

**THE EFFECT OF ENGLISH PODCAST IN TEACHING LISTENING FOR
STUDENTS WITH DIFFERENT LEARNING STYLES**

THESIS

Presented to

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirement

For the Degree of *Magister* in English Language Education



By

Achmad Saifur Rijal

926.005.200.02

**SCHOOL OF GRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF KEDIRI**

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DECLARATION OF AUTHENTICITY

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others. This thesis is to fulfill the requirement for the degree of Magister (S2) in Department of English Language Education, State Islamic Institute of Kediri.

Jombang, June 29th 2022

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APPROVAL PAGE

This is to certify that the thesis of Achmad Saifur Rijal has been approved by the thesis advisors for further approval by the board of examiners.

THE EFFECT OF ENGLISH PODCAST IN TEACHING LISTENING FOR STUDENTS WITH DIFFERENT LEARNING STYLES

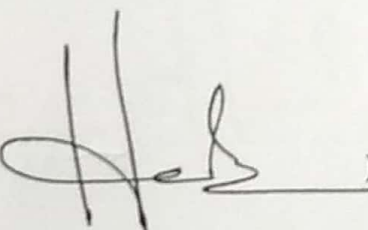
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MOTTO

*Respect everyone who speak to you, because not everyone who hears
could understand*

DEDICATION SHEET

I dedicate this thesis to:

- My God (Allah SWT) for giving me His mercies, His bless and His answer for my prayers.
- My beloved parents, Asyharun Nur and Rodliatul Mahfudhoh, and my brothers, Ahmad Affan Wahidi and Mohammaad Anas Mubarak for their support.
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ABSTRACT

Rijal, Achmad Saifur. 2022. *The Effect of English Podcast in Teaching Listening for Students with Different Learning Styles*. Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Sri Wahyuni, M. Pd., and Dr. Fathor Rasyid, M. Pd.

Keywords: English Podcast, Teaching Listening, Learning Styles.

Listening is one of the most difficult language skills for students to master for EFL learners. Students need focus to comprehend what they listen. Some students are not able to comprehend in their listening test during class time since they are lacking of vocabulary, focus, and experience in listening. Therefore, teachers should be able to use the appropriate technique and media in order to facilitate students in increasing their listening skill. Using an alternative media in the form of English podcast video can help to develop their listening skill. It provides a unique way in listening process then keeping their attention and comprehending what is being discussed. However, the involvement of students' learning styles seems affect the effectiveness of the media. This research aimed to examine the effectiveness of English podcast in teaching listening to students with different learning style.

The research was quasi-experimental research. The sample of the research was two classes of eleventh grade students of MA Unggulan Abdul Wahab Hasbulloh (MAUWH) Jombang; XI MIPA 3 as the experimental group, and XI MIPA 2 as the control group. The experimental group consists of 24 students and the control group consist of 25 students. A set of pretest and posttest of listening test were used as the instrument of the research. To assess students' learning style, The items of learning style questionnaires were adapted from Quantum Teaching written by DePorter, B., Reardon, M., & Singer-Nourie, S. The treatments were given to experimental group in three meetings. The hypothesis was tested using ANCOVA analysis to know the effectiveness of the method used to know the difference among learning styles.

The findings revealed that the use of English podcast is effective in teaching listening for eleventh grade students of MAUWH (sig. 001 < .05; f-obtained > f-table, 12.889 > 4.038). The experimental group achieve better result on their listening test (68.25 > 62.92). Then, the use of English podcast toward students who have different learning style in teaching listening is effective only to auditory students (.018 < .05), not to kinesthetic (.120 > .05) and auditory (.105 > .05) students. The use of English podcast is the most effective for auditory learners (Mean= 70.15), then followed by visual learners (Mean= 67.67), and the last is for kinaesthetic learners (Mean= 64).

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Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realizes that this thesis is far from perfect. Therefore, criticism and suggestion are gratefully accepted.

Jombang, 2022

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