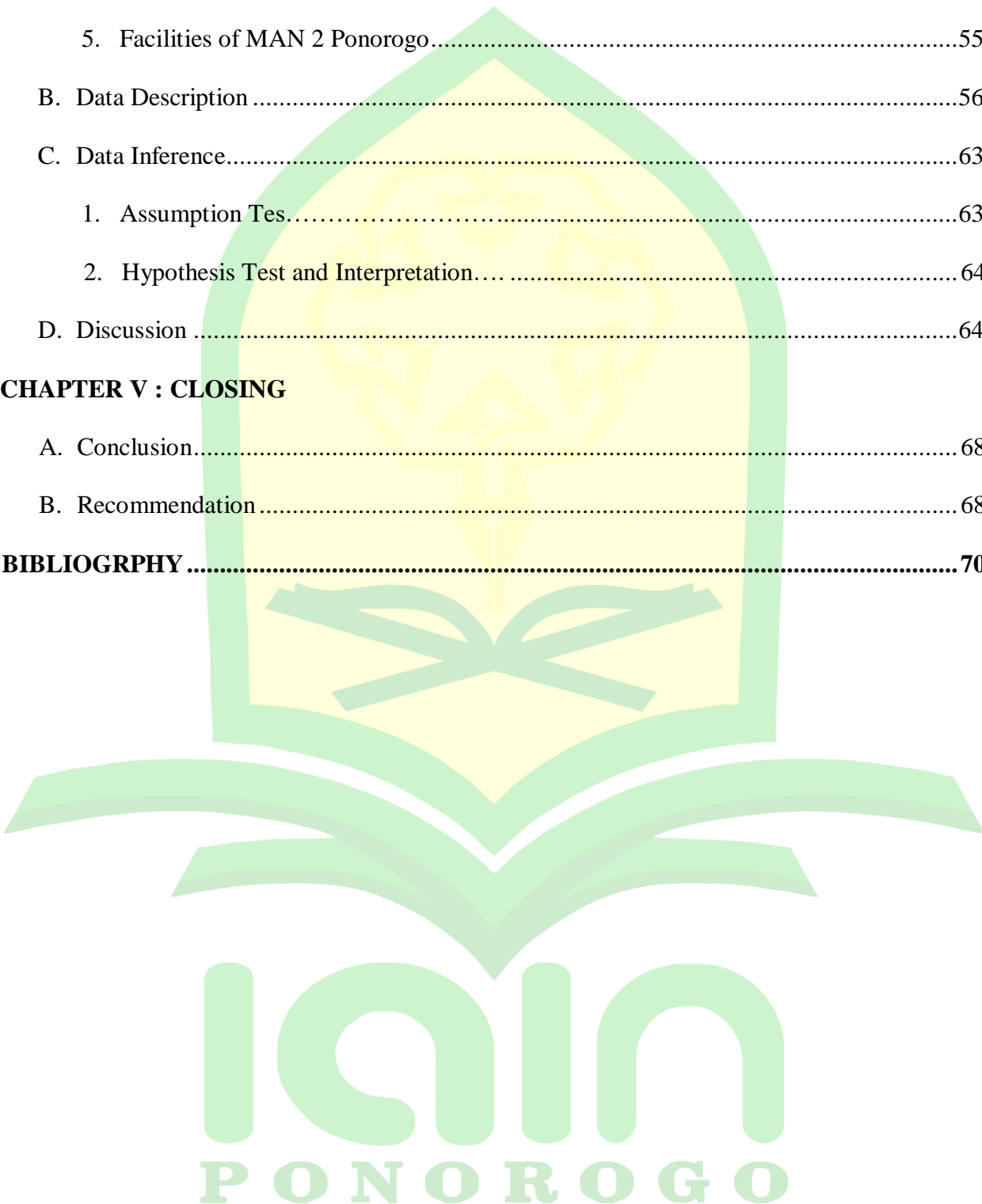
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CHAPTER I

INTRODUCTION

The chapter would explore sub chapters as an introduction of the thesis. To reach this goal, the chapter explores some matters includes the background of the study, objectives of the study, and significances of the study

A. Background of the Study

In this time, we know that learning habits are an important factor for students in the learning process. Most students only apply learning habits at school and do not repeat the material that has been taught by the teacher at school. During the learning process, students usually do not understand the material presented by the teacher because they lack concentration when following the learning process in class. The habit that students often do is procrastinating to study at home or only study when they want to face an exam, so it is called the overnight speed system (SKS). Habits like this are often experienced by students in English lessons, where habits such as the students' habit of speaking using Javanese, and the habit of answering questions using Indonesian so it is difficult to apply the use of English in the class.

Sometimes, learning achievement greatly affects the condition of students when they know that their learning achievements are low then these students will feel sad and frustrated. This happens because students do not come to class in the first hour of English lesson for the reason that they are late. On the other hand, students are afraid to enter the classroom because they do not do the assignments given by the teacher for the reason that they are afraid of being punished. In addition, students often skip class because they feel bored following the English learning process in class consequently they do not understand the material explained by the teacher in front of the class. As a result, students who often do this will miss the subject matter, so that learning achievement do not reach the predetermined completeness value.

Based on the facts of data from previous studies, learning habits are very necessary in the learning process. The research conducted by Mutia Rahma Seyani and Ismah showed that learning habits are related to concentration showed that subject A got a score of 58.82% classified as having a moderate concentration level, subject B was 70,58% is moderate, and subject C was 82,35% is high.¹

In the research conducted by Junita Gusri Lillah and Asmidir Ilyas, it showed that students' learning habits related to schedule-making habits and their implementation were in the very good category, which is 39.7%, and students' learning habits related to reading and taking notes are in the very good category of 54.0%, student learning habits related to repetition of learning materials are in the good category of 46%, students' learning habits related to concentration were in the fairly good category of 43.5%, and students' learning habits related to the habit of doing assignments were in the good category, which was 48.5%. Therefore, good learning habits will become a way that is inherent in students, so students will do it with pleasure and without coercion.²

According to Aunurrahman learning habits are a person's learning behavior that has been embedded in a relatively long time so as to characterize the learning activities he does.³ learning habits are not natural talents that come from innate factors, but are behaviors that are learned intentionally and consciously over time. The habit of learning because it is repeated all the time, these various behaviors are so used to it that they are finally carried out spontaneously without the need for conscious thought as an automatic response to a learning process. Habits can also be interpreted as things that are done repeatedly, so that they do without thinking.⁴

¹ Mutia Rahma Setyani, "Analisis Tingkat Konsentrasi Belajar Siswa Dalam Proses Pembelajaran Matematika Ditinjau Dari Hasil Belajar" *Seminar Nasional Pendidikan Matematika*, Vol. 01, (Oktober, 2018), 12.

² Junita Gusri Lillah and Asmidir Ilyas, "Learning Habits of Students Attending Full Day School" *Jurnal Neo Konseling*, Vol. 2, No. 3, (Juni, 2020), 9.

³ Aunurrahman, *Belajar Dan Pembelajaran* (Bandung: Alfabeta, 2013), 185.

⁴ Kebiasaan-Belajar-Siswa-Dan-Kaitannya-II/http://www.scribd.com/doc/32461347/09 Mei 2011

Learning habits are methods or techniques that persist in students when receiving lessons, reading books, doing assignments, and setting time to complete activities. Learning habits are divided into two parts, namely Delay Avoidan (DA), and Work Methods (WM). DA refers to the timeliness of completing academic tasks, avoiding things that allow delays in completing assignments, and eliminating stimuli that will interfere with learning concentration. Meanwhile, WM refers to the use of effective learning methods (procedures) and efficiency in doing academic tasks and learning skills.⁵

Based on the facts of data from previous studies conducted by Riska Laily related to students' learning achievement showed that students' learning achievement in the first cycle were 56.25%, 78.13%, 87.50%, and in the second cycle completeness of classical student learning has been achieved and has experienced a significant increase very good. Then study seriously and have good learning habits, will produce satisfactory learning achievement.⁶

According to Sudjana, learning achievements are the abilities that students have after they receive their learning experiences.⁷ Sudjana also stated that students' learning achievement are essentially changes in behavior. Behavior as a result of learning in a broad sense includes the areas of cognitive, affective, and psychomotor. Among the three domains, the cognitive domain is the one that is rated the most by the teachers because it relates to the students' ability to master the content and teaching materials.⁸

According to Gagne, learning achievements are divided into five concepts or categories, namely: Verbal information related to students' ability to provide specific responses to relatively special stimuli, usually to master this ability students are only required to store information in their memory system. Intellectual skills are related to abilities that require students to carry out unique cognitive activities where students must be

⁵ Djaali, *Psikologi Pendidikan* (Jakarta: PT. Bumi Aksara, 2014), 128.

⁶ Riska Laily, "Penerapan Model Pembelajaran Mastery Learning Pada Peserta Didik Kelas XII IPS I SMA Negeri 10 Batanghari dalam Meningkatkan Hasil Belajar Bahasa Inggris" *Wahana Didaktika*, Vol. 19, No. 2, (Mei, 2021), 14.

⁷ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2014), 22.

⁸ *Ibid.*, 3.

able to solve a problem by applying information that has never been studied. Cognitive strategy refers to the ability to control the internal processes carried out by individuals in choosing and modifying how to concentrate, learn, remember, and think. Attitude refers to the tendency to make choices or decisions to act under certain conditions, Motor Skills refer to the ability to carry out organized movements or actions which are reflected through speed, accuracy, strength, and smoothness.⁹

The learning outcomes achieved by students are influenced by two main factors, namely factors that come from within students and factors that come from outside of students or environmental factors. Factors that come from students, especially their abilities. Besides the ability factor possessed by students, there are also other factors such as learning motivation, interest and attention, attitudes and learning habits, perseverance, socio-economic, physical and psychological factors.¹⁰

The formation of good learning habits can be seen from learning activities and students' readiness to learn at school. Learning habits are very influential on students' learning achievement. The way of learning that one student has with other students is different. Learning habits are not directly formed in students. There needs to be a deliberate and continuous effort to form a good learning habit.¹¹

Based on the real conditions that the researchers experienced during the Internship at MAN 2 Ponorogo, the phenomenon found was that there were still many students less effective learning habits, such as not being on time for class. During the learning process, some students are less focused in learning and some students are not ready when participating in the learning process. In addition, some students who do not repeat the material they have learned at school, and some students rarely do their homework at home because they find it difficult with their homework so students only study at home when there

⁹ Asep Herry Hernawan and et all, *Pengembangan Kurikulum Dan Pembelajaran*, Cet. 15 (Jakarta: universitas terbuka, 2011), 10-20.

¹⁰ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algesindo, 2013), 39.

¹¹ Damsi, "The Effect of Learning Habits on Learning Achievement of Islamic Religious Education Class X at SMA Tamansiswa Teluk Betung" (Skripsi, UIN Raden Intan, Lampung, 2018).

are exams, students do not take notes on the subject matter because they feel tired and bored. because there are too many assignments given by the teacher, so that their notebooks are not complete. Some students do not make a study schedule at home because they feel that the study schedule at school is sufficient, but some students make a study schedule at home but do not carry out a regular study schedule.

Based on the results of interviews with English teachers at MAN 2 Ponorogo, namely during the learning process, the activities carried out by students were different. Some are easy to understand what the teacher is saying, some are difficult to understand what the teacher has said. In addition, students who concentrate are seen to be active in class, while passive students tend to be silent. Students who are responsive and study regularly means that he is responsible for the tasks and desires of those who want to get optimal learning outcomes. It is different with students who get less than optimal learning achievement because these students do not understand effective ways of learning. Students who have good learning habits can receive learning faster and easier so that they are encouraged to perform even better.

From the phenomena above, it can be seen that students have poor learning habits which will affect the learning achievement obtained. Associated with the learning habits of students, good learning habits will have a positive impact or result for students, such as students repeating the lesson material that has been given by the teacher. By repeating the lesson material that has been given by the teacher, students will become more aware of the lessons they lack or do not understand. The learning habits of students will affect the learning achievement obtained by students.

Based on the phenomena that have been described, researchers are interested in conducting research on the correlation between learning habits and students' English learning achievement at MAN 2 Ponorogo. This study was conducted to determine whether

or not there is a correlation between learning habits and students' English learning achievement.

