Looking at the Link between Study Habits and Academic Achievement: The Case of Indonesian EFL Student Teachers

LENNY MARZULINA[1], DIAN ERLINA[2], NOVA LINGGA PITALOKA[3], AND FLORENSIA ANGGARDE PARAMIKA[4]

Abstract

The purpose of this study was to look at the link between English as a foreign language (EFL) student teachers' study habits and academic achievement. A questionnaire of study habits inventory (SHI) and students' cumulative GPAs were used as research instruments to EFL student teachers in one English education study program at an Indonesian state Islamic university. Data were analyzed through using the descriptive statistics and Pearson Product Moment Correlation. In general, it was found that EFL student teachers' habits significantly correlated with their academic achievement. Also, the results of the linear regression analysis showed that EFL student teachers' study habits led to their academic achievement. The findings of this study indicated that the correlation between study habits and academic achievement existed. In the context of learning English in a non-English speaking country like Indonesia, this study provides information for researchers and teacher educators to understand how the link between study habits and academic achievement is significantly correlated each other.

Keywords

Academic achievement, EFL student teachers, Indonesian state Islamic university study habit

1. *Corresponding author: English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah, South Sumatra, Indonesia; hj.lennymarzulina@gmail.com
2. English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah, South Sumatra, Indonesia.
3. English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah, South Sumatra, Indonesia.
4. English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah, South Sumatra, Indonesia

Introduction

Study habit is a very important characteristic of all human beings who are being educated. As much research is important for a higher academic achievement of students as much as important for their fruitful use of leisure time (Acharya, 2012; Eliot, Foster, & Stinson, 2002; Ingholt, 2014; Haider & Verma, 2013; Khan, 2016; Onuoha & Subair, 2013). Eliot, Foster, and Stinson (2002) in their study elaborated that students who used proper study habits could preserve knowledge for a longer time. Study habits affect and increase the efficiency of the students with respect to their academic achievement and students who develop good study habits increase the potential to complete their assignments successfully and to learn the material they are studying (Khan, 2016; Verma, 2016). Moreover, the adequate acquisition of a good study habit builds on the student confidence before, during and after an examination (Haider & Verma, 2013). Study habit has long been considered for being an important variable in the academic success or failure of students in educational level. Study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In a simple term, study habits are the habits when someone studies (Bhat & Khandai, 2016; Crede & Kuncel, 2008; Kumar, 2015; Nonis & Hudson, 2010; Urh & Jereb, 2014).

Study habits are divided into two types; poor and good study habits which are related to academic achievement. Poor study habits include poor attendance, poor note taking, poor time management, last-minute work, procrastination, failure to read direction, and lack of concentration during learning (Nonis & Hudson, 2010; Singh, 2015). Poor study habits make students have low comprehension and confidence in the study influencing their academic achievement (Marzulina et al., 2018; Young, 2018). On the other hand, good study habits are related to good assets to learners because good habits assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitutes constraints to learning and achievement leading to failure (Lee, 2010; Tope, 2011).

The relationship between study habit and academic achievement has received attention from scholars (Aluja & Blanch, 2004; Anwar, 2013; Aquino, 2011). Some studies have been conducted to find out the correlation between study habits and academic achievement. Some revealed that study habits had a positive correlation to academic achievement (Arora, 2016; Singh & Mahipal, 2015; Siahi & Maiyo, 2015). All of the studies informed that there was a strong positive correlation between academic achievement and study habits of adolescents. On the other hand, there were some studies that revealed study habits had no significant relationship to academic achievement (Lawrence, 2014; Nouhi, Shakoori, & Nakhei, 2008). However, the references in the context of university students in developing countries like Indonesia are still limited. This study was an attempt to fill a gap in the study habits and academic achievement in Indonesian higher education and to fill the scarcity of literature and information on study habits and academic achievement. The purpose of this study was to look at the link between English as a foreign language (EFL) student teachers' study habits and academic achievement in one English education study program at an Indonesian state university. The following research questions guided this study:

1. Is there any significant link or correlation between EFL student teachers' study habits and academic achievement?
2. Do study habits influence EFL student teachers' academic achievement?

