

Learning Habits and Learning Styles of Students in Indonesia EFL Classroom

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This research aim to find out; (1) the learning habits of the third-semester students of English Department of FKIP UKI Toraja, (2) the learning styles used of the third-semester students of English Department of FKIP UKI Toraja, (3) the learning achievement by the third-semester students of English Department of FKIP UKI Toraja, (4) whether there is a correlation between students' habit and learning achievement by the third-semester students of English Department of FKIP UKI Toraja, (5) whether there is a correlation between students' styles and learning achievement by the third-semester students of English Department of FKIP UKI Toraja. The research is mixed method. The participant of the research is the third-semester students of English Department of FKIP UKI Toraja. The sample consisted of 53 students. The data of this research were collected through learning habits questionnaire adapted and modified from Brown and Holtzman (1953) and learning style questionnaire adapted and modified from Deporter (1992). The data were analyzed by using SPSS 21 to get the quantitative data and the research interviewed the students to get the qualitative data. The research results show that (1) 13 students (25%) got a good category, 40 students (75%) got an average category and no student got a poor category. (2) 32 students (60%) visual learning style, five students (9%) auditorial/ aural learning style, seven students (13%) reading-writing learning styles, three students (6%) kinesthetic learning style, two students (4%) visual and aural learning style, one student (2%) aural and reading-writing learning style, one student (2%) visual, aural and reading-writing learning style, one student (2%) reading-writing and kinesthetic learning style and one student (2%) visual and kinesthetic learning style. (3) There was a significant correlation between learning habits and learning achievement of the third-semester students of English Department of FKIP UKI Toraja which coefficients correlation "r" was 0.804 and significant (2-tailed) was 0.035 which is smaller than $\alpha 0.05$. (4) The correlation between students' learning style and learning achievement was medium that the correlation "r" was 0.548 and the significant (2 tailed) was 0.084 which is bigger than $\alpha 0.05$.

Keywords: Correlation, Learning Habits, Learning Style and Learning Achievement

INTRODUCTION

Education is an essential thing for human life. Education has a role in improving the ability and competitiveness of a nation. Learning is a need of an individual to be educated; it is a requirement for learners to possess a study habit for them to learn as learning is the only key to eradicate illiteracy. In education as well as in the learning process, learning achievement occupies a very important place (Illahi & Khandai, 2015).

In an attempt to learn a language, the essential key to achieve proficiency is by applying a learning style that is suitable with an individual. Learning styles can be defined,

classified, and identified in many different ways. Learning style can also be described as a set of factors, behaviours, and attitudes that facilitate learning for an individual in a given situation. Sarabdeen (2013) states that every individual has his own preferred way of learning compared to others. Therefore, it is important to the learners to understand various styles of learning so that they will be able to engage in receiving knowledge and skills effectively.

Sometimes daily routines like practice that become a habit may also influence students' ability. Good (1973) states that habit is an action practiced continuously until it became a patterned behaviour and it usually performed without confirmed unconscious because practice has become familiar and easy. Learning habits can affect student learning activities. Good learning habits will have a positive effect on learners' learning outcomes. Learning habits between one individual with another individual are different, some have good study habits and some have bad learning habits. According to Kumar (2015), learning habits are the regular tendencies and practices that one depicts during the process of gaining information through learning.

In learning habits, students have to know about their way of studying. Learning style has been defined as a consistent way of functioning that reflects the underlying causes of learning behaviour (Keefe, 1987). Learning styles is the preferred ways to perform activities such as thinking, processing and understanding of the information (Ozbas, 2013).

The way students learn is different. It depends on the student's characteristics of each other. A good way of learning will shape good learning habits as well. Therefore, the formation of learning habits and learning styles should be developed in students both at school and at home.

LITERATURE REVIEW

A study conducted by Alavi and Toozandehjani (2017) which focused on "The Relationship between Learning Styles and Students' Identify Styles". The research aims to investigate the relationship between learning style and student's identity style. The result of this research outlined in this work stated that among the components of a successful style only concrete experience, reflective observation and active experimentation to predict and successful identity and disoriented style of abstract conceptualization learning style to predict.

A study proposed by Urh and Jereb (2014) with the study one "Learning Habit in Higher Education". The result of this research concluded that students with serious learning approach and who consciously or unconsciously took into account the recommendations of basic time management achieved on average a better grade. Differences in study performance reflect several of factors that affect the individual. Study habits of the individual are very important as is the ability to change behaviour in relation to the needs of the study.