B. Identification of the Problems

Based on the background described above, the researcher can identify the problem as follows:

1. Student's learning habits are less effective
2. Students only study when there will be exams or daily tests
3. Students' English learning achievement are still low

C. Limitation of the Study

Based on the problem of learning habits and students' learning achievement , the researchers limited the focus of research on learning habits based on work methods (*work methods in learning*) and delay avoidan (*students' alertness in learning*). Meanwhile, students' learning achievement in this research focus on the cognitive score by using the odd Semester report card in academic year 2021/2022. The subjects were the eleventh grade MIPA students at MAN 2 Ponorogo.

D. Statement of the Problems

Based on the problems described above, the formulation of the problem taken is:
is there a significant correlation between learning habits and students' English learning achievement at MAN 2 Ponorogo?

E. Objectives of the Study

Based on the problems described above, the objectives of this study are: to find out whether there is a significant correlaton between learning habits and students' English learning achievement at MAN 2 Ponorogo.

F. Significance of the Study

The benefits of this research are expected to develop science. In detail, the benefits of the research will be stated as follows.

1. Theoretical Benefits

Theoretical benefits are benefits obtained from theoretical research results. In theory, this research is for everyone. This research is expected to provide knowledge about the influence of learning habits on learning achievement, so that it can be information in the formation of effective learning habits.

2. Practical Benefits

Practical benefits are the benefits obtained from the results of this study that are practical in learning activities. Practical benefits are aimed at various related parties, including students, teachers, schools, and researchers.

a. For Students

The results of this study are expected to be useful for students, namely to increase knowledge about learning habits effectively to improve learning achievement, and students can overcome learning problems they face.

b. For Teachers

The results of this study are expected to add information for teachers to improve the quality of education related to the factors that affect learning achievement. and teachers can develop learning efforts and the formation of effective learning habits so that when students can study well they will get maximum results.

c. For Researchers

The results of this study are expected to add insight and knowledge about the correlation between learning habits and students' learning achievement.

G. Organization of The Thesis

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis, They are:

CHAPTER I : Introduction

This chapter is a general description of the thesis. The first chapter consists of the background study, identification of the problems, limitation of the study, objective, significance of the study, and organization of the study.

CHAPTER II : Literature Review

This chapter consists of a theoretical review, previous related study, theoretical framework, and hypothesis. In this chapter, the researcher gives about the definition of learning, the definition of learning habits, and the definition of learning achievement.

CHAPTER III : Research Method

This chapter is a research method. This chapter involves research design, location and time of research, population and sample, operational definition, data collection instrument, the technique of data collection, validity and reliability, and technique of data analysis.

CHAPTER IV : Research Result and discussion

This chapter is research findings. This chapter consists of the data description, data inference, data analysis, interpretation and discussion.

CHAPTER V : Closing

This chapter involves a conclusion and suggestion. In this chapter, the researcher will conclude and give suggestions based on this research.



CHAPTER II

LEARNING HABITS AND ENGLISH LEARNING ACHIEVEMENT

The chapter would explore sub chapters as a literature review of the thesis. To reach this goal, the chapter explores some matters includes theoretical background, previous related study, conceptual framework, and hypothesis. And this chapter, the researcher gives about the definition of learning, the definition of learning habits, and the definition of learning achievement.

A. Theoretical Background

1. Learning

a. Definition of Learning

Learning is a process or effort made by each individual to obtain behavioral changes including knowledge, skills, attitudes, and positive values as an experience gained from various materials that have been studied.¹² Learning is an enduring change in behavior or in the capacity to behave in a certain way, resulting from practice or other experiences.¹³

Slameto argues that learning is a process of the effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.¹⁴ Meanwhile, according to Sadirman, learning can be interpreted as a psycho-physical activity leading to complete personal development. In a narrow sense, learning is intended as an effort to master scientific material which is an activity toward the formation of a complete personality.¹⁵

¹² Ahdar Djameluddin and Wardana, *Belajar Dan Pembelajaran* (Parepare: CV. Kaaffah Learning Center, 2019), 154.

¹³ Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012), 148.

¹⁴ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rinekia Cipta, 2010), 2.

¹⁵ Sadirman, *Interaksi Dan Motivasi Belajar Mengajar*, Cetakan 20 (Jakarta: Rajawali Pers, 2011), 20-21.

According to Ngalim Purwanto, learning is a change in behavior, where the change can lead to good behavior, but there is the possibility of worse behavior.¹⁶ Meanwhile, according to Hamalik in Hamdani states that learning is not only studying subjects, but also the preparation, habits, perceptions, pleasures or interests, social adjustments, various other skills, and ideals. In this case, it means that habit is one of the components of learning.¹⁷

Based on some of the definitions above, it can be concluded that learning is an activity carried out by a person or group of individuals, where in the learning activity there is a process of knowledge exchange, and can produce good changes, namely changes in behavior. behavior and cognitive level as a form of development for the formation of a complete personality. Changes that occur in a person are relatively permanent obtained from the results of their own experiences in interaction with their environment. Changes in a person cannot be seen immediately after the learning process but occur gradually, which can be seen in future opportunities as well.

b. The principles of learning

The principles of learning refer to important things that must be done by the teacher so that the student learning process carried out can achieve the expected results. The principles of learning provide direction on what teachers should do so that students can play an active role in the learning process. According to Dimiyati in Akhiruddin the principles of learning are as follows:¹⁸

1) Attention and motivation

Attention has an important role in learning. Without attention, the learning process is impossible. Attention to the lesson will arise in students if the

¹⁶ M. Ngalim Purwanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2014), 85.

¹⁷ Hamdani, *Strategi Belajar Mengajar* (Bandung: Setia Pustaka, 2011), 20.

¹⁸ Akhiruddin et al., *Belajar Dan Pembelajaran* (Sungguminasa: CV. Cahaya Bintang Cemerlang, 2019),

subject matter is following with their needs. If the lesson material is perceived as something that is needed for further study or needed in daily life, it will generate motivation to learn it. Besides attention, motivation also has an important role in learning activities. Motivation is the energy that moves and directs one's activities, without motivation one can not carry out activities as well as possible. Therefore, with attention and motivation, students will carry out the learning process or get used to studying well to get the desired results.

2) Activeness

In every learning process, students always show activity. This activity takes many forms. Starting from physical activities that are easy to observe, up to psychological activities that are difficult to observe. Physical activity includes reading, listening, writing, practicing skills, etc. Examples of psychic activities such as using the repertoire of knowledge to solve problems at hand, comparing one concept to another, and being able to conclude the results of experiments and other psychic activities.

3) Direct involvement/experience

Learning must be done by the students themselves, learning is a process of practicing, and learning cannot be delegated or delegated to others. According to Edgar Dale in Dimiyati "good learning is learning from direct experience".

Learning through direct experience, students not only observe directly, but they must live, participate or be directly involved in actions, and be responsible for the results. However, the behavior of students who are directly involved in learning and learning activities is expected to realize student activity.

4) Repetition

The principle of learning that emphasizes the importance of repetition is perhaps the oldest one proposed by the theory of *Psychology of Power*.

According to theory, learning is training the powers that exist in humans consisting of the power to observe, respond, remember, imagine, feel, think, and so on. By repetition, these powers will develop, and also if these powers are trained with repetition, they will become perfect. In addition, with repetition, it will form the right response and will be able to form habits. For example, when learning not only reads but also does practice questions, repeats material that has not been understood, and so on.

5) Challenges

The challenges faced by the nature of learning materials make students excited to overcome them. New learning materials, which contain many problems that need to be solved make students challenged to learn them. Lessons that provide opportunities for students to find concepts, principles, and generalizations will cause students to try to find and find these concepts, principles, and generalizations. Examples of this challenge principle are, conducting experiments, carrying out guided tasks independently, or finding out the solution to a problem.

6) Feedback and reinforcement

Students always need certainty from the activities carried out, thus students will always have *knowledge of the results*, which as well as *reinforcement* for themselves. A student learns more when each step is immediately reinforced. This arises because of the awareness of the need to get feedback and at the same time strengthen it for every activity it does. To obtain feedback for strengthening forms of student behavior that are possible, including immediately matching answers with the answer key, accepting the reality of the scores achieved, or receiving reprimands from teachers/parents because of poor learning outcomes.

7) Individual differences

Each student has different characteristics. The existence of this difference should make each student realize that he is different from his friends, this will help students in determining their way of learning. As an implication of the principle of individual differences for students is to determine seats in class, arrange study schedules, and so on.

Based on expert opinion, it can be concluded that the principles of learning include attention and motivation, activeness, direct/experienced involvement, repetition, challenge, feedback and reinforcement, as well as individual differences.

2. Learning Habits

a. Definition of Learning Habits

Learning habits are known as student learning methods. According to Ayodele & Adebisi in Zebun Nisa, learning habits are how students learn whether systematically, efficiently or inefficiently, which means that effective learning habits lead to positive academic performance, while inefficient learning habits lead to academic failure.¹⁹

Learning habits are ways of acting that are obtained through repeated learning, which in the end become settled and optimistic.²⁰ Slameto argues that learning aims to gain knowledge, attitudes, skills, and the methods used will become habits.²¹

According to Aunurrahman in his book "learning habits are a person's learning behavior that has been embedded for a relatively long time so as to

¹⁹ Zebun Nisa Khan, "Factors Effecting on Study Habits," *World Journal of Educational Research*, Vol. 3, No. 1 (2016), 145.

²⁰ Djaali, *Psikologi Pendidikan* (Jakarta: PT. Bumi Aksara, 2014), 128.

²¹ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 82.

characterize the learning activities he does".²² Learning habits mean learning methods, both systematic and non-systematic, efficient or otherwise. Learning habits are habits that may have been formed by someone in connection with their learning activities. In the learning process, one way to train their ability to learn is considered a learning habit.²³

From the explanation above, it can be concluded that learning habits are a method or learning technique that is carried out by someone repeatedly, resulting in permanent learning skills in students where students will get used to doing it without any coercion from any party. Learning habits are basically something that is done over time, so someone will do it automatically.

b. Aspect of Learning Habits

Good learning habits must be taught by students from an early age to obtain the expected results. According to Sudjana, there are 5 things need to be considered in the learning process, namely:²⁴

1) How to following the lessons

How to following the lessons at school is an important part of the learning process because in the learning process, a person is given direction about what and how the learning materials must be mastered, so this method is a form of study habits in a person. Checking your study needs before leaving, studying the material that will be studied in class, and coming to school on time is a good start before taking lessons. When the teacher explains the subject matter, students have the obligation to listen and pay attention carefully and with full concentration, note things that are not clear to ask the teacher, then summarize the main points of the material presented by the teacher. Therefore, the ways

²² Aunurrahman, *Belajar Dan Pembelajaran*, (Bandyng: Alfabeta, 2013), 185.

²³ M.T.V. Nagaraju, *Study Habits of Secondary School Students* (Delhi: Discovery Publishing House, 2004).

²⁴ Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, 165-173.

that are used when taking lessons greatly affect the formation of good learning habits.

2) How to studying individually at home

Studying individually at home is an obligation for every student. The main requirement for studying at home is the regularity of learning, namely having your study schedule even if the time is limited. It's not how long you study, but a regular and routine habit of studying every day. In the aspect of study habits at home, the learning methods used by students also affect the process of increasing their knowledge. A student has a different way of doing learning activities at home. Learning methods such as studying the whole material or in certain parts only. Similarly, in the way the student learns, for example by memorizing material, reading in a high tone of voice, taking notes or marking important parts, and doing practice questions as an effort to increase ability.

3) How to studying groups

How to studying individually at home usually often causes boredom in a person. Therefore, to minimize boredom, it is necessary to have a variety of learning, namely by studying together with the closest friends. How to study with friends or in groups is effectively carried out by a student because it can solve problems in questions by choosing suitable friends to join the group, having a study schedule together, discussing problems one by one or discussing together, meaning that each student contributes contribution of thoughts in solving these problems to obtain better results, ask the teacher when they encounter difficulties, draw conclusions from the discussions carried out and record them for study.

4) Studying textbooks

Learning activities cannot be separated from the existence of learning resources that a person uses to learn. Books are a source of knowledge, therefore reading books is a must for students. The habit of reading books must be cultivated in life because by reading books, it will be richer in understanding the subject matter given by the teacher. How to studying textbook is to determine the material you want to study, read the entire textbook, make important notes, mark the material that is considered important, and make questions from the material. Studying textbooks will make it easier for students to solve problems related to the subject matter so that they can improve student learning achievement at school.

