

## The Impact of TikTok ‘Slow English Podcast’ Videos on Students’ Listening Achievement

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### ABSTRACT

*This study examined whether TikTok videos carrying “Slow English Podcast” content affect the listening achievement of seventh-grade students at SMPN 2 Kota Serang, Indonesia. The approach was quantitative, with a quasi-experimental layout in which an experimental class and a control class each took a pretest and a posttest. Sixty students were involved, thirty in each class. Their scores on a 30-item multiple-choice listening test were summarized descriptively and compared with an independent-samples t-test in IBM SPSS Statistics 26. The experimental class moved from a mean of 53.80 to 66.47, and the control class from 53.97 to 57.03. A statistically significant gap appeared in the posttest results ( $p = 0.037$ ). TikTok videos with “Slow English Podcast” content therefore affected students’ listening achievement and can be used as an alternative medium for teaching English listening.*

**Keywords:** EFL Students, Listening Achievement, Quasi-Experimental Design, Slow English Podcast, TikTok

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## INTRODUCTION

Listening is a core skill in learning English as a Foreign Language (EFL), as it provides the spoken input from which other language skills develop. Learners build vocabulary, pick up pronunciation patterns, and make sense of spoken messages by listening (Rost, 2011). Comprehension nonetheless poses a difficulty for EFL learners: a limited vocabulary can block understanding of spoken messages (Hardiyanto et al., 2021), and trouble recognizing words in connected speech weakens it further (El Moussaoui, 2025). Instruction is therefore needed that trains learners to process spoken English and to find relevant information effectively.

The preliminary observation by the researcher at SMPN 2 Kota Serang, made from September to November 2025 during the Teaching Practicum Program (PLP), revealed the same difficulties among seventh-grade students. Several students could not pinpoint main ideas or specific information, particularly in recordings played at normal speech speed. Listening in class relied mostly on textbook recordings, and limited class time meant that each was usually played once or twice, leaving students little chance to hear hard passages again. This situation called for alternative learning media that give easy access to spoken English input and help students follow listening materials.

Digital media make it possible to vary listening instruction. TikTok, for instance, pairs audio with visuals and offers captions, pause, and replay functions that can aid listening practice (Suciani et al., 2023; Wijaya et al., 2023). Its educational value depends on the content chosen and the way it is placed in classroom activities. A candidate resource is the TikTok video with “Slow English Podcast” content, where English is spoken at a slower pace. Pace matters for comprehension, especially for learners who struggle to follow information delivered fast (Chiu & Chen, 2023). Slower input also fits Krashen's (1982) Comprehensible Input Hypothesis, which puts weight on input that learners can understand. Selected TikTok videos with “Slow English Podcast” content may thus serve as an alternative resource in listening instruction.

Prior research has approached TikTok and podcasts in English learning from different directions. Alviani et al. (2026) studied TikTok in listening-related learning and reported benefits as well as challenges, including distraction and the need for structured guidance. Fitri et al. (2025) looked at TikTok as a medium for self-directed listening, and Miranty (2023) investigated what shapes Indonesian EFL students' use of podcasts in extensive listening classes. Zainuddin (2025) linked “Slow English Podcast” to speaking skills, and Ghonivita et al. (2021) found better listening and vocabulary mastery when Contextual Teaching and Learning was run through online learning. These studies differ in learning activities, language skills, and research approach, so the effect of TikTok videos with “Slow English Podcast” content on the listening achievement of seventh-grade junior high school students remains to be examined, ideally by comparing experimental and control groups.

To fill that gap, the study tested how TikTok videos with “Slow English Podcast” content affect the listening achievement of seventh-grade students at SMPN 2 Kota Serang. Under a quantitative quasi-experimental design with a pretest, a posttest, and a control group, one group of students learned listening from selected TikTok videos and the other received conventional instruction, with the researcher reading the listening texts aloud. Comparing the achievement of the two groups before and after the lessons gave empirical evidence on the use of TikTok videos with “Slow English Podcast” content as an alternative medium for teaching listening.