A research was conducted by Singh and Mahipal (2015) which focus on "Academic Achievement of Secondary School Students in Relation to Their Study Habits". The results indicated that there was a significant relationship between government and private, male and female secondary school students' academic achievement and study habits.

Learning Habits

Habit is closely related to the action that we often or regularly do. In the learning process, habituation also involves reducing behaviour that is not needed (Syah, 2009). Learning habits are one of the factors that influence learning achievement. If students have good learning habits then the learning achievements will also be good. Every student who has experienced the learning process, habits will change.

Learning habits are an individual way of learning to gain knowledge. Learning habits are closely related to how learners learn. Rivai and Sudjana (2005) said that the success of students or students in taking lessons or lectures depends a lot on learning habits that are carried out regularly and continuously.

Learning habits are an individual way of learning to gain knowledge. Lee (2010) mentions good learning habits are important for students, especially college or university students, whose need include time management, note taking, internet skills, eliminatory distractions, and assigning high prioritizing studies.

Student's learning habit has different habits for each other. (Brown & Holtzman, 1953) states that there are two aspects of learning habits; the first is work methods that use of effective study procedures, skill and efficiency in doing academic assignments. Work Method is a method used by students in carrying out their learning activities in the most effective way. The second is delay avoidant - promptness in completing assignments and ability to resist distractions; Avoidance Delay is an effort carried out by a student in managing and carrying out his study time as well as possible, namely as efficiently as possible.

Learning Styles

Learning styles include everything a student does to learn a target. Learning style is the way of students in absorbing and understanding the information or idea which they have got in the learning process. In the other side, it could be said that learning is preference way of learning. Husain (2011) states that learning styles describe a student in terms of educational conditions in which he/ she is most likely to learn, or how students prefer to absorb and retain the new information they get in teaching and learning.

Learning styles can be defined, classified, and identified in many different ways. Learning styles are an individual reaction to several environmental, emotional, psychological, and sociological factors (Dunn & Dunn, 1992). Gregorc (1979) views a learning style as consisting of distinctive behaviour which serves as indicators how a person learns from and adapts to his environment. It also gives clues to how a person's mind operates. It can be concluded that learning style is the student's way how to process, absorb and get information about the learning material in the learning process. Learning style is very important for every student as it has a strong influence in contradiction of achievement.

One of the most common and widely used theories in learning style is Niel D. Fleming VARK model. VARK learning style model is learning style that has been modified from VAK model to VARK learning style by Fleming in 2006. The VARK stands for Visual (V), Aural (A), Read/Write (R), and Kinaesthetic (K). It is a tool for learner to analyze their learning style. According to Fleming (2006), VARK is a questionnaire that provides users with a profile of their learning preferences. It is about a learner's preferences for taking in and giving out information in a learning context. Learners only can change their study methods based on their VARK results (Fleming, 1995).

Learning Achievement

Achievement is the result of an activity that has been done, created, pleasing, obtained with tenacity the way of work, either individually or in groups in certain activities. Winkel (1991) stated that achievement is one's ability after learning or experience that can be seen by students' behaviour.

Winkel (1991) explains that teaching and learning process to the students can make them get more knowledge, by the students skill to their mark and attitude, because behaviour the students can do their duty or solve the problem from teacher or lecturer. It is shown that students' achievement will only be known by giving a set of question or evaluation and the ability or knowledge is something that everyone gets.

RESEARCH METHOD

The researcher applied Mixed Method and used Explanatory design. The mixed method was a research methodology which aimed to explore and describe in-depth detail the phenomenon that being investigated while the Explanatory design means the quantitative data were collected first and the qualitative data explain, refine, and clarify the quantitative data (Creswell, 2008). The population of the research was the third-semester students of English Department of UKI Toraja in the academic year 2018-2019.

In quantitative data, this research employed correlational research. Correlational research is research that involves the collection of data in determining whether there is a relationship or not and also the degree of the relationship between two or more quantifiable variable (Gay et al., 2006). This research analysed the relation between students' learning habit and learning achievement and the correlation between students' learning styles and learning achievement by the third-semester students of English Department of FKIP UKI Toraja.

