

A STUDY ON THE STUDENT'S PREFERENCES IN LEARNING ENGLISH BASED ON THEIR BIOLOGICAL DIFFERENCES AT SECOND SEMESTER OF ENGLISH DEPARTMENT OF UNIVERSITY OF MUHAMMADIYAH MALANG

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English

Dibuat: 2009-01-15 , dengan 3 file(s).

Keywords: Students' Preferences, Biological Differences

Learning styles are divided into four types such as, visual, auditory, kinesthetic and tactile. Learning style can also be related to biological factors like biorhythms, sustenance and location, which are called biological differences. There are many students applying the biological differences in learning. Thus, this study had two purposes. First, the study was to find out the characteristics of the students' preferences in applying biological differences, and second the study was to mention advantages and disadvantages of students' biological differences in learning.

The research design of this study was descriptive research. The population in this study was the second semester students of English Department of University of Muhammadiyah Malang consisting of nine small classes. The researcher took one class randomly by using lottery. The sampling technique used was cluster random sampling. Meanwhile, the instruments of this study were questionnaire and interview to collect the data.

The researcher found many characteristics of the students' preferences in learning based on their biological differences. First, biorhythms students. They preferred studying in specific time such as morning, afternoon, evening and night. Second, sustenance students. They needed food, drink and candy while they were learning. The last, location students. They were influenced by the environmental factors like lighting, sound, chairs and room.

In terms of the advantages and the disadvantages of students' biological differences, it was shown that one of the advantages on biorhythms students was they had schedule of study, so that they could study regularly based on the schedule of study. But, they felt bored studying in the same time everyday. Sustenance students felt energetic to study. In contrast, if the students ate too much in learning, they felt sleepy. Location students enjoyed and felt comfortable studying in their favorite places. But, they could get difficulties to decide the place, if they had to study together in a group.

Based on this research it can be concluded that there were many characteristics of the students in applying biological differences in learning. So, the teacher should know the biological differences of their students in order to do the most appropriate treatment in learning. Each of the characteristics had advantages and disadvantages. The disadvantages should be minimized, and the advantages should be maximized, by understanding and giving permission to the students to apply the biological differences in learning.