

ABSTRACT

Romana Wismi Handayani. The Effect of Study Habits and Input Competence on the Grade-Point Average (GPA) of the Students of the English Language Education Program, Sanata Dharma University. Thesis. English Language Education Program, Sanata Dharma University, Yogyakarta, July 1994.

There may be a number of factors which are involved in learning and may affect learning processes and learning achievement. The factors may be internal or external. The internal factors refer to the factors which the student brings into the learning situation. They may determine the quality of the learning achievement. Research on the influencing factors, however, rarely raises interests, primarily in the English Language Education Program of Sanata Dharma University.

This research aimed at investigating the effects of the internal factors, particularly study habits and input competence, on the learning achievement or Grade-Point Average (GPA). Conceptually, it attempted to answer whether the learning achievement or GPA was predictable from study habits and input competence together and whether each of the factors was a valid predictor for the GPA.

The population of this research was the students of the English Language Education Program of Sanata Dharma University. The method applied was ex post facto. The instruments for the research were questionnaires, entrance-tests scores and GPA data.

The data was analyzed statistically by testing the regression coefficients. The analysis results led to the verification of the hypotheses and to the conclusion that: (1) the GPA was predictable from study habits and input competence together, (2) the study habit was a valid

predictor for the GPA, and (3) the input competence was a valid predictor for the GPA.

Additional analyses were intended to find out the magnitude of the predictions. The strength of the prediction of the GPA on the basis of study habits and input competence simultaneously (R) was .49. Thus the R^2 , which showed the proportion of variability in GPA accounted for by study habits and input competence together, was .24 or 24%. The residual, which represented the variability in GPA that could not be accounted for by study habits and input competence together, was .76 or 76%. The partial correlation coefficients which showed the strength of the prediction of the GPA on the basis of study habits and input competence individually were .40 and .33 respectively. Both coefficients showed direct and significant effects of study habits and input competence on the GPA.