Additionally, this study tested the following hypotheses to address the research question:

1. H_O: There is no l i n k o r correlation between EFL student teachers' study habits and academic achievement
   H_1: There is a correlation between EFL student teachers' study habits and academic achievement.
2. H_O: There is no influence of EFL student teachers' study habits and academic achievement.
   H_1: There is an influence of EFL student teachers' study habits and academic achievement.

Literature Review

Study habits

Literally, study habits are a combination of two words, namely study and habits. When taking it separately, study means the application of the mind to the acquirement of knowledge. The main purposes of the study were: to acquire knowledge which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas, and perfecting skills (Crow & Crow, 2007). For Nagaraju (2004), the word of *study* can be assumed as the way someone to gain knowledge while Verma (2016) argued that a habit was something that is done on a scheduled, regular, planned basis and that was not relegated to a second place or optional place in one's life. Nagaraju (2004) informed that the characteristics of habits are (1) habits are not innate and inherited, (2) they are performed every time in the same way, (3) habitual actions are performed with great ease and facility, (4) habit brings accuracy to the action, (5) Habitual acts are performed with least attention or no attention, and (6) nervous system is the principal factor in the formation of habits. Therefore, study habits are the behaviors of an individual related to studies (Yazdani & Godbel, 2014). They are a well-planned and deliberate pattern of study that has attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations (Kaur & Pathania, 2015). In addition, study habits can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn (Radha & Muthukumar, 2015). Also, Monica (2015) defined study habits were the regular tendencies and practices that one depicts during the process of gaining information through learning.

Every student has different study habits. Some students can study in a crowded place, but some of them need a private place to study. For achieving good study habits, one must have a desire to learn with full working abilities and talents. Students should have more

interests and self-disciplines in everything. Good study habits are good assets to learners because they (habits) assist students to attain a mastery in areas of specialization and consequent excellent performance, while the opposites constitute constraints to learning and achievement leading to failure (Tope, 2011). Furthermore, Lee (2010) argued that good study habits are important for students, especially college or university students, whose needs including time management, note taking, internet skills, eliminatory distractions, and assigning a high prioritizing study (Abban, 2012; Arora, 2016; Boch & Piolat, 2005; Deore, 2012; Nagaraju, 2004; Ogbodo, 2010).

On the other hand, poor study habits are the habits which do not work and do not help students succeed in their studies (Bhat & Khandai, 2016). Poor study habit is one of the biggest and most persistent problems among the school and college students. There are some poor study habits such as poor attendance, poor note taking, poor time management and procrastination, lack of concentration during learning (Capan, 2010; Muraina, Nyorere, Emana, & Muraina, 2014; Nagaraju, 2004; Ogbodo, 2010; Reid, 1999; Singh, 2015).

Academic achievement

The term academic achievement is the combination of two words academic and achievement. Singh (2015) claims the word academic is related to formal education. It is derived from word academy means school, where special types of instructions are imparted. The term academic means an institutional system of formal education in school, college, and university. The academic achievement depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical fitness, environmental factors like home where they lives, the racial nature and religious background of family (Alos, Caranto, & David, 2015; Gudaganava & Halayannavar, 2014; Illahi & Khandai, 2015).

Furthermore, Lawrence and Vimala (2012) stated that academic achievement was a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, and average and degrees. Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Academic achievement is one of the most important goals of education. The success or failure of a student is measured in terms of academic achievement. In short, academic achievement can be concluded as the score that students obtain in formal education by taking test or being given by a teacher.

Study habits and academic achievement

Studies on study habits and academic achievement have long been introduced. (e.g., Arora, 2016; Lawrance, 2014; Nouhi et al., 2008; Singh & Mahipal, 2015; Siahi & Maiyo, 2015). For instance, Siahi and Maiyo (2015) conducting a study to determine the relationship between study habits and academic achievement revealed a positive relationship of 0.66 between study habits and academic achievement. Furthermore, Arora (2016) found that there wa a strong positive correlation between academic achievement and

study habits of adolescents. Also, Nouhi et al. (2008) conducted a similar study found that the correlation between academic achievement and study habits was not significant ($r = 0.085$, $P > 0.05$). Also, Lawrance (2014) conducted a similar study and found that there was no significant relationship between study habits and academic achievement of higher secondary school students.

