

ABSTRACT

Salsabila, Dian NIM 1860203223189. 2026. *The Correlation Between Students' Frequency of Listening to English Audio Podcast and Thier Vocabulary Mastery at MAN 4 Jombang*. Bachelor's Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University (UIN) Sayyid Ali Rahmatullah Tulungagung. Dosen Pembimbing: Muhammad Zen Masruri, M.Pd.

Kata kunci: *English audio podcasts, listening frequency, vocabulary mastery, correlational study, independent learning.*

Vocabulary mastery is a fundamental component of foreign language proficiency. However, students at MAN 4 Jombang still have limited exposure to authentic English outside the classroom. English audio podcasts, as a flexible and self-directed learning medium, have the potential to improve vocabulary acquisition through repeated language exposure. Although previous studies have discussed the benefits of podcasts in language learning, few have examined the relationship between the frequency of independently listening to English audio podcasts and students' vocabulary mastery. Therefore, this study aimed to describe students' frequency of listening to English audio podcasts, their level of vocabulary mastery, and the correlation between the two variables at MAN 4 Jombang.

This study employed a quantitative correlational design involving 56 eleventh grade students of the Religious Program (PK), selected through purposive sampling based on their engagement with English audio podcasts and participation in an English and Arabic based boarding school program. The frequency of listening to English audio podcasts (Variable X) was measured using a Likert scale questionnaire, while vocabulary mastery (Variable Y) was assessed through a multiple choice test. The data were analyzed using Pearson's Product Moment Correlation through IBM SPSS Statistics version 27.0 after the assumptions of normality and linearity were met.

The findings revealed that students' frequency of listening to English audio podcasts was categorized as high ($M = 55.52$), while their vocabulary mastery was categorized as very high ($M = 86.16$). Pearson's Product-Moment Correlation analysis yielded $r = 0.481$ with $p = 0.000$ ($p < 0.05$), indicating a statistically significant moderate positive correlation. Students who listened to English audio podcasts more frequently tended to have better vocabulary mastery, although classroom instruction and the boarding school environment also contributed to vocabulary development. Therefore, English audio podcasts can serve as a valuable complementary resource for improving vocabulary mastery.

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Penguasaan kosakata merupakan komponen dasar dalam kemampuan berbahasa asing. Namun, siswa di MAN 4 Jombang masih memiliki keterbatasan paparan bahasa Inggris autentik di luar kelas. Podcast audio bahasa Inggris sebagai media pembelajaran yang fleksibel dan mandiri berpotensi meningkatkan pemerolehan kosakata melalui paparan bahasa yang berulang. Meskipun penelitian sebelumnya telah membahas manfaat podcast dalam pembelajaran bahasa, masih sedikit yang mengkaji hubungan antara frekuensi mendengarkan podcast audio bahasa Inggris secara mandiri dengan penguasaan kosakata siswa. Oleh karena itu, penelitian ini bertujuan mendeskripsikan frekuensi mendengarkan podcast audio bahasa Inggris, tingkat penguasaan kosakata siswa, serta hubungan antara kedua variabel di MAN 4 Jombang.

Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan melibatkan 56 siswa kelas XI Program Keagamaan (PK) yang dipilih melalui purposive sampling berdasarkan keterlibatan dalam mendengarkan podcast audio bahasa Inggris dan keikutsertaan dalam program boarding school berbasis bahasa Inggris dan Arab. Frekuensi mendengarkan podcast (Variabel X) diukur menggunakan kuesioner skala Likert, sedangkan penguasaan kosakata (Variabel Y) diukur menggunakan tes pilihan ganda. Data dianalisis menggunakan Korelasi Product Moment Pearson melalui IBM SPSS Statistics versi 27.0 setelah memenuhi uji normalitas dan linearitas.

Hasil penelitian menunjukkan bahwa frekuensi mendengarkan podcast berada pada kategori tinggi (rata-rata = 55,52), sedangkan penguasaan kosakata berada pada kategori sangat tinggi (rata-rata = 86,16). Analisis Pearson menghasilkan koefisien korelasi $r = 0,481$ dengan nilai signifikansi $p = 0,000$ ($p < 0,05$), yang menunjukkan hubungan positif signifikan dengan kekuatan sedang. Temuan ini menunjukkan bahwa siswa yang lebih sering mendengarkan podcast cenderung memiliki penguasaan kosakata yang lebih baik, meskipun pembelajaran di kelas dan lingkungan boarding school juga berkontribusi terhadap perkembangan kosakata. Dengan demikian, podcast audio bahasa Inggris dapat menjadi sumber belajar pelengkap untuk meningkatkan penguasaan kosakata.