



The Comparison of Diverse Learning Styles' English Speaking Achievement in Learning Speaking through Podcast Media

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ABSTRACT

The purpose of this study is to examine how well podcast media can help students improve their English-speaking abilities while taking into account their unique learning preferences. The study uses the VARK model (Visual, Auditory, Read/Write, and Kinesthetic) to determine learning preferences and focuses on students from Universitas Riau Kepulauan's English Education Study Program. Based on their responses to the VARK questionnaire, the 14 students who took part in the study were divided into several learning styles. Over the course of several weeks, they were subsequently assigned speaking assignments that included podcast media. A speaking rubric was used to evaluate their performances, analyzing things like vocabulary, pronunciation, both material and fluency. The findings indicated that the greatest gains in speaking skills, especially in fluency and pronunciation, were made by students with auditory and multimodal learning styles. Though not as noticeable, growth was also made by kinesthetic and visual learners. The least improvement was seen by read/write learners, suggesting that podcast-based education may not be as successful with them. According to the results, podcast media can help students improve their speaking abilities, particularly when it is tailored to their personal learning preferences.

Keywords: podcast, speaking skills, learning styles, VARK, EFL students

INTRODUCTION

Since speaking is so important to communication, it is one of the most important abilities in learning English. However, a number of issues, such as nervousness, low self-

confidence, restricted vocabulary, and lack of exposure, continue to make it difficult for many pupils to enhance their speaking abilities. Additionally, students' progress may be hampered by a mismatch between teaching strategies and their preferred learning styles. Developing successful teaching tactics requires an understanding of the variety of students' learning preferences.

The VARK model, created by Fleming and Mills (1992), is one framework for identifying learning styles. It divides learners into four categories: kinesthetic, visual, auditory, and read/write. Every learner processes and retains knowledge in a different way. Diagrams, charts, and pictures are preferred by visual learners. Speaking and listening exercises are beneficial to auditory learners. While kinesthetic learners learn best through hands-on experience and physical engagement, read/write learners prefer reading and writing assignments.

Podcasts have become more and more popular as a language learning tool in recent years, particularly for improving speaking and listening abilities. Podcasts offer opportunity for recurrent listening, flexibility in access, and exposure to a real language. Students can use them on their own or incorporate them into class activities. Podcasts can improve students' pronunciation, vocabulary, listening comprehension, and general speaking abilities, according to earlier research.

However, depending on each learner's unique learning style, podcast efficacy may differ. Podcasts may be quite beneficial for auditory learners, but it's uncertain how useful this medium is for other kinds of learners. Thus, the purpose of this study is to investigate how well podcast-assisted training can help students with various learning styles improve their speaking abilities.

METHOD

The impact of podcast media on students' speaking abilities based on their learning styles was examined in this study using a descriptive quantitative method. Fourteen students from Universitas Riau Kepulauan's English Education Study Program participated. Their availability during the study period and their willingness to participate were the main factors in their purposive selection.

Fleming's VARK questionnaire was used to determine each participant's preferred method of learning. The 16 multiple-choice questions on the questionnaire evaluate the following learning preferences: kinesthetic, visual, auditory, and read/write. Participants were categorized according to their dominant learning style based on the results.

Following grouping, participants took part in four sessions of speaking exercises aided by podcasts. Listening to English-language podcasts, practicing pronunciation, repeating words, responding to questions, and role-playing based on the podcast's content were all part of the exercises. Every lesson was planned to expose students to real-world language usage while incorporating speaking practice.

A rubric that focused on four criteria—pronunciation, vocabulary, fluency, and content—was used to evaluate the students' speaking performance. Each participant's

average score was determined after scores were assigned on a scale of 1 to 5. To ascertain which learning style demonstrated the most progress, data analysis entailed comparing the mean scores of students from each category.

FINDINGS AND DISCUSSION

The analysis revealed that students with auditory and multimodal learning styles achieved higher scores in speaking performance compared to other groups. Table 1 below summarizes the mean scores based on learning styles:

Table 1. Speaking Achievement by Learning Style

Learning Style Mean Score Observations

Auditory	3.85	Improved pronunciation, listening, and fluency
Kinesthetic	3.80	Strong in role-play and interactive sessions
Visual	3.65	Benefited from transcripts and visual supports
Read/Write	3.40	Less responsive to audio-only input
Multimodal	3.87	Balanced improvement across all components

Students with **auditory learning styles** showed significant improvement, especially in pronunciation and fluency. This result aligns with the nature of podcasts as an audio-based tool, which supports auditory learners effectively. Podcasts provided repeated listening opportunities, pronunciation models, and real-life conversational input that enhanced their speaking performance.

Kinesthetic learners benefited from the role-play and action-based components integrated into the podcast sessions. Although the podcasts themselves were auditory, the interactive activities following listening helped kinesthetic learners engage physically with the material.

Visual learners performed moderately well. They gained more when transcripts or visual outlines accompanied the audio content. This shows that supplementing podcasts with visual support can increase engagement for this group.

Read/write learners performed the lowest. Their learning preference emphasizes textual input, which is minimally available in podcast instruction. Although efforts were made to provide written tasks such as summaries and reflection notes, they did not compensate for the lack of direct textual content.

Multimodal learners had the highest average performance. These students adapted well across different types of activities, benefiting from the audio input, visual transcripts, and interactive speaking tasks. Their flexibility in learning styles allowed them to maximize the benefits of podcast-integrated instruction.

These results imply that language learning outcomes can be improved by matching instructional strategies to learning preferences. The study found that podcasts worked best for multimodal and auditory learners. In order to meet the requirements of various learners, educators ought to think about implementing mixed-media approaches.

CONCLUSION

The results of this study show that teaching English through podcasts is beneficial, especially for students who learn best through auditory and multimodal means. While multimodal learners adjusted to different activities, auditory learners profited from podcasts' audio-based format. Both visual and kinesthetic learners made progress, particularly when podcasts were paired with interactive or visual components. Read/write learners, on the other hand, made little progress, suggesting that text-based supplements are necessary.

Teachers are urged to use podcasts in their lessons, particularly when instructing students in speaking techniques. To be as effective as possible, they must also take into account each student's unique learning preferences. Future studies should look into bigger sample sizes or the long-term effects of podcast integration on language skills.

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