5) Facing the exams

Most students have the habit of studying before the exam. This indicates that students have not embedded good learning habits. Study before the exam will give results that are not optimal because students will hesitate and do not have the confidence to answer the exam questions. Therefore, students must have regular learning habits by studying before the exam to obtain optimal results. In addition, it strengthens self-confidence by not cheating on friends' answers, reading each question carefully while remembering the answer, giving priority to answering easier questions, and re-checking answers before submitting them.

Slameto explained that learning habits that can affect learning outcomes include:²⁵

1) Making a schedule and implementation

Good learning habits start with making a schedule. The learning process will run well and be successful if students can divide their study time, namely

²⁵ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 145.

by make a good schedule and implementation it regularly or disciplined. The schedule is the division of time for a number for several activities carried out by someone every day. Students who compile a schedule and implement it according to the schedule that has been made, it means that students can take advantage of the available time every day for learning activities, sleeping, eating, bathing, exercising, and so on. Making a schedule and implementation it well are things that can improve learning outcomes.

2) Reading and taking notes

Reading has a great influence on learning. Most of the learning activities are reading. In order to study well, it is necessary to read well, because reading is a learning tool. So that students can read efficiently it is necessary to have good habits. Good habits according to The Liang Gie in Slameto are: paying attention to reading health, having a schedule, taking notes, utilizing the library, reading seriously all the books needed for each subject until mastering the contents, and reading with full concentration. Every student who wants to improve learning achievement, they must regularly reading textbooks every day. Students sometimes forget things they have read so it is necessary to make small notes so students can recall what they have read. Taking notes is also a big influence in learning because it helps students remember the important things in each subject matter they study. In making notes, it is better not to write everything that is learned or read, but only take the essence so that students record a summary of the material from the subjects they have studied.

3) Repeating lesson material

Repeating has a great influence on learning, because with the repetition of lesson material that has not been mastered, it will be mastered and will be embedded in the brain. Repeating can be done by re-learning the lesson

material that has been studied. This method can be taken by making a summary, then to repeating it is enough to learn from the summary or also from studying the questions and answers that have been made. In order to be able to repeat well, it is necessary to take time to repeat and make the best use of that time.

4) Concentrationing

In the learning process, concentration has a big influence on learning activities. Concentration is the concentration of the mind on something. The concentration of the mind is a habit that can be trained, not because of talent or innate. The concentration of the mind can be achieved by ignoring or not thinking about other things that have nothing to do, only thinking about something that is faced or studied and that has something to do with it. A person who studies well is a person who can concentrate well in studying. Students must have the habit of concentrating their minds in learning because concentration is the key to success in learning. In order to concentrate well, students must have high interest and motivation, a clean and tidy place to study, prevent boredom, maintain health and pay attention to fatigue, and solve problems that interfere with learning activities.

5) Doing assignments

Doing assignments well will make students succeed in learning because they can train students' abilities towards the subject matter. The way someone does a task can be in the form of doing exercises in textbooks or questions given by the teacher. In order for students to be successful in their studies, they should be able to do assignments as well as possible. Students who have good learning habits, these students will be responsible for doing their assignments at school. Students who do not get used to studying regularly, these students

will complain when given an assignment. Cheating a friend's answer is still a habit of a student if he can't complete his assignment. Likewise with the timeliness used in doing the task. The time limit given by the teacher is whether the student can complete the task according to the time set or not. Delaying time in completing assignments is not a good thing in the process of forming learning habits.

c. Dimensions and indicators of Learning Habits

Dimensions and indicators of learning habits according to Djaali are divided into 2 parts, namely:²⁶

1. *Delay Avoidan* (DA) is a person's learning habits that are carried out which refers to the timely completion of academic tasks, avoiding things that allow delays in completioning tasks, and eliminating stimuli that will interfere with learning concentration. *Delay avoidance* can be called learning alertness. In this study, which is includes in the indicator of *delay avoidan* of learning habits or alertness in learning include concentrationing and doing assignments.
2. *Work Methods* (WM) is a person's behavior habits that point to the use of effective and efficient learning methods (procedures) in doing academic tasks and learning skills. *Work methods* can be called work methods in learning. In this study, which is included in the indicator of *work methods* of learning habits or work methods in learning include how to following the lessons, how to studying individually at home, how to studying groups, learning tool (studying textbooks), facing exams, and how to making a schedule and implementation.

Based on the theory of learning habits that have been described on the theoretical basis, from several theories that havs been put forward in this study, researchers used the theory of habit according to Djaali contained in the book

²⁶ Djaali, *Psikologi Pendidikan*, (Jakarta: PT. Bumi Aksara), 128.

“Psikologi Pendidikan”. The indicators included in the learning habits of research are: (1) how to following the lesson; (2) how studying individually (3) how to studying group; (4) learning tool (studying textbooks); (5) facing the exams; (6) making schedule and implementation; (7) reading and taking notes; (8) repeating the lesson material; (9)concentration; and (10) doing assignments.

d. Formation of Good Learning Habits

According to Crow and Crow cited by Ngalim Purwanto, good ways of learning are as follows:²⁷

1) The existence of clear and firm assignments

Students learning habits need to be developed in order to get maximum learning achievement. The formation of effective learning requires the existence of clear tasks from the teacher. Clear assignments make students' attention can be directed to certain things that need to be studied well and how to learn them. The clearer the assignments given by the teacher, the greater the students' attention and interest in doing.

2) Learn to read well

Learning to read well is very necessary to gain knowledge and really understand what is read so that you can do the assignments well. The subject matter contained in the book, is not only to be understood word by word or sentence by sentence, but we must try to find out what the book contains.

3) Use the overall method or the part method

Good learning methods must be applied to students. The learning method itself is divided into two types, namely the overall method and the part method. The learning method is used according to the level of breadth and difficulty of the subject matter being studied. For example, in studying a thick book, the

²⁷ Purwanto, *Psikologi Pendidikan*, 71.

section method is used. However, in studying chapter by chapter, an overall method is needed because what is learned in one chapter is obtained a complete understanding.

4) Learn and master the difficult part of the material being studied

With the learning method, students can learn and master the difficult parts of the material being studied. In this case, the teacher needs to provide direction so that students know which parts are important and receive special attention in learning.

5) Take notes while studying

Effective learning is one way to make notes about the material being studied. The notes that have been arranged will be able to help students learn the subject matter for a longer time.

6) Do and answer the questions

After making notes or summaries, it's a good idea to create your own questions and then answer them based on what you've learned. Knowledge received by answering questions as an exercise, will be remembered longer than knowledge obtained only through reading or memorizing.

7) The relationship of new material with old material

Forming learning habits, namely by connecting new subject matter with old or already studied material. Learning is a process to form new concepts or new knowledge based on previous experiences and knowledge. A student must repeat the past subject matter that has to do with the subject matter to be studied. So, in receiving new subject matter knowledge is needed from the old materials that have been studied.

8) Use a variety of learning resources

Learning is not only guided by one source. Students should be directed to look for other learning resources, this aims to expand their knowledge. The more books you read, the more knowledge you will gain.

9) Study tables, maps, graphs, and pictures carefully.

Learning activities are not only memorizing and reading, but also studying tables, maps, graphs, and pictures can get a shorter and clearer understanding of what is in the book. Teachers have the duty and obligation to guide students.

10) Make summaries.

Teachers must provide direction to students to make summaries aimed at making it easier to conduct reviews or repeat lessons that have been received. Summaries and reviews provide an opportunity to reflect, recall, and evaluate the content of knowledge that has been mastered.

Based on the description above, there are good ways of learning according to experts, namely: having clear and firm tasks, learning to read well, using the overall method and the section method, learning and mastering the difficult parts of the material being studied, making notes. take notes during study, work on and answer questions, relate new material to old material, use a variety of learning resources, study tables, maps, graphs, and pictures carefully, make summaries. These methods must be used in order to achieve maximum learning.

3. Learning Achievement

a. Definition of Learning Achievement

According to K.Brahim in Ahmad Susanto, learning is the changes that occur in students, both concerning cognitive, affective and psychomotor aspects as a result of learning activities. Student learning achievement are the result of a process

which involves a number of factors that influence each other. The level of a person's learning outcomes is influenced by these factors.²⁸ Learning achievement are often used to determine how far students understand the material that has been taught. To find out learning achievement, it is necessary to measure or evaluate regularly.

According to Sudjana, learning achievement are the abilities that students have after they receive their learning experiences.²⁹ Sudjana also stated that student learning achievement are essentially changes in behavior. Behavior as a result of learning in a broad sense includes the areas of cognitive, affective and psychomotor. Among the three domains, the cognitive domain is the one that is rated the most by the teachers because it relates to the students' ability to master the content and teaching materials.³⁰

According to Melton in RM Harden, the term learning achievement is only an alternative to goals. In fact, these terms are often used interchangeably.³¹ Learning achievement are statements about what the learner must know, understand, and/or can demonstrate at the end of the learning period. They are explicit statements about learning achievement. They are usually defined as the combination of knowledge, skills, abilities, attitudes and understandings that an individual will achieve as a result of successful participation in a particular set of higher education experiences.

From the above understanding it can be concluded that learning achievement are changes in behavior that include the cognitive, affective, and psychomotor fields obtained through teaching. To determine student learning achievement,

²⁸ Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana Prenada Group, 2013).

²⁹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2014), 22.

³⁰ *Ibid.*, 3.

³¹ R.M. Harden, "Learning Outcomes and Instructional Objectives: Is There a Difference?," *Medical Teacher*, Vol.24, No. 2 (January 2002): 151–55, <https://doi.org/10.1080/0142159022020687>.

teachers must conduct a learning achievement test to measure the level of success and achievement in the teaching and learning process. Learning achievement test is a test used to assess the results of lessons that have been given by the teacher to their students within a certain period of time.

b. Factors of Affecting Learning Achievement

According to Djaali, the factors that influence learning can be divided into two, namely factors originating from within students (*internal factors*) and factors originating from outside students (*external factors*).³²

1) Factors from within (*internal*)

a) Health

Health factors can affect a person's learning. If the person is sick, it will result in no motivation to learn in a person. This also has an impact on psychology, because in an unhealthy body it will also experience disturbances in the mind.

b) Intelligence

Intelligence and talent are factors that greatly influence the progress of learning. Someone who has high intelligence and talent can have an influence on his life.

c) Interest and motivation

Interest and motivation are also important factors in learning. Great interest in something is the basis for achieving goals. While motivation is an encouragement from inside and outside a person, generally motivation arises because of a great desire to achieve something.

³² Djaali, *Psikologi Pendidikan*, 98.

d) How to learn

Technique is the way a person does learning activities. The way of learning includes how the notes are studied and the arrangement of study times, places and other learning facilities. A good way of studying will create good habits and can improve good learning outcomes as well.

2) Factors from outside (*external*)

a) Family

Family situation is very influential on the success of children in the family. Education, economic status, residence, percentage of relationship with parents, words, and parental guidance, will affect the achievement of children's learning outcomes.

b) Schools places, school buildings, teacher quality, educational instruments, school environment, and the ratio of teachers and students per class, affect student learning activities.

c) Community

If the around where you live consists of educated people, especially their children, the average is high school and good morals, this will encourage children to be more active in learning.

d) The surrounding environment, building houses, surrounding atmosphere, traffic conditions, and climate can affect the achievement of learning objectives, on the other hand places with a cool climate can support the learning process.

From the above definition it can be concluded that the factors above are very influential in the learning achievement of students. Students who experience problems in terms of learning must immediately get help so that it does not drag on

so that it affects their learning achievement and even the development of these students.

4. English Lesson

a. Definition of English Lesson

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in its full sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts, which is realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in social life.³³ Therefore, English lesson are directed to develop these skills so that students are able to communicate using English.

English is an international language which is now very important to live especially to face the global world. English lessons at senior high school is a program to develop knowledge, language skills, and positive attitude towards international languages. English learning at senior high school level is expected to reach the informational level because students are prepared to continue their education to higher education.³⁴

b. Objectives of English Lesson

The objectives of teaching English lesson in the current curriculum include:

- 1) Students can develop communication skills in the language, both spoken and written. These abilities include listening, speaking, reading and writing.