## LITERATURE REVIEW

### The Nature of Listening and Listening Achievement

Listening is more than registering sounds; it is an active process of building meaning from spoken language. Rost (2011) describes it as receiving, constructing, negotiating, and creating meaning. Altun (2023) adds that effective listening requires learners to recognize vocabulary and grammatical structures, read intonation and stress patterns, and understand oral messages. As a receptive skill, listening contributes much to growing English proficiency (Syafrizal, 2017).

Listening also gives learners meaningful language input and exposure to vocabulary, pronunciation, and grammatical patterns (Rost, 2011). The task is hard for EFL learners, who must process spoken information while identifying words, reading sentence structures, and grasping what a message means. Nhan and Quang (2024) point to the connection between listening and the development of sound production, stress placement, and understanding of sentence structure. Such demands make activities that help learners process spoken English and understand information more effectively worth providing.

Listening achievement in this study means students' measurable performance in understanding spoken English on a listening comprehension test. The format may vary with the aspect of comprehension being measured, for example multiple-choice questions, open-ended responses, or note-taking tasks (He & Jiang, 2021). Vocabulary knowledge also adds to listening comprehension (Luo et al., 2021). Four indicators measured listening achievement here: the ability to identify the main idea and specific information, to understand vocabulary in context, and to draw simple conclusions. Scores are measurable evidence of achievement, yet they reflect only the skills the instrument assesses and not the full range of listening abilities used in everyday communication.

### Video and TikTok as Listening Learning Media

Video supports language learning by delivering visual and auditory input together (Asmarani & Widagdo, 2025). As authentic material it presents language in meaningful contexts and can foster learners' motivation and language development (Treve, 2023). A systematic review by Shaojie et al. (2022) shows that audiovisual multimodal input helps learners construct meaning while listening. Well-designed multimodal presentations likewise help learners process information by coordinating what they see and hear (Bali et al., 2026). How much video helps depends on its design and presentation. Excessive or irrelevant visuals can distract learners, so materials need careful selection in listening instruction.

TikTok is a short-video platform that combines audio and visual elements (Yang & Wang, 2025). Short video length, captions, and the blend of sound and image give it potential for listening instruction. Short clips let learners concentrate on specific information and follow microlearning principles. Captions help learners match spoken words with their written forms, while pausing and replaying allow difficult sections to be heard again (Wijaya et al., 2023; Suciani et al., 2023). These features support listening practice when they are built into structured learning activities.

TikTok also brings challenges to educational use. Alviani et al. (2026) found that students who viewed TikTok positively were still concerned about distraction, superficial content, uneven learning experiences, and limited structured guidance. Its educational value thus rests partly on how content and features are brought into instruction. In this research, the teacher selected the videos and showed them through classroom presentation devices instead of having students browse TikTok alone. The listening

activities stayed on the chosen materials, and students were less likely to drift into unrelated content during the tasks.

### **Slow English Podcast and the Comprehensible Input Hypothesis**

Slow English Podcast content refers to audio-visual materials in which English is delivered at a slower and more controlled pace, often as short videos (Zainuddin, 2025). Speech rate is a key factor in comprehension: fast speech demands quick processing that taxes learners' cognitive resources, so a slower rate helps beginner and intermediate learners considerably (Chiu & Chen, 2023). Slow speech with clear articulation also improves intelligibility and makes linguistic features easier to recognize (Chiu & Chen, 2023).

The main theoretical basis of this study is Krashen's (1982) input hypothesis, which holds that acquisition occurs when learners receive input slightly above their current competence that stays comprehensible. In this framework, Slow English Podcast keeps input comprehensible, and visuals, captions, and replay add support for learners with limited vocabulary. One caution applies: the theory is conceptual and hard to falsify directly. The study does not separately measure how comprehensible the input is, so the theory serves as an explanatory framework and not as a hypothesis under test.

## **METHODS OF RESEARCH**

### **Research Design**

This research was quantitative and used a quasi-experimental design in which an experimental class and a control class each took a pretest and a posttest. The effect of TikTok videos with "Slow English Podcast" content on students' listening achievement was examined by comparing two existing classes. The school had formed the classes beforehand, so students could not be randomly assigned to the two groups (Andrade, 2021; Cohen et al., 2018; Creswell, 2012). The experimental class learned listening from selected TikTok videos with "Slow English Podcast" content, and the control class received conventional instruction, with the researcher reading the listening texts aloud.

