# ABSTRACT

**Muhammad Fachrijal Azka Alghifari (2024): The Impact of Using The Tiktok *Learnenglishnative* Channel on The Students' Listening Skills**

This study explores the impact of the TikTok *learnenglishnative* channel on improving first-grade students' listening skills at SMKN 14 Bandung. Although listening is a fundamental skill in English acquisition, students face limited vocabulary and a lack of contextual understanding and engagement. While prior research highlights TikTok's benefits in enhancing language learning, this study used a quantitative method with a pre-experimental design to assess its effect on listening skills using a pre-test and post-test.

The results showed a significant increase in students' listening comprehension after implementing TikTok as a learning medium, supported by interactive and contextual learning activities. Based on the analysis revealed that the average student score on the pretest was 49.11, while the average score on the posttest increased to 59.59. A hypothesis test was conducted, and the results showed that the t-test value (0.001) was smaller than the t-table value (0.05), indicating a statistically significant outcome. However, the level of improvement was categorized as low, based on the N-gain test, which yielded a score of 0.2255 within the range of $0.3 < g < 0.7$. The study utilized SPSS version 30 for data analysis.

The study concludes that TikTok can be a valuable supplementary tool in EFL education, provided its integration is well-structured and complemented by other formal methods. Future research should explore its long-term effects and applicability across diverse educational settings. Educators should leverage digital platforms strategically to bridge the gap between traditional methodologies and modern learning preferences.

***Keywords:*** *TikTok Learn English Channel, Listening Skills, English Language Teaching*