³³ Yessy Setyani Sulaiman, "Pembelajaran Bahasa Inggris DI Sekolah Menengah Atas Negeri 1 Kupang Nusa Tenggara Tlimur : Sebuah Kajian Dalam Perspektif Etnografi," *Jurnal Ekonomi Sosial & Humaniora*, Vol.2, No.8 (March, 2021), 1.

³⁴ Dwi Budi Rahayu, "Peningkatan Hasil Belajar Mata Pelajaran Bahasa Inggris Melalui Model Pembelajaran Controversial Issues" *Jurnal Inovasi Pembelajaran Karakter*, Vol.5, No.2 (Mei-Agustus, 2020): 7.

- 2) Students can grow awareness of the nature and importance of English as a foreign language to be the main tool for learning.
- 3) Students can develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity.

c. Scope of English Lesson

The scope of English lesson that must be covered in teaching materials include:

- 1) Language act competence which is manifested in the mastery of four language skills, namely listening, speaking, reading and writing.
- 2) Linguistic competence (language) which is manifested in the ability to apply and understand the elements of grammar, vocabulary, pronunciation, and spelling in the text correctly.
- 3) Sociocultural competence which is manifested in the ability to express messages correctly and acceptably according to the socio-cultural context related to the communication activities carried out, among others, the ability to choose formal and informal speech in communication activities by considering who is involved in communication, where communication is carried out, and in what is the connection between the communication.
- 4) Strategic competence refers to the ability and skills to apply various strategies so that communication continues to run effectively. For example, the ability to use close terms, paraphrase so that what is stated more clearly, and use body language to clarify what is being communicated.
- 5) Discourse competence refers to the ability to apply language elements, such as pronouns, conjunctions, to organize texts so that they are easier to understand,

and to be able to apply conversational structures, such as opening conversations, changing topics in conversational activities.

B. Previous Related Study

There were some studies about learning habits. The first research was conducted by Florensia Anggarde Paramika, entitled “The Correlation Between Learning Habits and Academic Achievement of Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah”. This research focuses on Learning Habits and Academic Achievement of Undergraduate EFL Student. This research was conducted on a sample of 219 students, selected from undergraduate students of English education study program of UIN Raden Fatah Palembang by using purposive sampling technique. Learning Habit Inventory (SHI) and academic achievement (CGPA) were used to collect the data. The results indicated that there was correlation between learning habits and academic achievement, and students learning habits influenced on their academic achievement. Although the contribution was strong and there were other factors that contribute to the students academic achievement, learning habits is important to encourage academic achievement.³⁵

The second research was conducted by Damsi entitled “The Effect of Learning Habits on Learning Achievement of Islamic Religious Education Class X at SMA Tamansiswa Teluk Betung”. This research focuses on Learning Habits on Learning Achievement of Islamic Religious Education. This research was conducted on a sample of 84 students, selected from tenth grade students of SMAS Tamansiswa Teluk Betung by using probability sampling technique with proportionate stratified random sampling. The data collection used in this study was unstructured interviews, questionnaires and documentation which were analyzed

³⁵ Florensia Anggarde Paramika, "The Correlation Between Learning Habits and Academic Achievement of Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah", (Thesis, UIN Raden Fatah, 2017).

using descriptive statistical analysis and prerequisite tests. The results of this study indicate that $t \text{ count} > t \text{ table}$ ($4.916 > 1.989$) and the significance is $0.000 < 0.05$. Thus, it can be concluded that learning habits have a significant influence on learning achievement of Islamic Religious Education. The magnitude of the influence of learning habits on learning achievement of Islamic Religious Education is 22.8%. It can be interpreted that 22.8% of Islamic Religious Education learning achievement are influenced by learning habits while 77.2% are influenced by other factors outside of learning habits.³⁶

The third research was conducted by Yulita entitled “Learning Habits And Learning Motivation On Learning Achievement”. This research focus on Learning Habits An Student learning motivation. This research is a quantitative research with correlation method. The population in this study were the eleventh grade students of SMKN 1 Padang, amounting to 383 with a sample of 95 students. The random sampling technique was carried out by means of quota sampling. Data collection techniques in this study were unstructured interviews, questionnaires, and documentation which were analyzed using statistical analysis descriptive. The results showed that the contribution of learning habits to learning achievement have an effect on the learning achievement achieved more. The higher the positive learning habits, the easier it is to achieve results good learning.³⁷

The fourth research was conducted by Dita Handayani et al entitled “The Relationship Between Students' Interest in Learning and Learning Motivation on English Learning Achievement of Fifth Grade Students at Cibuluh 6 State Elementary School, Bogor City”. This research focus on Students' Interest in Learning and Learning Motivation on English Learning Achievement. This research conducted on a sample of 75 students, selected from Fifth Grade Students at Cibuluh by using purposive sampling technique. The results of the study prove that: (1) there is a significant relationship between students' learning interest

³⁶ Damsi, “*The Effect of Learning Habits on Learning Achievement of Islamic Religious Education Class X at SMA Tamansiswa Teluk Betung*”, (Skripsi, UIN Raden Intan, Lampung, 2018).

³⁷ Yulita, “Kebiasaan Belajar Dan Motivasi Belajar Terhadap Hasil Belajar,” *Jurnal Pendidikan Islam*, Vol 3, No 1, (April, 2020): (74-82), <https://doi.org/DOI: 10.15548/mrb.v3i1.1725>.

with learning achievement in English with a correlation coefficient of 0.403 and a coefficient of determination of 16.20%, (2) there is a significant relationship between students' learning motivation and students' learning achievement of English with a correlation result of 0.525 and a coefficient of determination of 27, 60%, (3) there is a significant relationship between students' learning interest and students' learning motivation together with students' English learning achievement at SD Negeri Cibuluh 6 Bogor City with a correlation coefficient value of 0.539 and a coefficient of determination of 27.10%.³⁸

The last research was conducted by Adelian Ayu Rahmawati et al. entitled "The Relationship between Learning Habits and Learning Achievement in Science Subjects in Elementary Schools". This research conducted on a sample of 28 students, selected from Fifth Grade Students at SDN Ngagel. The data collection technique in this study was a questionnaire, and the documentation was analyzed using descriptive statistical analysis. The result indicate that there is a significant relationship between learning habits and learning achievement in science subjects in class V SDN Ngagel I/394 Surabaya with a classification of learning habits of 64.2% and classification of learning achievement of 71.4% with a correlation value of 0.684 and sig. of $0.000 > 0.05$.³⁹

C. Conceptual Framework

One of the factors of success or failure of a person in learning is determined by the right or wrong way of learning, thus forming an attitude of learning habits. How to study properly and correctly can develop good learning habits. When learning something, students have their own way or habit of learning. Students with good learning habits will also get good learning achievement, and students with bad learning habits will also experience difficulties

³⁸ Dita Handayani, Nurhayati, and Herawati, "The Relationship Between Students' Interest in Learning and Learning Motivation on English Learning Achievement of Fifth Grade Students at Cibuluh 6 State Elementary School, Bogor City", Vol.9, No.1, (2020).

³⁹ Adelia Ayu Rahmahwati et al., "Hubungan antara Kebiasaan Belajar dengan Hasil Belajar Pada Mata Pelajaran IPA di Sekolah Dasar" *Jurnal Basicedu*, Vol.5, No. 5 (August 20, 2021): 3385-92, <https://doi.org/10.31004/basicedu.v5i5.1348>.

in their learning settings, which in turn will affect their learning achievement. Student learning achievement are a form of information about the development or success of a student in carrying out learning activities at school. Learning achievement can be influenced by various factors, both from within students and from outside students. One of the factors that influence student learning achievement is learning habits. Student learning habits are closely related to the learning outcomes achieved.

How to study well and correctly will form good learning habits. To understand a material in learning activities, students usually have their own ways or habits. The ways that will be attached to students who tend to be done repeatedly so that it will become a habit. Habits like that allow students to learn with pleasure without any coercion. Thus there is a correlation between student learning habits and learning achievement in English subjects at school and at home. The framework of thinking can be described as follows:

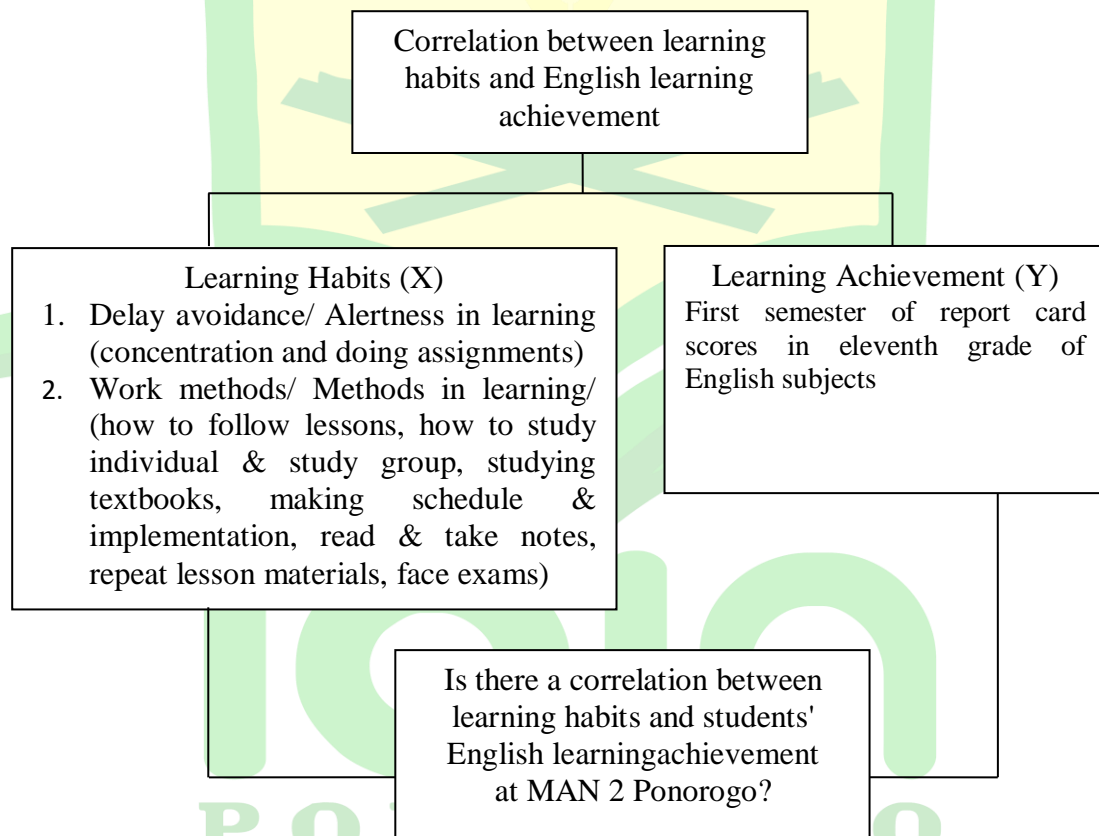


Chart 2.1 Conceptual Framework

D. Research Hypothesis

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct. The hypothesis of this study can be seen as follows:

Null Hypothesis (H_0) : there is no significant correlation between learning habits and students' English learning achievement at MAN 2 Ponorogo.

Alternative Hypothesis (H_a) : there is significant correlation between learning habits and students' English learning achievement at MAN 2 Ponorogo.



CHAPTER III

RESEARCH METHOD

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

A. Research Design

This research is a quantitative research. Quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question.⁴⁰ The method used in this study is the correlation method. The correlational method is a research method designed to predict the extent or relationship between two or more variables. Stating that correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets to vary consistently.⁴¹

Thus, correlation research has the aim of finding whether there is a correlation between one variable and another or not. This study aims to determine whether there is a correlation between learning habits and English learning achievement of the eleventh grade MIPA students at MAN 2 Ponorogo. Correlation research is included in non-experimental research. In this research, the researcher did not perform any treatment on the object of research that changed the condition of the object of the research. Correlation research is also included in descriptive research, which tries to describe the learning habits of the eleventh grade MIPA students at MAN 2 Ponorogo.

