

Integrating Digital Microlearning into Pragmatic Instruction: TikTok-Assisted Simulation in Negotiation Speaking Education

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ABSTRACT

The background of this research stems from students' inadequate speaking abilities caused by passive attitudes, lack of confidence, and limited practice opportunities. This study aims to measure the effectiveness of the TikTok-Assisted Simulation Learning Model in improving negotiation speaking skills among high school students. A quantitative quasi-experimental approach with a nonequivalent control group design was applied, involving 36 students in the experimental class and 36 in the control class. Data were collected through pre-test and post-test instruments. Since the data did not follow a normal distribution, the Mann-Whitney U test was employed as the analytical tool, yielding an Asymp. Sig. (2-tailed) value of 0.000 ($P < 0,05$), which indicates a statistically significant difference between the two groups. Furthermore, N-Gain analysis revealed a mean score of 0.59 (moderate category) in the experimental group and 0.28 (low category) in the control group. These findings demonstrate that the TikTok-Assisted Simulation Learning Model is an effective, innovative, and applicable learning alternative for negotiation speaking at the high school level.

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1. INTRODUCTION

The advancement of science and technology in the 21st century demands that students master six core competencies, known as the 6Cs, which include critical thinking, creativity, collaboration, communication, citizenship, and character. These skills serve as the foundation of deep learning that prepares students to become competent, responsible, and adaptive individuals in the face of change (Karim et al., 2020). Mastery of the 6Cs enables students to develop academic abilities alongside social-emotional skills that are relevant to life in the digital era (Care, 2018).

In Indonesian language learning, communicative competence is realized through four language skills, namely listening and reading as receptive skills, and speaking and writing as productive skills (Ilham, 2020). Among these skills, speaking plays a crucial role in social interaction. Interactive instruction has been shown to enhance speaking ability within the students' self-environment (Fatimah

Omar et al., 2020). This skill is particularly relevant in negotiation text learning, as it trains students to express opinions, defend arguments, and reach agreements in a respectful manner. Speaking in negotiation contexts involves both linguistic and non-linguistic aspects that collectively determine the effectiveness of communication and the success of reaching a mutual agreement (Subhayni et al., 2017). This view is reinforced by Tarigan (2015), who asserts that speaking ability encompasses not only linguistic accuracy but also the speaker's capacity to adapt utterances to communicative goals and situational demands. The negotiation text itself is structured around a bargaining process involving orientation, request, fulfillment, offer, agreement, purchase, and closing stages, all of which must be integrated into negotiation speaking instruction (Debby & Melissa, 2020). Therefore, negotiation speaking ability constitutes an essential competency that needs to be developed among senior high school students (Andrianto et al., 2024).

The National Assessment (AN) report by the Ministry of Education, Culture, Research, and Technology in 2023 revealed that the speaking ability of senior high school students remains low, particularly in conveying ideas orally. Studies have found that this condition is influenced by passive attitudes, feelings of embarrassment, a lack of self-confidence, and limited participation in discussion activities, resulting in a monotonous learning atmosphere (Susanto et al., 2025). Negotiation speaking skills are also found to be low due to insufficient opportunities for practice in the classroom (Bahtiar et al., 2024); (Nasir et al., 2023; Sulastris, 2025). These findings underscore the urgent need for negotiation speaking instruction that is practical and contextually grounded.

Furthermore, student disengagement during the learning process has been identified as a contributing factor to declining learning motivation. This situation is largely driven by teacher-centered instructional models that offer minimal student interaction (Rostinah et al., 2023). Consequently, there is a growing need for instructional innovation that positions students as active participants through direct, hands-on experience. Experience-based approaches have been proven effective in enhancing language proficiency, deepening conceptual understanding, and fostering collaborative and critical thinking skills (Morris, 2020; Rahmi, 2024).

The rapid advancement of digital technology has shifted the paradigm of education toward more student-centered approaches. Generation Z is characterized by visual learning preferences, quick adaptability, and a strong inclination toward interactive content (Amalia et al., 2024). This shift aligns with constructivist theory, which asserts that knowledge is constructed through students' active engagement in the learning process, social interaction, and reflection (Ammar et al., 2021). Rooted in Vygotsky's sociocultural perspective, this theory emphasizes that learning is fundamentally a social process in which students develop understanding through collaboration, dialogue, and scaffolding within their Zone of Proximal Development (Mishra, 2023). In this framework, the teacher serves not as a transmitter of knowledge but as a facilitator who creates meaningful learning experiences that encourage students to actively construct their own understanding. Social media has become an integral part of adolescents' daily lives, and its incorporation into education serves as a platform for interaction, communication, collaboration, and the exchange of learning materials (Perez et al., 2023).