FINDINGS

A. The Indicators, Calculating and Analysis of Students' Learning Habits

The distribution of students' learning habits can be seen in the table below:

Table 4.1. Distribution of Students' Learning Habit

Score Interval	Category	Frequency	Percentage(%)
140-200	Good	13	25
70-139	Average	40	75
0-68	Poor	0	0
TOTAL		53	100

From the table distribution of learning habits above, the result showed that 13 students were in the good study habits: 140-200 score interval. 40 students were in average; 70-139 score interval. Meanwhile, there was no student in poor learning habit.

To support the data above, it can be strengthened by the result of the interview from the other student that was conducted as follow:

a. Work Method

Cara belajar saya, saya lebih suka belajar kelompok, hm kelompok karena bisa saling bertanya kalau susah dipahami, tapi kalau soal e..tapi kalau mid atau final saya lebih suka belajar sendiri tapi kalau kayak ada tugas saya lebih suka belajar sama teman.

(The way I learn, I prefer to learn with group, group because I can ask when there is something difficult to understand, but if about ... but if it is about mid or final, I prefer to learn alone but if there is an assignment I prefer to study with my friends).

Interview the student on November 30th, 2018.

Based on the extract above, it showed how the students learned. The student said "*Cara belajar saya, saya lebih suka belajar kelompok karena bisa saling bertanya kalau susah dipahami*", it can be shown that the student preferred to learn with friends by having interaction with other students so the students can share knowledge and material. When they shared about the material, the students can get the different point of view and they also can increase their ability in studying, so they can be solve their problem easier at campus that was difficult to be understood. The student also said "*tapi kalau mid atau final saya lebih suka belajar sendiri*" which means that the student needed to be more focus and comfortable by

studying alone when she/he had a test. One of the good study habits was learning in a quiet place when the student wanted to have an exam. The students had a good choice that when she/he wanted to take final test, she/he preferred to study alone.

b. Delay Avoidant

hm kadang terlalu sering main HP, kayak sosmed, jadi biasanya kalau ku rasa sudah HP terus saya pegang, saya nonaktifkan mi HPku biar lebih konsentrasi.

(Sometimes, too often using Hp, like soceial media, so usually if I feel, I had used HP frequently, I turn off my HP so I can concentrate.)

Interview the student on November 30th, 2018.

From the extract above, it shows that how the student solved her problem. The student said, “*hm kadang terlalu sering main HP, kayak sosmed, jadi biasanya kalau ku rasa sudah HP terus saya pegang, saya nonaktifkan mi HPku biar lebih konsentrasi.*” The student sometimes used HP all the time. One of the causes for not studying was Hand phone, but she can turn off her phone to make her concentrate more studying.

B. The Indicators, Calculating and Analysis of Students’ Learning Styles

The results of the researcher’s analysis on the students’ answers in the questionnaire are shown in Table 4.2.

Table 4.2. Classifying Students’ Learning Style

Learning Styles	Number of Students
Visual Style (V)	31
Auditory/ Aural Style (A)	6
Reading-writing Style (R-W)	7
Kineastetik Style (K)	3
Visual and Auditoral Style (VA)	2
Auditory and Reading-writing style (AR)	1
Visual, Auditory and Reading-writing Style (VAR)	1
Reading-writing and Kineastetic Style (R-WK)	1
Visual and Kineastetik (VK)	1
Total	53

Table 4.2 showed that the most frequently learning style appeared was Visual with 31 participants who chose it.

To support the data above it can be strengthened by the result of interview from the another student that was conducted as follow: The extract below presents the statements of students identified as visual, auditory, reading-writing and kinaesthetic in the interview session.

a. Visual Learning Style

Kalau saya lebih cepat mengerti kak kalau pakai gambar soalnya langsung dilihat.

(I easier understand by displaying picture because it can be seen directly)

Interview the student on November 30th, 2018.

From the result above, the student studied easily by displaying picture. The student said that “*Kalau saya lebih cepat mengerti kak kalau pakai gambar soalnya langsung dilihat*”, it

meant that the student prefer to be better in studying by seeing. It was one of the categories of visual learning style

b. Auditory Learning Style

Saya biasanya belajar sendiri dan kalau mau final saya record suara saya baru dengar jadi lebih mudah saya pelajari kak walaupun jelek suaraku. Hehe

(I usually study alone and if there will be final, I record my voice then I listen it so it can be easier to be studied even my voice is too bad).