There are two variables in this research, namely students' learning habits and English learning achievement. English learning achievement is the dependent variable and learning habits are the independent variable. Learning habits are taken from the results of

⁴⁰ Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education Eight Edition* (Canada: simultaneously, 1972), 648.

⁴¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

questionnaires, while the English learning achievement are taken from reports in the form of documents. The proposed research design is as follows:

X : Learning habits (Variable X)

Y : English learning achievement (Variable Y)

B. Research Setting

This research was conducted at MAN 2 Ponorogo which is located at Jalan Raya Soekarno-Hatta No. 381 Ponorogo. The place was chosen as a research location because it has problems in the form of low student learning achievement and poor student learning habits. This research was conducted for 4 month starting from February until May. This time is an effective time for researchers because researchers are not busy with lectures.

C. Population and Sample

The discussion in this population and sample is: the size of the population and determination of the sample used in this research.

1. Population

According to Sugiyono, population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.⁴² According to Musfiqon, population is the totality of research objects that can be in the form of humans, animals, plants, and objects that have similar characteristics.⁴³ In this research, the research population was all of the eleventh grade MIPA students at MAN 2 Ponorogo.

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 117.

⁴³ Musfiqon, *Panduan Lengkap Metodologi Penelitian Pendidikan* (Jakarta: PrestasiPustakaraya, 2012), 89.

Tabel 3.1
Population Data of the Eleventh Grade MIPA Students
at MAN 2 Ponorogo

No	Class	Number of students
1	XI MIPA 1	24
2	XI MIPA 2	23
3	XI MIPA 3	25
4	XI MIPA 4	37
5	XI MIPA 5	34
6	XI MIPA 6	35
7	XI MIPA 7	36
Total		214

2. Sample

The small group that is observed is called the sample. The sample is part of the population.⁴⁴ The sample is a small sub-group selected from a larger population. That is, the sample is part of the population from which the data is taken. The sample study is used as a means to find information about the population.

The sampling technique in this research is using purposive sampling technique. Purposive sampling is a sampling technique with certain considerations. Purposive sampling is a sample that was carefully selected so that it is relevant to the research design.⁴⁵ By using purposive sampling, the sample is determined intentionally by the researcher based on certain criteria or considerations. Based on the technique used in sampling, the samples in this study were the eleventh grade MIPA 3 and MIPA 4 consisted of 62 students.

Table 3.2
The Sample of the Research

No	Class	Number of students
1	XI MIPA 3	25
2	XI MIPA 4	37
Total		62

⁴⁴ Donald Ary, et all, *Introduction to Research in Education Eight Edition* (Unite States of America: Wadsworth, Cengage Learning, 2010), 148.

⁴⁵ Sugiyono, *Quantitative, Qualitative, and R&D Educational Research Methods Approach* (Bandung: Alfabeta, 2013), 120.

D. Operational Definition

1. Learning Habits (X)

Learning habits are the way of learning that students do during their education. The forms of habits that will be studied in this research include *Delay Avoidan* (alertness in learning) which includes concentration and doing assignments. Meanwhile, the *Work Method* (work method in learning) includes how to follow learning activities, how to study groups, how to study individually, studying textbooks, making schedules and their implementation, reading and taking notes, repeating lesson materials and facing exams.

2. Learning Achievement (Y)

Learning achievement are changes in behavior as a result of their own experiences, where these changes can be in the form of cognitive, affective, and psychomotor abilities. Learning achievement occur because of a process and effort made by someone who has carried out learning activities. In this research, the learning achievement used were the odd semester English test scores for eleventh grades MIPA students of MAN 2 Ponorogo.

E. Research Instrument and Data Collection Technique

1. Research Instrument

Research can be successful when using instruments . The instrument is a tool used to measure the observed natural and social phenomena. The research instrument was used to measure the value of the variables studied. Thus the number of instruments to be used for research will depend on the number of variables studied.⁴⁶ Data was collected using a Likert scale questionnaires and documentation

- a. Learning habit questionnaires are arranged based on predetermined sub-variables, namely *Work Method* (work method in learning) and *Delay Avoidan* (Alertness in

⁴⁶ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 120.

learning). The gride of the learning habits questionnaire is contained in the table below.

Table 3.3
Matrix of Instrument Data (Questionnaire)

Variable	Sub Variable	Indicator	Number Item
Learning Habits	Following the Lessons	<ul style="list-style-type: none"> Listen to the teacher's explanation Ask about subject matter 	1, 8, 10 2, 9, 55
	Studying Individually	<ul style="list-style-type: none"> Study regularly every day Study on certain materials 	19, 39, 52, 5, 6, 7,
	Studying Group	<ul style="list-style-type: none"> Discuss together Ask the teacher when finding difficulties 	3, 4, 14 18, 21, 22
	Studying Textbooks	<ul style="list-style-type: none"> Read entire textbooks Mark materials that are considered important 	12, 20, 26 35, 40, 60
	Facing the Exam	<ul style="list-style-type: none"> Study before the exam Strengthen self-confidence Check answers before submitting 	27, 50, 51 28, 31, 53 32, 42
	Making Schedule and Implementation	<ul style="list-style-type: none"> Make a good schedule Carry out regular study schedules 	15, 54, 59 16, 41
	Reading and Taking Notes	<ul style="list-style-type: none"> Take notes Remember material that has been read Find the important points from the material read 	13, 36, 37 57, 58, 44, 45
	Repeating the Lesson Material	<ul style="list-style-type: none"> Repeat the material taught at school Make questions from the material studied 	17, 49, 56 11, 23
	Concentrationing	<ul style="list-style-type: none"> Have a comfortable learning atmosphere Solve problems that interfere with learning activities 	24, 29 25, 30, 46
	Doing Assignments	<ul style="list-style-type: none"> Do assignments given by the teacher Take into account the specified collection time limit 	34, 38, 43, 33, 47, 48

Learning Achievement	Learning Achievement are taken from student report cards.	Documentation	
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- b. English learning achievement using data sources of the eleventh grade MIPA students at MAN 2 Ponorogo using the technique of documenting the score of English learning outcomes.

2. Data Collection Technique

According to Sugiyono, data collection technique is the most strategic step in research, because the main purpose of research is to obtain data.⁴⁷ Meanwhile, Riduwan in his book *Easy Learning Research For Teachers-Employees and Beginner Researchers* suggests that research must pay attention to the most appropriate data collection techniques, so that the data obtained will be truly valid and reliable.⁴⁸

In this research, the data collection techniques used were questioners and documentation.

a. Questioners

Sugiyono defines a questionnaire as a data collection technique carried out by giving a set of questions or written statements to respondents to answer. The questioners used in this research is a questioners in the form of a *Likert scale* with closed questions, namely the answers to the questions asked have been provided. Subjects were only asked to choose one answer that best suited themselves. This study uses 4 alternative instrument answers, namely always, frequently, sometimes, and never. The score for each item at the table 3.4

⁴⁷ *Ibid.*, 193 .

⁴⁸ Riduwan, , *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Riduwan ; Alfabeta, 2015), 69.

Table 3.4
The Scores for each Item on The Likert Scale

Answers	Positive Statements Score	Negative Statements Score
Always	4	1
Frequently	3	2
Sometimes	2	3
Never	1	4

b. Documentation

Documentation comes from the word document which means written items. Arikunto argues that documentation is used to find data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lengger, agendas, and so on.⁴⁹ In this research, documentation was used to obtain data about the description of the school profile, names of students, and grades of English subjects in the score of the odd semester English subject at eleventh grade MIPA students at MAN 2 Ponorogo.

F. Validity and Reliability

1. Validity

According to Arikunto, validity is a measure that shows the levels of validity an instrument.⁵⁰ The type of validity used in this research is construct validity because the research instrument is non-test. According to Sugiono, non-test instruments are used to measure attitudes that meet the validity of the construction.⁵¹ The validity test aims to determine whether the questionnaire is valid or not. If the instrument is valid then the instrument can be used to measure the research variables. The instrument in the form of a questionnaire was tested on 23 students of the eleventh grade MIPA at MAN 2

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 274.

⁵⁰ *Ibid.*, 280.

⁵¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 195.

Ponorogo. The test data of the questionnaire was then tabulated which aims to calculate the test results.

To calculate the test results of the questionnaire used *Product Moment* correlation.

The *Product Moment* correlation can be seen in the formula below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Description:

r_{xy} = Amount of Correlation Coefficient

N = Number of Test Subjects

X = Item Score

Y = Total Score

In this research, the researchers used the SPSS 16 for windows program to measure validity. According to Sugiyono, the r_{table} value for N=23 at the 5% significance level was recorded at 0,413. This means that the r index is 0,413. If the r_{xy} value is higher than the r_{table} value, it indicates that the item is valid. If the r_{xy} value is lower than the r_{table} value, this indicates that the items are invalid. To test the validity and reliability of the instrument, the writer took a sample of 23 respondents. The results of the test instruments are stated as follows:

Tabel 3.5
The Result of Validity of Study Habits

No	r_{count}	r_{table}	Criteria
1	0,664	0.413	Valid
2	-0,554	0.413	Invalid
3	0,589	0.413	Valid
4	-0,146	0.413	Invalid
5	0,502	0.413	Valid
6	0,542	0.413	Valid
7	0,481	0.413	Valid
8	0,482	0.413	Valid
9	0,678	0.413	Valid
10	0,490	0.413	Valid
11	0,487	0.413	Valid
12	-0,187	0.413	Invalid
13	0,438	0.413	Valid

No	r_{count}	r_{table}	Criteria
14	0,403	0.413	Invalid
15	0,434	0.413	Valid
16	0,454	0.413	Valid
17	0,460	0.413	Valid
18	0,179	0.413	Invalid
19	0,232	0.413	Invalid
20	0,235	0.413	Invalid
21	0,434	0.413	Valid
22	-0,156	0.413	Invalid
23	-0,129	0.413	Invalid
24	0,009	0.413	Invalid
25	0,437	0.413	Valid
26	0,448	0.413	Valid
27	0,437	0.413	Valid
28	0, 496	0.413	Valid
29	0,270	0.413	Invalid
30	0,149	0.413	Invalid
31	-0,171	0.413	Invalid
32	0,512	0.413	Valid
33	0,506	0.413	Valid
34	0,408	0.413	Invalid
35	0,295	0.413	Invalid
36	0,290	0.413	Invalid
37	0,445	0.413	Valid
38	0,427	0.413	Valid
39	0,535	0.413	Valid
40	0,546	0.413	Valid
41	0,145	0.413	Invalid
42	0,464	0.413	Valid
43	0,571	0.413	Valid
44	0,501	0.413	Valid
45	0,266	0.413	Invalid
46	0,438	0.413	Valid
47	-0,476	0.413	Invalid
48	0,643	0.413	Valid
49	0,499	0.413	Valid
50	0,420	0.413	Valid
51	0,486	0.413	Valid
52	0,427	0.413	Valid
53	0,411	0.413	Invalid
54	0,438	0.413	Valid
55	0,419	0.413	Valid
56	0,504	0.413	Valid
57	0,461	0.413	Valid
58	0,430	0.413	Valid
59	0,440	0.413	Valid
60	0,598	0.413	Valid

From the results of the calculation of the validity of the instrument as many as 60 items of the variable of study habits, there were 40 items that were declared valid, namely number 1, 3, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 21, 25, 26, 27, 28, 32, 33, 37, 38, 39, 40, 42, 43, 44, 46, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, and 60.

2. Reliability

Reliability is an instrument that is trusted enough to be used as a data collection tool because the instrument is already good.⁵² The formula used to test the questionnaire is the alpha formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Description:

r_{11} = instrument reliability

k = number of questions or number of questions

$\sum \sigma_b^2$ = number of item variances

σ_t^2 = total variance

In this research, the reliability of the test was measured by comparing the scores obtained with the r_{count} of the product moment. Calculation of reliability test using SPSS 16. The results of reliability are said if the r_{count} obtained is greater than the of r_{table} , then the test can be said to be reliable. Then, if the r_{count} obtained is lower than the r_{table} , it can be said that the test is not reliable. The results of the reliability test calculations can be seen in the following table.

Table 3.6
Reliability Statistics

Cronbach's Alpha	N of Items
.920	40

⁵² Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 284.