The simulation learning model is an instructional approach that places students in simulated real-life situations to build conceptual understanding while simultaneously developing practical skills through direct experience. Taniredja (2011) explains that in simulation-based learning, students are invited to assume specific roles, resolve problems, and actively interact with one another. In Indonesian language learning, particularly in the speaking domain, this approach is highly relevant as it encourages students to perform confidently, communicate effectively, and understand how to deliver utterances appropriately according to context, encompassing conversational structure, polite language choices, and appropriate intonation.

The integration of TikTok as a supporting medium in simulation learning is capable of creating a more engaging and relevant learning experience, particularly for Generation Z students who are familiar with digital content. Through its short video features and dynamic visual display, TikTok can serve as a platform for students to record their speaking practice, showcase simulation results, and

reflect on their learning process. It is stated that the presence of social media such as TikTok in simulation activities encourages students to be more enthusiastic and creative in learning (Perez et al., 2023). Similarly, it is affirmed that video recording activities on TikTok can help students independently improve their articulation and speaking intonation. Furthermore, it is added that the interaction and feedback features available on the platform further strengthen student engagement and communicative competence in learning activities (Kusumah et al., 2025).

Among the most widely used social media platforms, TikTok stands out with approximately 160 million active users in Indonesia as of 2025. Originally adopted as an entertainment medium, TikTok has increasingly been utilized in educational settings through the concept of cognitive microlearning a pedagogical strategy that delivers subject matter in brief, focused video segments designed to align with the brain's limited working memory capacity, thereby reducing cognitive load and facilitating deeper encoding of information (Sweller, 2023; Conde-Caballero et al., 2023). Unlike conventional video media, which typically presents instructional content in a one-directional, passive format with no opportunity for immediate social response, TikTok's platform architecture incorporates community-based feedback mechanisms including comments, duet features, and collaborative sharing that transform passive viewing into an interactive social learning experience (MacKinnon et al., 2021). This distinction is pedagogically significant conventional video restricts learners to the role of observer, whereas TikTok enables peer response and co-construction of meaning, features that are particularly conducive to bridging students' Zone of Proximal Development (ZPD) through social scaffolding (Mishra, 2023).

A study conducted by Isnawati (2022), demonstrated a significant improvement in teacher activity, student engagement, and speaking ability following the implementation of a learning approach incorporating contextual simulation. A similar finding was reported by Nurlaili, et al. (2025), who established that the simulation learning model bears a strong relationship with the enhancement of students' negotiation text writing skills. Drawing upon these cumulative findings, it can be concluded that the implementation of a simulation learning model that provides authentic classroom experiences holds considerable potential as an effective solution to address student disengagement and to improve language proficiency, as task-based contextual practice encourages active communicative interaction (Ellis et al., 2019).

In its application, the simulation learning model can be integrated with TikTok as a supporting medium. The delivery of instructional materials through a combination of text, images, audio, and video has been proven more effective in enhancing students' comprehension and retention compared to the use of a single type of media alone (Brown & Davis, 2024). Through the use of TikTok, students are able to record their simulations, review their performance, publish the results, and engage in discussions, thereby providing opportunities for both individual and collective reflection.

The integration of TikTok-assisted simulation learning opens broader opportunities for students to develop speaking skills, such as negotiation, in a more contextual and interactive manner that aligns with the characteristics of the digital generation. This innovation not only has the potential to strengthen communicative competence, but also to foster greater self-confidence and critical thinking skills when students are confronted with real-life situations.

Prior studies in this domain can be mapped thematically across three clusters. The first cluster addresses simulation-based learning without digital integration Wikaningtyas (2023) employed a seminar simulation model to improve student learning outcomes, and Rostinah et al. (2023) applied simulation learning to enhance academic achievement in informational and text-based materials ; however, neither study incorporated digital media, leaving the potential of technology-mediated interaction unexplored. The second cluster examines TikTok as a speaking medium without a structured learning model several studies have utilized TikTok to support speaking instruction (Conde-Caballero et al., 2023 ;Anitia et al., 2025),yet without anchoring the intervention in a specific pedagogical framework, resulting in limited scaffolding for students' communicative development. The third cluster concerns negotiation text competence through non-digital approaches. Nurlaili et al. (2025)

established a relationship between simulation learning and the improvement of negotiation text writing skills, through speaking skills and digital mediation were not addressed. Across all three clusters, a shared limitation emerges conventional or single-mode media fail to provide the interactive, community-driven feedback that is essential for bridging learners' ZPD in the context of negotiation speaking. No prior study has converged these three strands by integrating TikTok's community-based feedback features within a simulation learning model specifically designed for negotiation speaking instruction.