Methodology

In this study, we used a correlational approach to look at the link between English a foreign language (EFL) student teachers' study habits and academic achievement in one English education study program at an Indonesian state university. We used this approach as we believe that a correlational study investigates the possibility of relationships between only two variables, although investigations of more than two variables are common (Fraenkel, Wallen, & Hyun, 2012; Richards & Schmidt, 2010). The meaning of a given correlation coefficient of the research can be seen in the table below based on Lodico, Spaulding, and Voegtle (2010).

Table 1. *Correlation coefficient*

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

The purpose of this design was to identify variables that would positively predict an outcome or criterion. We identified one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012). The first procedure, we identified students' study habits by using study habits inventory. In the second procedure, we obtained the students' cumulative GPA as the data of their academic achievement. The next step, we analyzed the correlation between variables through SPSS based on the results of the study habits inventory and students' academic achievement (Creswell, 2012; Lodico et al., 2010).

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

Research site, sampling procedures, and participants

The participants of the study were undergraduate English a foreign language (EFL) student teachers in one English education study program at an Indonesian state university. The distribution of population of the study can be seen below:

Table 2. *Distribution of population*

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

The sample was selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 (Fraenkel et al., 2012; Lodico et al., 2010). In this study, we used a purposive sampling method. The purposive sampling, also referred to as a judgment sampling, is the process of selecting a sample that is believed to be representative of a given population sample (Gay, Mills, & Airasian, 2012). We intentionally selected individuals and sites due to access issues for collection the data. The sample consisted of 219 students in one English education study program at an Indonesian state university.

Table 3. *Sample of the study*

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

Data collection methods and data analysis

We used two instruments to get the data; questionnaire and students' cumulative GPA. To obtain the information about students' study habits, we used Study Habits Inventory (SHI) from Mukhopadhyaya and Sansanwal (2009). SHI consists of 50 items, based on nine areas for each type of study habits. The following table areas of study habits inventory:

Table 4. *Study habits inventory specification*

No	Areas	Items in the Questionnaire
1.	Comprehension	2+, 5+, 6+, 8+, 9+, 10-, 13+, 29+, 30+, 31+, 36+, and 47+
2.	Concentration	14+, 16-, 17-, 18-, 19-, 20-, 21, 35-,38- and 40-
3.	Task Orientation	22+, 27+, 28-, 32-, 33-, 34-, 43-, 45- and 46-
4.	Study Sets	7+, 11+, 15+, 23+, 24+, 25+ and 39+
5.	Interaction	26-, 41+ and 42+
6.	Drilling	1+, 12+ and 37+
7.	Supports	48+, 49+ and 50+
8.	Recording	3+ and 4+
9.	Language	44+

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

Table 5. *Likert scale of the statement*

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

In this study, students' CGPA was collected as the documentation of students' academic achievement result to get the data for this research. It is the result of the students study from all the courses they had taken starting from the first semester to their current semester. To collect students' academic achievement, we collected their CGPA by asking directly in the same time when the questionnaires were given to them and from the university administration because some of them did not remember their CGPA. After we got the data, we classified the students' Cumulative GPA into the category. Before the questionnaire was administered, the researcher firstly considered validity and reliability. We used ready-made instruments which have been developed by experts. Seliger and Shohamy (2001) mentioned that using a ready-made instrument was more advantages than developing a new procedure for which information regarding reliability and validity is available.

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012). We did not do validity test because the study

habits inventory was ready-made questionnaire by Mukhopadhyaya and Sansawal (2009) and it had been already validated to measure students' study habits by face validity (Kumar, 2015). Richards & Schmidt (2010) say, "the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer". SHI has been used in different sample from junior high school to college students.

The reliability of questionnaire in this research was examined by split- half method. Split half method involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores (Fraenkel et al., 2012). The result was .91 which is fairly high and indicates that the inventory is reliable. Furthermore, Johnson and Christensen (2012) stated that when we used to check reliability of scores, the coefficient should be at least 0.70, preferably higher.