Interview the student on November 30th, 2018.

From the extract above, it shows that the students preferred to study alone and recorded her voice. She said “*Saya biasanya belajar sendiri dan kalau mau final saya record suara saya baru dengar jadi lebih mudah saya pelajari.*”, it means that she likes study by listening to the material or her voice herself. The typical of auditory learning style likes to study by listening or recording topic.

c. Reading-Writing Learning Style

Iya kak, Di kampus biasanya saya mencatat tapi hanya cakaran apa yang na bilang dosen, jadi masih ku ulang tulis dirumah pakai kata-kataku sendiri supaya cepat na' mengerti.

(Yes sister, I usually write down but only a rough copy from what the lecturer has said at campus, hence I rewrite by my own words so I can understand fast.

Interview the student on November 30th, 2018.

The extract above shows the student can get information by writing the concept and ideas at campus. The student rewrote at home what she had written at campus by using her own words. Reading-Writing Learning Style had a category that they were easier to study by their own words

d. Kinesthetic Learning Style

Saya lebih suka kalau banyak praktek, kalau menjelaskan bosan, kalau praktek langsung dimengerti, lebih relax juga, tidak tegang.

(I prefer to practice, if the teacher only explain the material, I am bored. If practicing, it can be understood directly. I also can be relaxed and I am not tense.

Interview the student on November 30th, 2018.

Extract above shows that the student liked practice. It can be seen when the student said “*Saya lebih suka kalau banyak praktek, kalau menjelaskan bosan, kalau praktek langsung dimengerti, lebih relax juga, tidak tegang*”. It shows that the student felt bored easily when the teacher only explained the material in front of the class. The student felt relax to study by practice. Most of kinesthetic learning style liked practice.

C. The Correlation between Students' Learning Habits and Learning Achievement

Table 4.5 . Correlation between Students' Learning Habit and Students' Learning Achievement

Correlations			
		Learning Habit	Learning Achievement
Learning Habit	Pearson Correlation	1	.804
	Sig. (2-tailed)		.035
	N	53	53
Learning Achievement	Pearson Correlation	.804	1
	Sig. (2-tailed)	.035	
	N	53	53

Table above shows that the result of the correlation analysis between learning habit and learning achievement of the undergraduate EFL students of UKI Toraja was 0.804. According to Gay et al. (2006), the categories of interpretation of table "r" below:

Table 4.6. Correlation Interpretation Table

The Score of "r" product moment	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.70-1.00	Very High

Based on the table above, it can be interpreted through Pearson correlation table that students gained very high interpretation by the table range 0.70-1.00. Based on the statistical analysis, the researcher concluded that there was significant correlation between students' learning habit and learning achievement. The correlation was very high. It can be seen in score significant 0.035 which was smaller than $\alpha 0.05$.

D. The Correlation between Students' Learning Styles and Learning Achievement

Table 4.8. The Correlation between Students' Learning Style and their Learning Achievement

Correlations			
		Learning Style	Learning Achievement
Learning Style	Pearson Correlation	1	.548
	Sig. (2-tailed)		.084
	N	53	53
Learning Achievement	Pearson Correlation	.548	1
	Sig. (2-tailed)	.084	
	N	53	53

The table above shows the result of correlation analysis between learning style and learning achievement of undergraduate EFL students of UKI Toraja was 0.548. It can be interpreted through person correlation table that students gained medium interpretation by the table range 0.40-0.799. Based on the statistical analysis, the researcher concluded that there was correlation between students' learning style and learning achievement and the correlation

was medium. The significant 2-tailed was 0.084 which was higher than $\alpha 0.05$, it means that there was no significant correlation between students learning style and learning achievement.

DISCUSSION

The result of this research shows that the learning habit used by the third-semester student of English Department of FKIP UKI Toraja, as measured by Learning Habit questionnaire adapted from Brown and Holtzman (1953) ranges from good to poor. The questionnaire was given by 53 students, it was found that 13 students (25%) got a good category, 40 students (75%) got an average category and no student got a poor category. Based on the descriptive analysis, students' learning habit with the average category is the most frequency. If the students used to learning well and having good habits, students would be able to obtain various benefits.

