

ABSTRACT

The major objective of this research was to investigate the impact of TikTok content exposure on the listening abilities of eighth graders at SMP Negeri 16 Medan. An experimental design incorporating a control group and an experimental group was employed in the inquiry. A listening comprehension assessment including 25 multiple-choice questions was conducted as both a pre-test and post-test to gather data. During a four-week intervention, one group utilized individualized educational TikTok material to enhance grammar, factual recount narratives, and listening comprehension, while the other group received conventional instruction without the use of TikTok. The data were analyzed using a Mann-Whitney U Test and descriptive statistics. The experimental group demonstrated markedly more advancement than the control group. TikTok content significantly influenced pupils' listening performance, with a significance value below 0.001.

Keywords: TikTok content, listening skill, quasi-experimental research