To get the score of study habits inventory, we counted the score of each item consisting of positive (4, 3, 2, 1, 0) and negative (0, 1, 2, 3, 4) statement. Then, the score of each item was s u m m e d . After all results of students' study habits had been obtained, the score would be put in the category based on the interval score. The interval score of study habits can be seen in the table below:

Table 6. *Study habit inventory interval*

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

Additionally, we classified students' cumulative GPA obtained into some categories. It can be seen in table below:

Table 7. *Students' academic achievement category*

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

We used Pearson – Product Moment Correlation Coefficient to find out the correlation between study habits and academic achievement, which was examined by The

Statistical Package for Social and Science (SPSS) computer program. The correlation is sought to find out whenever Pearson *r* is higher than 0.19. Gay et al. (2012) proposed that when two variables were correlated, the result is a correlation coefficient, which was a decimal number ranging from .00 to 1.00. The correlation coefficient indicated the size and direction of the relation between variables.

We used regression analysis to see the value of contribution of predictor variable (the students' study habits) toward the criterion variable (the students' academic achievement) by analyzing the data of SHI and students' cumulative GPA. Regression analysis can be applied if there is a correlation. In correlation, the effect size is called as the coefficient of determination, symbolized by *r*2. In short, the coefficient of determination indicates the percentage of the variability between the criterion scores that can be attributed to differences in the scores on the predictor variable (Fraenkel et al., 2012). Regression analysis can be applied if there is a correlation.

Findings and Discussion

From the analysis of the data, we divided our findings into: (1) the result of questionnaire, (2) the result of academic achievement, (3) the result of normality test (4) the result of linearity test (5) correlation between students' study habits and their academic achievement, and (6) influence of students' study habits and their academic achievement.

The result of questionnaire

Of 219 student teachers, only 148 of them participated in this research because some of them did not attend the class when we were distributing the questionnaire and some were absent due to their illness. The questionnaire of SHI consists of 50 items, based on nine areas of study habits; comprehension, concentration, task orientation, study sets, interaction, drilling, support, recording and language. The statements of SHI were divided into two categories positive and negative. Positive statements consist of 32 items counted from 4 to 0. On the other hand, negative statements consist of 18 items counted from 0 to 4. The result of SHI can be seen in the following table:

Table 8. *Descriptive statistics of student teachers' study habits*

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

Based on the descriptive statistics above, the range score of SHI was 108, the minimum score was 81 and the maximum score was 189. Meanwhile, the sum score of the students' study habits was 19482 and the mean was 131.64. This mean score (131.64) indicated that

the level of the students was average. The distribution of students' study habits can be seen in the table below:

Table 9. *Distribution of students' study habits*

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

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

The result of academic achievement

For academic achievement, we analyzed participants' academic achievement through their cumulative GPA that we obtained the university administration which can be seen below:

Table 10. *Descriptive statistics of student teachers' academic achievement*

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

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

Table 11. *The distribution of academic achievement*

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

Based on the distribution table above, the result showed that there were no students in the summa cumlaude category. On the contrary, there were 53 (36%) student teachers were in cumlaude, 83 (56%) student teachers were in the very good category, 10 (6.6%) student teachers were in the good category; 1 (0.67%) student was in average category, but 1 (0.67%) student was in uncategorized; 0.67 as his cumulative GPA was less than 2.00.

The result of normality test

The purpose of the normality test of the data was to find out whether the distribution of the data was normal or not. The probability value for the normality test of the data was .05. The variables are normal if : (a) H_O is accepted if the sig is lower than .05, it means the data are not normal, (b) H_1 is accepted if the sig is higher than .05, it means the data are normal. To find out whether the distribution was normal or not, the result of the normality test can be seen in the table below:

Table 12. *Tests of normality*

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

a. test distribution is normal, b. calculated from data, c. Lilliefors significance correction, and d. this is a lower bound of the true significance. Based on the result of normality test;

Kolmogorov-Smirnov, both study habits and academic achievement results were more than .05. The result of SHI was .091 (>.05) and academic achievement was .200(>.05) which could be assumed that the data were normal. The normal Q-Q plot of each variable is illustrated in the following figures.