The research about learning habit has been conducted before by some researcher. One of them is Urh and Jereb (2014) who found that the difference between regular and part time students. Different from present research, the research was focus on investigating the learning habit by EFL students. The similarity of Urh and Jereb's research to the present research is both of them contain learning time, learning space and learning during lectures and social situation. In their research, Urh and Jereb (2014) found that who consciously or unconsciously take into account the recommendations of basic time management achieve on average a better grade. Similar to the present research, who has good time management, will have a good grade.

The result of this research shows that the learning styles used by the third-semester student of English Department of FKIP UKI Toraja, as measured by Learning Styles questionnaire. The questionnaire was given by 53 students, it was found that 32 students (60%) visual learning style, five students (9%) auditorial/ aural learning style, seven students (13%) reading-writing learning styles, three students (6%) kinesthetic learning style, two students (4%) visual and aural learning style, one student (2%) aural and reading-writing learning style, one student (2%) visual, aural and reading-writing learning style, one student (2%) reading-writing and kinesthetic learning style and one student (2%) visual and kinesthetic learning style. It means that the most of students are prefer using visual learning style to auditory and kinesthetic learning style.

The research found that students' majority learning style was a visual learning style. Visual learners learn best when the learning process involves visual objects. It is different between the previous studies from other researcher. Asiry (2016) found out the dominant learning style is multimodal learning style, it showed that the strong learning styles are kinesthetic and aural preferences. The similar between present research and Asiry's research are the same using VARK aspects.

The result of the correlation between students' learning habits and learning achievement of the person product moment correlation showed that coefficients correlation " r " was 0.804 and significant (2-tailed) was 0.035 which is smaller than $\alpha 0.05$. Therefore, this result showed that statistically there was a significant correlation between learning habits and learning achievement of EFL students at UKI Toraja. In fact, it can be concluded that the intensity of learning habits that the students will greatly influence their achievement. Singh and Mahipal (2015) agreed that study habits and academic achievement has correlation. Moreover, the reason why there was a significant correlation was found between study habits that there was a factor can be affected it.

The results of this research implication for knowledge to the researchers as prospective teachers in order to be able to guide students to get used to learn regularly so later can get expected learning outcomes by making a study schedule, reading and taking notes,

concentrating while studying, and repeating the material that has been studied so that the learning habits of students contribute to student learning outcomes

The next is the correlation between students' learning style and their learning achievement. The result of Pearson Product moment correlation revealed that the correlation "r" was 0.548 and the significant (2 tailed) was 0.084 which is bigger than $\alpha 0.05$. Therefore, it indicates that the degree correlation between students' learning style and learning achievement was medium. In fact, this matter shows that statistically there was not any significant correlation between students' learning style and learning achievement of the third-semester students of English Department of UKI Toraja. Dunn and Dunn (1992) state that in most cases, a successful learner learns in several different ways.

CONCLUSION

Based on the findings and discussion in the previous section, the students used all the indicators of learning habits of the third-semester students' of EFL classroom of UKI Toraja. Those are work method and delay avoidance. The results of descriptive statistical data analysis show that learning habits that 13 students were in the good study habits: 140-200 score interval. 40 students were on the average; 70-139 score interval. Meanwhile, there was no student in poor learning habit.

The result of this research is the third-semester students of English Department of UKI Toraja that the highest frequently learning style used by the students was visual style. It was the highest level usage with percentage of 60%. Then it was followed by reading-writing with percentage of 13%, auditory with percentage of 9%, kinesthetic with percentage of 6%, visual, auditory and reading-writing with of 4% and auditory and reading-writing, visual, auditory and reading-writing, reading-writing and kinesthetic, visual and kinesthetic with percentage 2%. Therefore, specifically, it found that the students indicated a preference for more visual and reading-writing.

The next objective of the research is to find out the correlation between students' learning habits, learning styles and learning achievement in the EFL classroom. This research found that there is a correlation between students' learning habits and their achievement, where the result of correlation analysis shows coefficients correlation "r" was 0.804 and significant (2-tailed) was 0.035 which is smaller than $\alpha 0.05$. This research also found that there is a correlation between students' learning style and their achievement, where the result of correlation analysis shows coefficients correlation "r" was 0.548 and the significant (2 tailed) was 0.084 which is bigger than $\alpha 0.05$.

The researcher concludes that learning habits and learning achievement correlates each other, and learning styles and learning achievement also correlates each other. So, it can be concluded that the good students' learning habits, the better their achievement. The more students know their learning styles, the better their achievement they can get.

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