### **Participants and Sampling Technique**

The study was carried out at SMPN 2 Kota Serang, Banten, in the 2026/2027 academic year. The population was 259 seventh-grade students in eight classes. Two existing classes were selected by purposive sampling, following considerations related to the research objectives and the school's class arrangements (Firdaus et al., 2023). The school and the English teacher gave permission, and 60 students took part: 30 in the experimental class and 30 in the control class. Both classes followed the same curriculum and had the same researcher as teacher, which kept the learning process consistent.

### **Research Instrument**

The instrument was a listening comprehension test of 30 multiple-choice questions drawn up from the Grade VII English learning outcomes and the school syllabus. It covered four listening indicators, namely main idea, specific information, vocabulary in context, and simple conclusions. Principles of language assessment and listening instruction informed its development (Brown, 2004; Richards, 2008).

Fifty questions were first tried out on 35 students who were not part of the research sample. Item

validity was tested with the Pearson Product-Moment correlation in IBM SPSS Statistics 26. With 35 participants the degrees of freedom were 33, and the critical correlation value at the 0.05 significance level was 0.334. Of the 50 items, 39 proved valid and 11 invalid. Thirty items were then picked for the pretest and posttest, based on the test blueprint and the targeted listening indicators. Cronbach's alpha gave the 30-item test a reliability coefficient of 0.911. Each correct answer earned one point and each incorrect answer earned zero.

### Research Procedure

Each class had five meetings of 80 minutes (two lesson periods): one pretest session, three treatment sessions, and one posttest session. The listening materials covered personal information and interpersonal relationships.

The first meeting was a pretest for both classes to measure initial listening achievement, and the second to fourth meetings were treatment sessions. Students in both classes received a vocabulary list on the lesson materials before each listening activity. The experimental class learned listening from selected TikTok videos with "Slow English Podcast" content, and the control class received conventional instruction with the researcher reading the texts aloud. The materials in both classes dealt with personal information and interpersonal relationships. In the fifth meeting both classes took a posttest to measure listening achievement after the learning activities, and the pretest and posttest results were analyzed to compare the two groups.

### Data Analysis

IBM SPSS Statistics 26 was used to analyze the pretest and posttest data. Descriptive statistics (mean, minimum, maximum, and standard deviation) summarized students' listening achievement in both classes. The Shapiro-Wilk test checked data normality and Levene's test checked homogeneity of variance. An independent-samples t-test then compared the posttest scores of the experimental and control classes at a significance level of 0.05. A p-value below 0.05 indicated a statistically significant difference between the classes, and a p-value of 0.05 or higher indicated no statistically significant difference.

## RESULT AND DISCUSSION

### Descriptive Statistics

Table 1 lists the descriptive statistics of students' listening achievement for the experimental and control classes, covering pretest and posttest minimum, maximum, mean, and standard deviation.

**Table 1. Descriptive Statistics of Students' Listening Achievement**

| Class        | Test     | N  | Minimum | Maximum | Mean  | Std.<br>Deviation |
|--------------|----------|----|---------|---------|-------|-------------------|
| Experimental | Pretest  | 30 | 14      | 93      | 53.80 | <b>18.404</b>     |
| Experimental | Posttest | 30 | 40      | 93      | 66.47 | <b>14.908</b>     |
| Control      | Pretest  | 30 | 20      | 93      | 53.97 | <b>16.953</b>     |
| Control      | Posttest | 30 | 23      | 90      | 57.03 | <b>18.998</b>     |

Table 1 shows similar pretest means in the two classes, 53.80 for the experimental class and 53.97 for the control class. After the learning activities the experimental mean rose to 66.47 and the control mean to 57.03. This is a gain of 12.67 points for the experimental class against 3.06 points for the control class.

### Normality and Homogeneity Tests

Table 2 gives the Shapiro–Wilk results for the normality of the pretest and posttest scores.

**Table 2. Shapiro–Wilk Normality Test Results**

| Class        | Test     | Significance |
|--------------|----------|--------------|
| Experimental | Pretest  | <b>0.798</b> |
| Experimental | Posttest | <b>0.539</b> |
| Control      | Pretest  | <b>0.125</b> |
| Control      | Posttest | <b>0.477</b> |

All Shapiro–Wilk significance values were above 0.05, so the pretest and posttest scores of both classes did not depart significantly from a normal distribution.