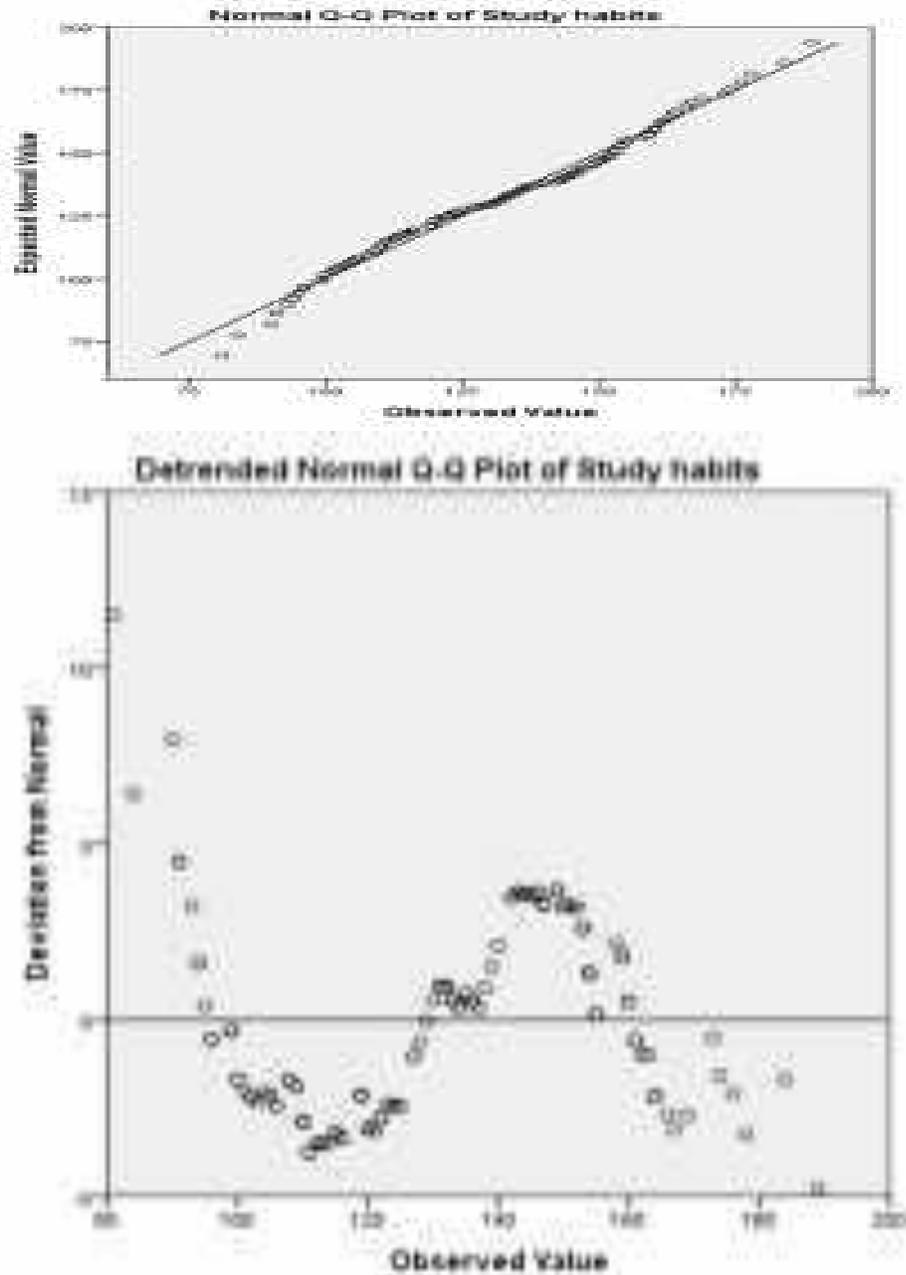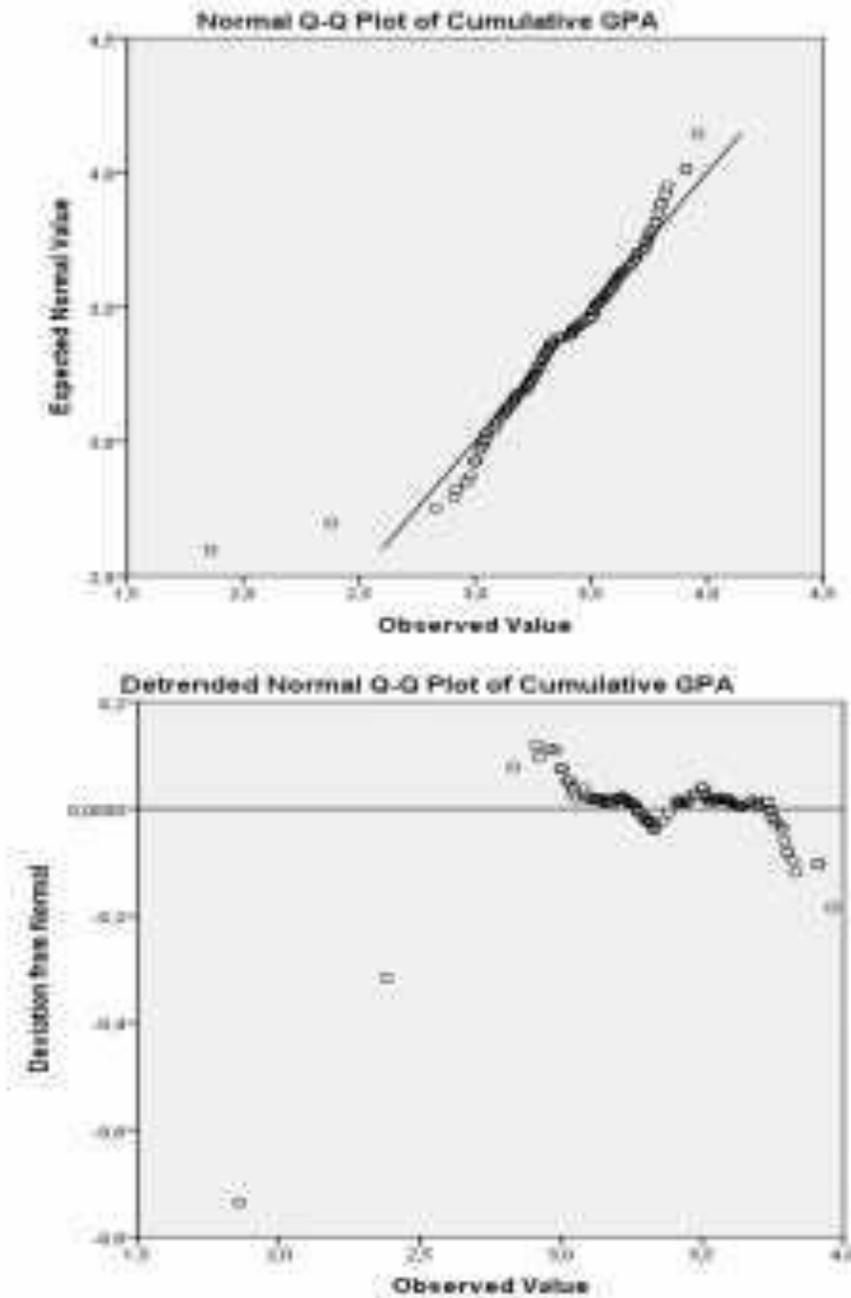**Figure 1.** *Distribution of study habits data normal Q-Q plot of study habits*