It can be seen from the calculation of the reliability test results above, the reliability value was consulted with r_{table} at a significance level of 5%. The r_{table} value is 0,413 and the result of the *Cronbach's Alpha* column is 0,920. Because the value of $r_{count} > r_{table}$, it can be concluded that $0,920 > 0,413$ means the instrument in this research is reliable.

G. Data Analysis Techniques

After all research data has been collected, the next step is to analyze the data. Sugiyono argues that data analysis is a process of searching and collecting data obtained from interviews, field notes, and documentation systematically by grouping data into categories, describing them in units, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by themselves and others.⁵³ The data analysis used in this research includes descriptive statistical analysis, prerequisite test and final analysis. The analysis prerequisite test consists of data normality and homogeneity tests.

1. Descriptive Statistical Analysis

According to Sugiyono, descriptive statistics are used to analyze data by describing the data that has been collected, which does not have the intention of making generally accepted conclusions.⁵⁴ In this research, descriptive statistical analysis was used to find out how students' learning habits were and find out the English learning achievement of eleventh grade MIPA students at MAN 2 Ponorogo. The description of the data is done by looking at the average value (*mean*), standard deviation, the highest value and the lowest value. The trend of the value of a variable in the instrument is calculated using the ideal mean (M_i) and the ideal standard deviation (*standard deviation*) of each variable. Calculating the ideal mean score (M_i) = $\frac{1}{2}$ (*highest score* + *lowest score*), while the ideal

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 205.

⁵⁴ *Ibid.*, 207.

standard deviation (SD_i) = $\frac{1}{6}$ (*highest score - lowest score*). The tendency of the scores of each variable to be divided into four groups, can be seen in table 3.6 below: hal 15

Table 3.7 Category Tendency of a Variable

No	Information	Category Score
1	$M_i + 1,5 SD_i \leq x$	Very Good
2	$M_i \leq x < M_i + 1,5 SD_i$	Good
3	$M_i - 1,5 SD_i \leq x < M_i$	Fairly Good
4	$X < M_i - 1,5 SD_i$	Not Good

2. Prerequisite Test

a. The Normality Test

The normality test is intended to test sample data from a population that is normally distributed or not. This is intended to determine the statistical techniques used, namely parametric statistics or non-parametric statistics. Data that are normally distributed use parametric statistics, while data that are not normally distributed use nonparametric statistics. Parametric statistics use a lot of assumptions while non-parametric statistics do not require a lot of assumptions so they don't need data that are normally distributed. In carrying out the data normality test, the *Kolmogorov-Smirnov* technique was used with the help of SPSS 16. The conclusions is that if $Sig > 0.05$ then the data is normally distributed, otherwise if $Sig < 0.05$ then the data is not normally distributed.⁵⁵

b. The Homogeneity Test

The homogeneity test is intended to determine whether the variance of the two research samples is homogeneous or not, to determine the homogeneity of the data using the homogeneity test with the help of SPSS with the provisions:

- a) If the significance value is < 0.05 , it is said that the variance of two or more data population groups is not same

⁵⁵ Kadir, *Statistika Terapan* (Jakarta: Raja Grafindo Persada, 2015), 156.

- b) If the significance value is > 005 , then it is said that the variance of two or more data population groups is the same.⁵⁶

3. Hypothesis Test

The product moment correlation formula because this technique can determine whether there is a correlation between the two variables after the correlation value is known, the next step is to provide an interpretation of the correlation coefficient or "r" Product Moment.

How to test whether or not there is a significant relationship/correlation between two variables, it is necessary to look at the price of the *product moment*. If $r_{\text{count}} > r_{\text{table}}$ with a significant level of 5% then the hypothesis is accepted. Conversely, if $r_{\text{count}} < r_{\text{table}}$ then the hypothesis is rejected, or by looking at the significant criteria, namely if the significant value < 0.05 then there is a correlation otherwise if the significant value > 0.05 then there is no correlation.⁵⁷

According to Sugiyono, guidelines for providing interpretation of the correlation coefficient are as follows:⁵⁸

Table 3.8
Interpretation of the Correlation Index

No	Scale	Interpretation
1	0.00– 0.19	Very Low Correlation
2	0.20 – 0.39	Low Correlation
3	0.40 – 0.59	Fair Correlation
4	0.60 – 0.79	Sufficient Correlation
5	0.80 – 10.00	High Correlation

⁵⁶ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2017), 150.

⁵⁷ Pujiarti Amin, "Hubungan Antara Gaya Belajar Dengan Prestasi Belajar Siswa Kelas V SD Negeri Percobaan 4 Wates Kulon Progo Tahun Ajaran 2012/2013" (Skripsi, UNY, Yogyakarta, 2013).

⁵⁸ Sugiyono, *Quantitative, Qualitative, and R&D Educational Research Methods Approach*, 231.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents: (1) profil of MAN 2 Ponorogo (2) data description (3) data inference, and (4) discussion.

A. Research Location

This research take place in MAN 2 Ponorogo, there are eleventh grade MIPA students. In this research, researcher observes the correlation between study habits and students English learning outcomes. Therefore, to get clear information, researcher would describe about MAN 2 Ponorogo.

1. Profile of MAN 2 Ponorogo

- a. Madrasah Name : Madrasah Aliyah Negeri (MAN)
2 Ponorogo
- b. Madrasah Identity Number (NIM) : 20584466
- c. Madrasah Statistic Number (NSM) : 131135020002
- d. Madrasah Address : Jl. Soekarno-Hatta No. 381
- e. District : Ponorogo
- Regency / City*) Province : Ponorogo
- Posdal Code : 63412
- Telephone & Facsimile : (0352) – 481168
- E-mail : man2ponorogo@gmail.com
- f. Madrasah Status : Negeri
- g. Deed of Establishment/Institutional Number : Decree of the Minister of
Religion No. 42 Date 27 - 01 -
1992
- h. Madrasah Land Area : 9,788m²
- i. Madrasah Building Area : 2,444m²

- j. Land Status : Government*
- k. Accreditation Status / Year : Accredited A /2016

2. The History of MAN 2 Ponorogo

Ponorogo Regency is one of the regencies in East Java Province, Indonesia. Ponorogo Regency is located at coordinates 111 17' 111 52' East Longitude 7 49' -8 20' South Latitude with an altitude between 92 to 2,563 meters above sea level and has an area of 1,371.78 km. Ponorogo Regency is located in the west of the city of East Java Province and is bordered by Central Java Province. The motto of the city of Ponorogo is to improve towards something more advanced, cultured and religious.

Ponorogo Regency is known as Reog City because Ponorogo is the hometown of Reog art which is already world-famous, besides that Ponorogo Regency is also known as a Santri city because Ponorogo has many large and small Islamic boarding schools, even Darussalam Gontor Islamic Boarding School is well known not only in Indonesia but also in the world. Judging from the world of education, Ponorogo does not only consist of Islamic boarding schools, but also many universities both public and private including: IAIN, INSURI, UNMUH, STKIP, Darussalam Gontor University and Wali Songo University Ngabar. Likewise, the basic education level consists of educational institutions from PAUD, TK, SD/MI, SMP/MTS and the secondary education level stands MA/SMA/SMK, one of which is MAN 2 Ponorogo.

Madrasah Aliyah Negeri (MAN) 2 Ponorogo is one of the educational institutions under the Ministry of Religion. State Madrasah Aliyah (MAN) 2 Ponorogo with Madrasah Statistics Number 131135020002 with the status of State Madrasah is a function transfer from PGAN Ponorogo as stated in the Decree of the Minister of Religion of the Republic of Indonesia Number 1990 and Number 42 of 1992.

MAN 2 Located in an urban area, precisely on Jalan Soekarno Hatta 381 Ponorogo, occupies a land area of 9,788 m². The location of MAN 2 Ponorogo is to the south of Seloaji Terminal, there are Islamic Boarding Schools including Thoriqul Huda Czech Islamic Boarding School, Nurul Hikam Keniten Islamic Boarding School, Ittihadul Ummah Distance Islamic Boarding School, Durisawo Islamic Boarding School and Tahfidzul Qur'an Islamic Boarding School in Patihan Wetan, where some of the students came from outside / in Ponorogo become santri / female students from these pesantren. This strategic location allows MAN 2 Ponorogo to become a madrasa that continues to grow and has better prospects.

From the beginning of the establishment of MAN 2 Ponorogo until now there have been several changes in leadership, including:

- | | | |
|----|-----------------------|-----------|
| 1. | ZA Qoribun, B. BA | 1990-1996 |
| 2. | Drs. H, Muslim | 1996-2000 |
| 3. | Kasanun, SH | 2000-2006 |
| 4. | Imam Faqih Idris, SH | 2006-2007 |
| 5. | Abdullah, S.Pd | 2007-2011 |
| 6. | Drs. H Suhanto, MA | 2011-2015 |
| 7. | Nasta'in, S.Pd, MPd I | 2015- Now |

The History of Changes in the PGAN Institution to MAN 2 Ponorogo

Talking about the history of the establishment of MAN 2 Ponorogo, it cannot be separated from the long history of PGAN Ponorogo's journey. Madrasah Aliyah Negeri 2 Ponorogo with Madrasah Statistics Number 131135020002 has the status of a State Madrasah capable of being transferred from PGAN Ponorogo as stated in the Decree of the Minister of Religion of the Republic of Indonesia Number 1990 and Number 42 of 1992.

The establishment of PGAN originated from PGA NU Ronggowarsito Tegalsari, Jetis District, Ponorogo Regency, which was established in 1966 at the initiative of the Tegalsari clerics, namely Kyai Muchsin Qomar, Kyai Sarjuni, Kyai Yasin and Kyai Iskandar, who later moved to Karang Gebang Jetis. In 1968 the 4-year PGA was nationalized to become a 4-year PGAN with the principal of the school, Mr. Zubairi Maskur (late). In 1970 based on the Decree of the Minister of Religion of the Republic of Indonesia Number 240 of 1970, the 4-year Jetis PGAN was upgraded to a 6-year Jetis PGAN Ponorogo with the division of grades 1 to 4, 4 years of study, known as PGAP (First Religious Teacher Education) and Grades 5 to 4. 6th grade with 2 years of study, known as PGAA (Upper Religion Teacher Education).

In 1978 based on the Decree of the Minister of Religion Number 19 of 1978, the 6-year PGAN was changed back to a 3-year PGAN. 2 and 3 became MTsN Jetis and 4,5 and 6 became PGAN Ponorogo.

Along with the development of the learning process, PGAN was moved on the basis of orders from the center so that PGAN moved to the city. Due to not having their own building, they rented the north building of the Ponorogo Great Mosque and rented the houses of the surrounding residents. In 1980, PGAN was only able to occupy its own building in Keniten Village, Ponorogo District, precisely on Jl. Soekarno Hatta no. 381 Ponorogo.

In order to improve the quality of Religious Teacher Education in Elementary Schools/Madrasah Ibtidaiyah (SD/MI) is to increase the qualifications of Religion Teacher Education in SD/MI from secondary education level (PGA) to higher education level. Through the Decree of the Minister of Religion of the Republic of Indonesia Number 1990, PGAN Ponorogo was transferred to Madrasah Aliyah Negeri Ponorogo II and through the Decision Letter for Completion dated January 27, 1992 Number 42 of 1992 to become Madrasah Aliyah Negeri 2 (MAN 2) Ponorogo.

3. Vision, Mission and Goal of MAN 2 Ponorogo

a. Vision Madrasah

Vision is the hopes and dreams that the madrasah will achieve in a long period of time. The vision of MAN 2 Ponorogo is "**Religious, Superior, Cultured and Integrity**".

b. Mission Madrasah

Mission is an effort made by the madrasah to achieve the vision, from the vision above, the mission of the madrasah is:

Religious:

1. Cultivate religious behaviour that strengthens faith and piety.
2. Cultivate the spirit and the habit of sincerely in charity
3. Realizing moral behaviour
4. Realizing the awareness of praying in congregation
5. Maintain order in the implementation of prayer, reading and memorizing the Qur'an and Asmaul Husna

Superior:

1. Developing creative mentality for madrasah residents
2. Implementing a culture of high discipline for madrasah residents
3. Developing curriculum according to future needs
4. Carry out effective and efficient learning in accordance with the demands of cultural and technological developments.
5. Cultivate the habit of reading, writing and producing works
6. Applying Information and Communication Technology in learning and madrasah management.
7. Applying higher order thinking processes for madrasah residents
8. Increase the acquisition of national exam scores

9. Increase the competitiveness of students in continuing to national and international favourite higher education levels
10. Winning regional, national and international science competitions and Olympics
11. Developing research for madrasah residents
12. Developing arts activities
13. Get the winner of the art competition
14. Developing sports activities
15. Obtaining regional and national sports champions
16. Developing the potential and talents of madrasah residents in accordance with the development of the
17. Provide facilities and infrastructure of national and international standards
18. Increase the competitiveness of madrasah at the regional, national and international levels.
19. Improving the quality of madrasah management
20. Implement participatory management by involving all madrasah residents and related institutions.