Levene’s test checked the homogeneity of variance between the two classes, and Table 3 shows the results.

**Table 3. Levene’s Test Results**

| Test      | Significance |
|-----------|--------------|
| Pre-Test  | <b>0.576</b> |
| Post-test | <b>0.168</b> |

Significance values of 0.576 for the pretest and 0.168 for the posttest both exceeded 0.05, which means the assumption of homogeneity of variance held for both sets of scores.

### Hypothesis Testing

Table 4 shows the independent-samples t-test that compared the posttest scores of the experimental and control classes.

**Table 4. Independent-Samples t-Test Results for Posttest Scores**

| t            | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|--------------|----|-----------------|-----------------|-----------------------|
| <b>2.140</b> | 58 | 0.037           | 9.433           | <b>4.409</b>          |

In Table 4 the independent-samples t-test gave a significance value of 0.037, under the 0.05 level, and the experimental class’s mean posttest score was 9.433 points above that of the control class. The null hypothesis was rejected and the alternative hypothesis was supported, which indicates a statistically significant difference in listening achievement between the two classes after the learning activities.

### Discussion

The findings indicate that TikTok videos with “Slow English Podcast” content may support the listening achievement of seventh-grade students. The experimental class scored a higher posttest mean (66.47) than the control class (57.03). Its mean had risen from 53.80, whereas the control mean went from 53.97 to 57.03. The independent-samples t-test showed a statistically significant difference between the

classes ( $p = 0.037$ ), so the experimental instruction was associated with better achievement than conventional instruction.

Rost's (2011) view of listening as an active process of building meaning from spoken language helps interpret these findings. The selected videos may have given students practice in finding main ideas and specific information, understanding vocabulary in context, and drawing simple conclusions. Krashen's (1982) Comprehensible Input Hypothesis, which stresses understandable input, is relevant too, as the fairly slow speech in the videos may have made the spoken information easier to follow. The study did not examine each indicator separately or measure comprehension processes directly, so these explanations stay possible interpretations and not confirmed mechanisms.

The findings agree with earlier research on the potential of podcasts and digital media in English language learning. Zainuddin (2025) reported better speaking skills through "Slow English Podcast" activities, and Alviani et al. (2026) and Fitri et al. (2025) explored TikTok for English learning and listening-related activities. Miranty (2023) studied what influences Indonesian EFL students' use of podcasts in extensive listening classes. These studies centered on speaking development, student perceptions, or podcast use and did not compare listening test achievement across groups. Ghonivita et al. (2021) reported better listening skills and vocabulary through online learning supported by Contextual Teaching and Learning (CTL), but their focus was classroom-based activities, whereas the present study compared two classes given different listening instruction in a quasi-experimental design. The findings thus add evidence on TikTok videos with "Slow English Podcast" content in listening instruction for seventh-grade students.

The score gains give further insight: the experimental class improved by 12.67 points and the control class by 3.06. The experimental class also reached a higher posttest mean (66.47) than the control class (57.03), with a statistically significant difference between them ( $p = 0.037$ ). TikTok videos with "Slow English Podcast" content can therefore serve as an alternative resource for supporting the listening achievement of seventh-grade students. Teachers can place selected videos with suitable vocabulary, topics, and speech rates into structured listening activities. Future studies could use a larger sample and compare slow-paced TikTok videos with equivalent audio-only materials to test their contribution to listening achievement more closely.

## CONCLUSION

This research concludes that TikTok videos with "Slow English Podcast" content significantly affected the listening achievement of seventh-grade students in this quasi-experimental study. The experimental class reached a posttest mean of 66.47 against 57.03 for the control class, and the independent-samples t-test showed a statistically significant difference between them ( $p = 0.037$ ). The findings support the use of these videos as an alternative resource for teaching listening to seventh-grade students. English teachers can integrate selected videos with suitable speech rates, vocabulary, and topics into structured listening activities. Further research could use a larger sample and compare TikTok videos with equivalent audio-only materials to examine more closely their contribution to students' listening achievement.

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