Figure 2. *Distribution of academic achievement data normal Q-Q plot of academic achievement*

The result of linearity test

The purpose of the linearity test of the data was to find out whether the distribution of the data was linear or not. The probability value for the linearity test of the data was .05.

The variables are linear if : (a) H_O is accepted if the sig is lower than .05, it means the data are not linear, and (b) H_1 is accepted if the sig is higher than .05, it means the data are linear. To find out whether the distribution of the data was linear or not, the result of the linearity test can be seen on the table below:

Table 13. *ANOVA*

			Sum of Squares	df	Mean Square	F	Sig.
Cumulati ve GPA * Study habits	Between Groups	(Combined)	9,640	74	,130	3,110	,000
		Linearity	5,408	1	5,408	129,10 2	,000
		Deviation from Linearity	4,232	73	,058	1,384	,084
	Within Groups		3,058	73	,042		
	Total		12,698	147			

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

Correlation between students' study habits and their academic achievement

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

Table 14. *Correlation result*

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

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

Based on the Pearson Product Moment above, the correlation coefficient or the

rvalue was 0.653 and it was higher than *r*table 0.161 and the level of probability (*p*) significance (sig.2-tailed) was 0.000 and it was lower than 0.05. Therefore, there was sufficient evidence to suggest that the H_O was rejected and H1 was accepted. The result indicated that there was a positive significant correlation between students' study habits and their academic achievement. Based on the correlation coefficient proposed by Lodico et al. (2010), the degree of correlation coefficient was strong relationship.

Influence of students' study habits on their academic achievement

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

Table 15. *Coefficients[a]*

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2,30	,104		22,011	,000
	Study habits	,0 08	,001	,653	10,407	,000

Dependent variable: Cumulative GPA

The results indicated that the students' study habits influenced academic achievement significantly with tvalue (10.407) was higher than ttable (1.976) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence of students' study habits on their academic.

Table 16. *Model summary[b]*

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

a. Predictors: (Constant), Study habits
b. Dependent Variable: Cumulative GPA

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

Based on the findings, there was a significant correlation between study habits and academic achievement. Also, there was an influence of study habits on academic achievement. First, from the result of Pearson product moment correlation, we found that there was a positive significant correlation between study habits and academic achievement of EFL student teachers in one English education study program at an Indonesian state university ($r=$ 0.653, p< 0.05). In other words, study habits had a relation to academic achievement. Our finding is in agreement with what previous studies have found. For example, Singh and Mahipal (2015) agreed that study habits and academic achievement had any correlation. Moreover, Singh and Vyast (2014) argued that the environment of family played a significant role in the educational of students. Thus, a comfortable home environment made students comfortable in learning and encourage good study habits for students so that it affects student academic achievement. Siahi and Maiyo (2015) found that a significant relationship between study habits and academic achievement. The factor that influenced study habits was home environment. Also, Arora (2016) found that there was an influence between study habits and academic achievement. On the contrary, Nouhi et al. (2008) found that students' study habits were no correlated with the academic achievement. There are no effects or the effect of study habits vanished when other variables were controlled. It was caused by another factor that was more dominant and had more contribution rather than study habits.

Conclusion

Although conclusions are controlled by the small sample size, the findings of this study contribute to our understanding of the link between English as a foreign language (EFL) student teachers' study habits and academic achievement. Overall, The findings in this study indicated first, the result of Pearson Product Moment indicated that there was a positive significant correlation between study habits and academic achievement of the EFL student teachers as the result of Pearson Product Moment was $r=$ *0.653*, higher than 0.19. Our findings showed that the null hypothesis (Ho) was rejected and the alternative (Ha) was accepted. It can be concluded that there was a strong correlation between EFL student teachers' study habits and academic achievement. Since the range score was between 0.65 – 0.84. It was indicated that the correlation was positive because the value of *r* was positive indicating that the higher the students' study habits, the higher the students' academic achievement. Second, the result of regression analysis indicated that there was an influence of study habits on academic achievement since the result of R square (0.426). It can be concluded that students' study habits gave 42% to their academic achievement.

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Biographical notes

LENNY MARZULINA works as a lecturer researcher and head of English education study program in the Faculty of Tarbiyah and Education, State Islamic University of Raden Fatah, Palembang, Indonesia. She obtained her undergraduate and graduate degrees in English Education from Sriwijaya University, Indonesia. Her research interests are on the area of education, language teaching, material development, and TEFL.

Dr. DIAN ERLINA works as a lecturer at English education study program in the Faculty of Tarbiyah and Education, State Islamic University of Raden Fatah, Palembang, Indonesia.

NOVA LINGGA PITALOKA works as a lecturer at English education study program in the Faculty of Tarbiyah and Education, State Islamic University of Raden Fatah, Palembang, Indonesia.

FLORENSIA ANGGARDE PARAMIKA is a student at English education study program in the Faculty of Tarbiyah and Education, State Islamic University of Raden Fatah, Palembang, Indonesia.