Cultured:

1. Foster appreciation of regional and national culture and cultural diversity
2. Implementing a culture of mutual cooperation for madrasah residents
3. Cultivate an independent and responsible person for the task
4. Increase the participation of madrasah residents in the culture of environmental conservation
5. Increase awareness of madrasah residents in the culture of preventing environmental damage
6. Increasing the role of madrasah residents in the culture of preventing environmental pollution

7. Fostering a culture of healthy living for the community
8. Becoming a healthy madrasah with the

Integrity

1. Instilling harmony of words and actions for madrasah residents
2. Making the character of integrity the foundation of madrasah citizens in providing services, working, learning, processing and obtaining results.

c. Goal Madrasah

In carrying out its mission, MAN 2 Ponorogo has formulated several goals, including:

1. To foster religious behaviour that strengthens faith and piety.
2. Cultivating a sincere spirit and habit in doing good deeds
3. Realizing virtuous behaviour
4. Realizing the awareness of praying in congregation
5. Maintain order in the implementation of prayers, reading and memorizing the Qur'an and Asmaul Husna
6. Developing creative mentality for madrasah residents
7. Implement a culture of high discipline for madrasah residents
8. Develop curriculum according to future needs
9. Carry out effective and efficient learning in accordance with the demands of cultural and technological developments.
10. Cultivate the habit of reading, writing and producing works
11. Applying Information and Communication Technology in learning and madrasah management.
12. Applying high-level thinking processes for madrasah residents
13. Increase the acquisition of national exam scores

14. Increase the competitiveness of students in continuing to national and international favourite higher education levels
15. Winning regional, national and international science competitions and Olympics
16. Developing research for madrasah residents
17. Developing arts activities
18. Get the winner of the competition in the field of art
19. Develop activities in the field of sports
20. Obtaining regional and national sports champions
21. Developing the potential and talents of madrasah residents in accordance with the time
22. Provide facilities and infrastructure of national and international standards
23. Increase the competitiveness of madrasah at the regional, national and international levels.
24. Improving the quality of madrasah management
25. Implement participatory management by involving all madrasah residents and related institutions.
26. Fostering appreciation of regional and national culture and cultural diversity
27. Implementing a culture of mutual assistance for madrasah residents
28. Growing independent and responsible individuals for tasks
29. Increasing the participation of madrasah citizens in a culture of environmental preservation
30. Increasing awareness of madrasah residents in the culture of preventing environmental damage
31. Increasing the role of madrasah citizens in culture prevention of environmental pollution
32. Fostering a culture of healthy living for the community

33. Become a healthy madrasah with the School Health Business movement

34. Instilling harmony of words and deeds for madrasah residents

35. Making the character of integrity the foundation of madrasah citizens in providing services, working, learning, processing and obtaining results.

4. Teacher Condition and Students Condition of MAN 2 Ponorogo

The condition of teachers at MAN 2 Ponorogo consists of; (1) The number of civil servant teachers (PNS) is 65 people, (2) non-permanent teachers (GTT) are 22 people, and (3) the number of non-permanent employees (PTT) is 19 people.

The condition of the students of MAN 2 Ponorogo consists of; (1) Class X consists of 396 students, class XI 373 students, and class XII 395 students. The total of students at MAN 2 Ponorogo Pacitan for the 2021/2022 academic year is 1164 students.

5. Facilities of MAN 2 Ponorogo

Table 4.1
Facilities at MAN 2 Ponorogo

No	Building	Total
1	Class Room	36
2	Headmaster Room	1
3	Waka Room	1
4	Staff Room	1
5	Teacher Room	1
6	Library	1
7	Laboratory :	
	1. Physics Laboratory	1
	2. Chemistry Laboratory	1
	3. Biology Laboratory	1
	4. Language Laboratory	1
	5. Computer Laboratory	1
	6. Electro Laboratory	1

No	Building	Total
8	Hall Room	1
9	Skill Room	3
10	Art Room	1
11	UKS Room	1
12	Students Council Room	1
13	Scout Room	1
14	KIR Room	1
15	English Club Room/Arabic Club	1
16	PMR Room	1
17	PKS Room	1
18	Counseling Room	1
19	Committee Room	1
20	Secretariat of Achievement	1
21	Masque	1
22	Ma'had Daughter	1
23	Ma'had Son	1
24	Toilet	24
25	Parking Area	3
26	GOR	1
27	Student Cooperative	1
28	Gazebo	3
29	Workshop Building	1
	Total	100

B. Data Description

In this research, there are two variables, namely the learning habits variable as the independent variable and the English learning achievement variable as the dependent variable. The following will explain the description of the data through descriptive analysis

of the variables of learning habits and English learning achievement. This research uses a questionnaire and documentation of the score of report cards.

1. Data about Student's Learning Habits

The description of the data in this discussion aims to provide an overview of data about the learning habits of eleventh graders MIPA student's at MAN 2 Ponorogo. This data was obtained from a questionnaire distributed to eleventh grade MIPA student's at MAN 2 Ponorogo namely grade eleventh MIPA 3 and eleventh MIPA 4 with a total of 62 students. The score of learning habits was obtained from a learning habits questionnaire consisting of 40 statement items with a score of 4, 3, 2, and 1. If the lowest possible score was 40 and the highest score was 160. The score of learning habits of each student as follows:

Table 4.2
The Score of Learning Habit Questionnaire

No	Name	Score
1	Muhammad Abyan Ramadhani	92
2	Gaida Salsabila	100
3	Risa Alvia Zahara	88
4	Amelia anjas safitri	97
5	Andini Sayyidah Nur Wahidah	99
6	Iqbal Rizki Sucahyo	97
7	Amelia Yunda Fatika Putri	112
8	Nabila Prasetya Kartika Utami	100
9	Naufal Rananta Rafif	95
10	Early Nafiatul Marsa	90
11	Wilda Aulia Zakiyyatus Sa'adah	110
12	Freya Chantika Pratama Putri	108
13	Mamluatul Khikmah	104
14	Mutiara	100
15	Yulistya Amalia Putri	111
16	Dyah ayu Safitri	97
17	Nabila Shohibah	115
18	Alfina Damayanti Istiqomah	100
19	Anik Puji Lestari	100
20	Tri Widya Utami	96
21	Riski Maulida Safira	94
22	Shela Nanda Suprpto	102
23	Rizka Putri Nurhaliza	113
24	Frediko Nauval Fathurrohman	102
25	Lutfia Rahma Dewi	109
26	Ismi' Wahyu Rena Putri	108

No	Name	Score
27	Dwi Mahfud Annas	106
28	Oknita Annisa Isnainian	107
29	Muhammad Azizuddin Dhaifullah	104
30	Laila Rizqi Nur Priyanti	97
31	Arihdzatul Aldiana	104
32	Esti Felailiana	102
33	Ila Rahmawati Oktavia	99
34	Maliiah Zhakiyah	100
35	Cholifatul Muslikhah	96
36	Mangda Tyas Husnawati	109
37	Aprilia Dwi Puspitasari	103
38	Hanniatul Munawwanah	100
39	Zennanta Agustia	100
40	Riza Dzaky Musyaffa'	97
41	Asrorul Mufidah	104
42	Yustika Adinda Aulia Putri	107
43	Intan Yunintya Agata	99
44	Siti Julaikhah Dewi Yudhisty	108
45	Juventina Adityas Putri	98
46	Atma Maharani	94
47	Rozana Inayati Billah	97
48	Luluk Maysaroh	108
49	Fauzia Hilmah Galiana	96
50	Sofia Nisa' Rohmatul Ummah	98
51	Nur Izatul Junaidi	107
52	Rafiza Hafif Irzha Alfauza	110
53	Annisa Akhmalia Zahra	97
54	Rica Cahya Kumala	92
55	Yufrida Anggia Saputri	100
56	Hustino Trisna Muharrani	96
57	Ara	90
58	Naifaddien Aulia Azizah	96
59	Annisa Rahmah	92
60	Arihdzatul Aldiana	94
61	Zulfan Ahmad Fauzi	94
62	Ibrahim Fansori	88

Based on the calculation of the data description for the learning habit variable using the SPSS 16, the following data were obtained:

Table 4.3
Statistics

Learning Habits

N	Valid	62
	Missing	0
Mean		100.45
Std. Deviation		6.44
Minimum		88
Maximum		115

From the table above, it could be seen that the highest score was 115, the lowest score was 88, the average score or mean was 100.45 and the standard deviation was 6.44.

Furthermore, the data of student learning habits scores that have been collected are classified with the aim of knowing the level of the category of English learning habits of all students in the research which is adjusted to the existing score intervals according to table 3.7. Classification of student learning habits can be seen in the appendix and presented in table 4.4 below.

Table 4.4
Classification of Student Learning Habits

Score	Frequency	%	Category
131-60	0	0%	Very Good
101-130	24	38.7%	Good
71-100	38	61.3%	Fairly Good
<70	0	0%	Less Good
Total	62	100%	

From table 4.4 above it can be seen that there are 38.7% or 24 students who get a good category with a score between 101-130, there are 61.3% or 38 students get a fairly good category with a score between 71-100, and there are not students (0%) get a very good and less good category. Based on the distribution of the tendency for the classification of learning habits above, it is presented in *histogram* as follows:

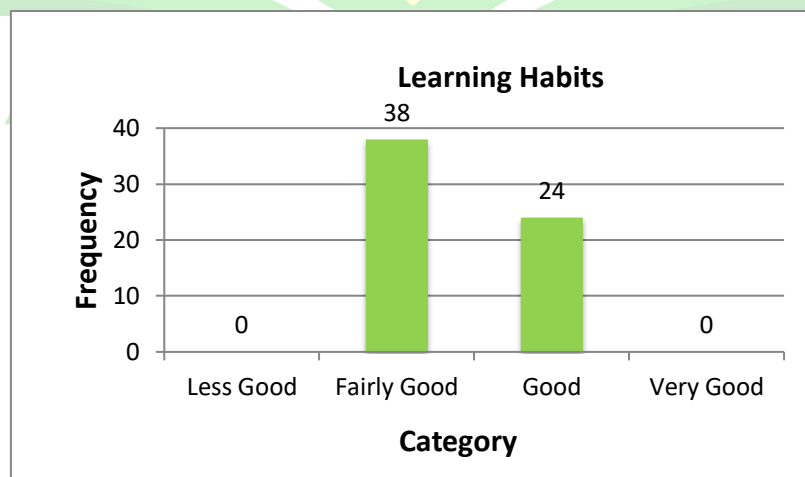


Figure 4.1
The Histogram of Students' Learning Habits

Based on these data, it can be concluded that the tendency of students' English learning habits variable is in the fairly good category.

2. Data about Student's English Learning Achievement

Data of English learning achievement are obtained from the documentation of the odd semester student report cards in academic year 2021/2022. If the lowest possible score is 0 and the highest score is 100. The score of English learning achievement of each student as follows:

Table 4.5
The score of English learning achievement

No	Name	Score
1	Muhammad Abyan Ramadhani	70
2	Gaida Salsabila	85
3	Risa Alvia Zahara	84
4	Amelia anjas safitri	75
5	Andini Sayyidah Nur Wahidah	87
6	Iqbal Rizki Sucahyo	85
7	Amelia Yunda Fatika Putri	86
8	Nabila Prasetya Kartika Utami	87
9	Naufal Rananta Rafif	75
10	Early Nafiatul Marsa	70
11	Wilda Aulia Zakiyyatus Sa'adah	83
12	Freya Chantika Pratama Putri	87
13	Mamluatul Khikmah	79
14	Mutiara	77
15	Yulistya Amalia Putri	77
16	Dyah ayu Safitri	76
17	Nabila Shohibah	89
18	Alfina Damayanti Istiqomah	90
19	Anik Puji Lestari	83
20	Tri Widya Utami	84
21	Riski Maulida Safira	85
22	Shela Nanda Suprpto	86
23	Rizka Putri Nurhaliza	90
24	Frediko Nauval Fathurrohman	91
25	Lutfia Rahma Dewi	88
26	Ismi' Wahyu Rena Putri	88
27	Dwi Mahfud Annas	76
28	Oknita Annisa Isnainian	83
29	Muhammad Azizuddin Dhaifullah	87
30	Laila Rizqi Nur Priyanti	89
31	Arihdzatul Aldiana	69
32	Esti Felailiana	86
33	Ila Rahmawati Oktavia	84
34	Maliiah Zhakiyah	81
35	Cholifatul Muslikhah	86
36	Mangda Tyas Husnawati	76
37	Aprilia Dwi Puspitasari	79

No	Name	Score
38	Hanniatul Munawwanah	85
39	Zennanta Agustia	85
40	Riza Dzaky Musyaffa'	81
41	Asrorul Mufidah	89
42	Yustika Adinda Aulia Putri	90
43	Intan Yunintya Agata	80
44	Siti Julaikhah Dewi Yudhisty	81
45	Juventina Adityas Putri	80
46	Atma Maharani	90
47	Rozana Inayati Billah	87
48	Luluk Maysaroh	75
49	Fauzia Hilmah Galiana	75
50	Sofia Nisa' Rohmatul Ummah	86
51	Nur Izatul Junaidi	81
52	Rafiza Hafif Irzha Alfauza	91
53	Annisa Akhmalia Zahra	80
54	Rica Cahya Kumala	71
55	Yufrida Anggia Saputri	70
56	Hustino Trisna Muharrani	74
57	Ara	80
58	Naifaddien Aulia Azizah	72
59	Annisa Rahmah	74
60	Arihdzatul Aldiana	69
61	Zulfan Ahmad Fauzi	69
62	Ibrahim Fansori	73

Based on the calculation of the data description for the English learning achievement variable using the SPSS 16, the following data were obtained:

Table 4.6
Statistics

Learning Achievement

N	Valid	62
	Missing	0
Mean		81.30
Std. Deviation		6.57
Minimum		69
Maximum		91

From the table above, it could be seen that the highest score was 91, the lowest score was 69, the average score or mean was 81.30 and the standard deviation was 6,57.

Furthermore, the data of student English learning achievement scores that have been collected are classified with the aim of knowing the level of the category of English learning achievement of all students in the research which is adjusted to the existing score

intervals according to table 3.7. Classification of student English learning achievement can be seen in the appendix and presented in table 4.7 below.

Table 4.7
Classification of Student English Learning Achievement

Score	Frequency	%	Category
75-100	51	82.3%	Very Good
50-74	11	17.7%	Good
25-49	0	0%	Fairly Good
<25	0	0%	Less Good
Total	62	100%	

From table 4.7 above it can be seen that there are 82.3% or 51 students who get a very good category with a score between 75-100, there are 17.7% or 11 students who get a good category with a score between 50-74, and there are not students (0%) get a fairly good and less good category. Based on the distribution of the tendency for the classification of English learning achievement above, it is presented in *histogram* as follows:

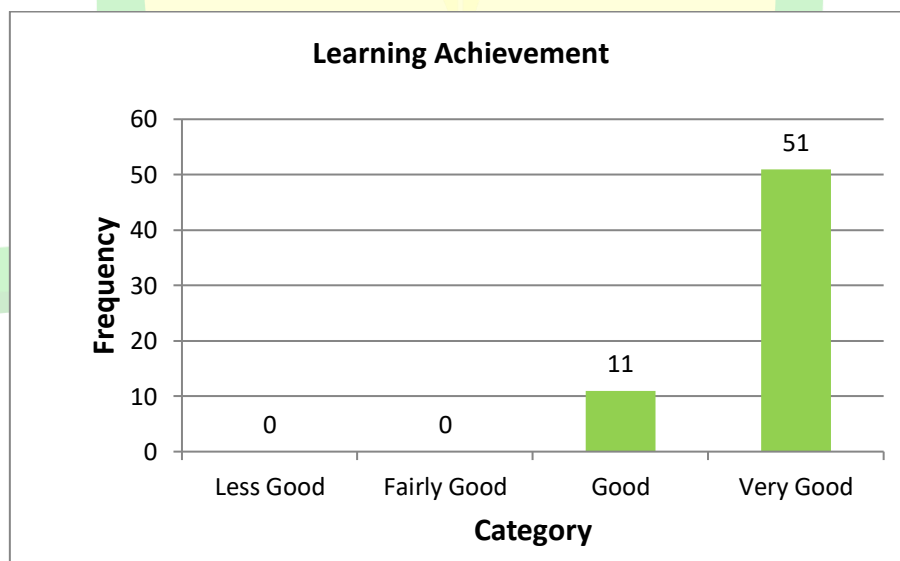


Figure 4.2
The Histogram of Students' English Learning Achievement
Based on these data, it can be concluded that the tendency of students' English learning achievement variable is in the very good category.

C. DATA INFERENCE

1. Assumption Test

a. Normality Test

The normality test was used to determine whether the study habits (X) and learning outcomes (Y) were normally distributed or not. Data were tested of normality by researcher used *Kolmogrov-Smirnov* using formula and calculating by SPSS 16. The results of the calculation of the normality test using *the Kolmogrov-Smirnov* are as follows:

Tabel 4.8
The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Learning Habits	Learning Achievement
	N	62	62
Normal Parameters ^a	Mean	100.4516	81.3065
	Std. Deviation	6.44695	6.57015
Most Extreme Differences	Absolute	.141	.132
	Positive	.141	.081
	Negative	-.087	-.132
Kolmogorov-Smirnov Z		1.109	1.042
Asymp. Sig. (2-tailed)		.171	.228

a. Test distribution is Normal.

Based on the table above, it can be concluded that the data from learning habits and learning achievement have significant values of 0.171 and 0.228. The data is said to be normal if the significance is > 0.05 . Values 0.126 and 0.228 > 0.05 , it can be said that the data is normally distributed.

b. Homogeneity Test

Homogeneity test is used to determine whether the two measuring scales have the same character or not. The homogeneity test was carried out on the data on learning habits and learning achievement variables using SPSS 16 so that the results can be seen in the table below.

Table 4.9
The Result of Homogeneity Test
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.180	17	41	.321

Based on the table above, it shows a significance value of $0.321 > 0.05$. So it can be concluded that the data of the two measuring scales is homogeny.

2. Hypothesis Test and Interpretation

The hypothesis in this research is learning habits and learning achievement. Testing this hypothesis analysis using correlation analysis, then the technique used is the *product moment* because there are two variables that need to be clear, whether there is a correlation between the two variables or not. The following are the results of the *Product Moment* using SPSS 16:

Table 4.10
The Result of Correlation between Learning Habits
and Students' English Learning Achievement
Correlations

		Learning Habits	Learning Achievement
Learning Habits	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.001
	N	62	62
Learning Achievement	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.001	
	N	62	62

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

Based on the results of the correlation analysis in the table above, the R_{count} value is $0.403 > 0.254$. Thus, it can be concluded that there is a correlation between learning habits and students' English learning achievement because the value of $R_{\text{count}} > R_{\text{table}}$.

In interpreting the correlation results in the table above, the researcher adjusts the interpretation of the existing correlation index in accordance with table 3.8. taking into account the resulting R_{count} is 0.403 which is in the range of 0.40 – 0.59 which shows that there is a fair correlation between learning habits and learning achievement variables.

D. DISCUSSION

This research is a type of correlation research that is used to examine the correlation between students' learning habits and the English learning achievement of eleventh grades MIPA students at MAN 2 Ponorogo. This research was conducted to determine whether there is a significant correlation between learning habits and English learning achievement of eleventh grade MIPA students at MAN 2 Ponorogo or not. In this research, questionnaires were used to obtain data of learning habits and documentation was used to obtain students' English learning achievement based on student report cards.

Based on the results of the descriptive data analysis of the scores of students' learning habits questionnaire from 62 students, it is known that 24 students or 38.7% get a good category, 38 students or 61.3% get a fairly good category, and no students get a category, very good and less good. Based on the descriptive analysis, students' learning habits with the category level are fairly good because they have the most frequency. This means, students form their learning habits by following lessons well, studying individually and in groups, studying to use textbooks, making lesson schedules, reading and taking notes, studying lesson materials that have been studied, ready for exams, always concentrating on studying, and often do assignments. By getting used to learning well, students will be able to get various benefits. Thus, it is necessary to get used to learning habits properly so that students can obtain various kinds of benefits, one of which is obtaining optimal learning achievement.

Based on the results of descriptive data analysis of student learning achievement in eleventh grades MIPA, it is known that 51 students or 82.3% get a very good category, 11 students or 17.7% get a good category, and no students get a fairly good and not good category. Based on the descriptive analysis, student learning achievement with the category level are very good. This is in line with learning habits which are in the fairly good category as well. This situation shows that students' learning habits affect the learning achievement to

be obtained. Good learning habits and inherent in students will lead to the achievement of maximum learning achievement.

Based on the results of hypothesis testing using *Product Moment* correlation, the results obtained are $R_{\text{count}} 0,403$ and $R_{\text{table}} 0,254$ with the provisions $R_{\text{count}} > R_{\text{table}}$. So this shows that there is a positive correlation between learning habits and students' English learning achievement and it can also be said that the correlation between learning habits variables and English learning achievement variables is classified as moderate in the interpretation table of correlation analysis. From the analysis of the coefficient of determination, it shows that learning habits have a correlation with English learning achievement for eleventh grades MIPA at MAN 2 Ponorogo with a contribution of 16.2% while the remaining 83.8% is determined by other factors. The better the student's learning habits, the better the learning achievement obtained, on the contrary, the worse the student's learning habits, the worse the learning achievement obtained by students

This is in line with the research conducted by Damsi with the title "The Influence of Learning Habits and Learning Achievement of Islamic Religious Education of tenth grade at SMAS Tamansiswa Teluk Betung". The results showed that there was a significant influence on the learning achievement of islamic religious education. The magnitude of the influence of learning habits on learning achievement of islamic religious education is 22.8%. This means that 22.8% of islamic religious education learning achievement are influenced by learning habits, while 77.2% are influenced by other factors in learning habits.⁵⁹

This shows that the score of students' learning habits on improving student learning achievement is high will form positive results on student learning achievement and scores of student learning habits on improving student learning achievement are low will form unfavorable results on student learning achievement.

⁵⁹ Damsi, "The Effect of Learning Habits on Learning Achievement of Islamic Religious Education Class X at SMA Tamansiswa Teluk Betung"(Skripsi, UIN Raden Intan, Lampung, 2018).

CHAPTER V

CLOSING

This chapter the researcher presents about conclusion and recommendation as below:

A. Conclusion

Based on the results of research that has been carried out at MAN 2 Ponorogo, it can be concluded that students' learning habits have a significant correlation and English learning achievement of eleventh grade MIPA students at MAN 2 Ponorogo. This is evidenced by the research data calculated using the *correlation product moment* by using SPSS 16. obtained value of R_{count} is 0.403 and R_{table} is 0.254 with the provision that $R_{\text{count}} > R_{\text{table}}$ with a significance level of 0.001, the correlation between learning habits and English learning achievement is fair Correlation, and the magnitude of the correlation between learning habits and students' English learning achievement of the eleventh grade MIPA students at MAN 2 Ponorogo is 16.2% and 83.8% is determined by other factors.

B. Recommendation

Based on the results of the research above, the researcher would like to give some suggestions as follows:

1. For Teacher

Teachers as educators should be able to focus on student learning activities. This is based on the results of research, where activities learning that is done regularly will form a habit. learning habit as a factor that influences student learning achievement.

2. For Students

The student of MAN 2 Ponorogo recommended to understand good ways of learning so that effective learning habits and able to divide the time in carrying out learning activities and so that learning achievement are as expected,

3. For Other Researcher

For further researchers who will carry out similar research, it is recommended to pay attention to the factors that influence student learning. Besides that, advanced researchers need to understand more deeply about learning habits and aspects, so that the research carried out is getting better.



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