Drawing on the gaps identified in the literature, the theoretical-pedagogical novelty of this study lies in its integration of three complementary frameworks Vygotsky's sociocultural theory particularly the concept of the Zone of Proximal Development as the theoretical foundation for collaborative and dialogic learning Mishra (2023) cognitive microlearning as the instructional design principle operationalized through TikTok's short-video format (Sweller, 2023); and simulation-based learning as the pedagogical structure that situates students in authentic communicative contexts. By embedding TikTok's community-based feedback features within a simulation framework, this study positions peer interaction and social response as active scaffolding mechanisms that bridge students' ZPD a function that conventional video media, lacking interactivity, cannot fulfill (MacKinnon et al., 2021). This convergence constitutes a theoretically grounded and pedagogically distinctive contribution to the field of digital language learning.

Based on the problems identified and the literature review above, this study aims to describe the implementation of a TikTok-assisted simulation learning model in negotiation speaking instruction among tenth-grade senior high school students and to examine its effect on the improvement of negotiation speaking skills. A quasi-experimental approach was adopted in this study, incorporating a non-equivalent control group design, in which one class served as the experimental group receiving TikTok-assisted simulation learning and another class served as the control group receiving conventional instruction. This study is expected to provide an innovative instructional model that not only enhances negotiation speaking skills but also leverages digital technology that is already familiar to students in their daily lives, so that the findings of this research can contribute to active, contextual, and contemporary language learning that is relevant to the demands of the modern era.

2. METHODS

This study employed a quantitative approach utilizing a quasi-experimental design, particularly a nonequivalent control group design (Creswell, 2018). Two classes were included an experimental class using a TikTok-assisted simulation learning model and a control class using conventional learning. Each class received a pretest and posttest to evaluate the degree of improvement in students' negotiation speaking skills (Sugiyono, 2022).

The study was carried out at SMAN 1 Bandung throughout the even semester of the 2025/2026 academic year, with the population consisting of all Grade X students.

Table 2.1 Sample Data of Grade X Students at SMAN 1 Bandung

Class	Category	Male	Female	Total Number	Final Total
X-3	Experimental	16	28	44	36
X-1	Control	15	27	42	36

The initial sample size of class X-3 as the experimental group was 44 students, while class X-1 as the control group comprised 42 students. Both classes were selected through purposive sampling based on measurable criteria, including equivalence in academic ability and comparable learning behavior. This was further supported by discussions with the subject teacher, who confirmed that both classes showed no significant differences in academic ability or learning habits, and that neither class had received any prior special instructional treatment.

The equivalence of both classes was also empirically evidenced through the pretest results, in which class X-3 obtained a mean score of 69 and class X-1 obtained a mean score of 70, indicating that the initial abilities of both groups were at nearly the same level. To further verify this statistically, a homogeneity test was conducted on the pretest data, with the results presented in Table 2.2 below.

Table 2.2 Test of Homogeneity of Variance Pretest

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	0.706	1	70	0.404
	Based on Median	0.603	1	70	0.440
	Based on Median and with adjusted df	0.603	1	69.898	0.440
	Based on Trimmed Mean	0.670	1	70	0.416

This was statistically confirmed through the Levene's Test for Homogeneity of Variance conducted on the pretest data, which yielded a Levene Statistic of 0.706 (based on mean) with a significance value of $p = 0.404$ ($p > 0.05$), indicating that the variances of both classes were not significantly different. These results confirm that the two classes were statistically homogeneous prior to the intervention, thereby strengthening the validity of the purposive sample selection. However, as several students did not participate in the posttest, the final sample size of each class was adjusted to 36 students to maintain intergroup balance in accordance with principles of quasi-experimental research (Sugiyono, 2022).

This study employed four data collection instruments. First, a test instrument comprised a negotiation speaking skills assessment rubric covering five aspects: pronunciation accuracy, word choice, speaking fluency, topic mastery, and text structure accuracy, all of which had been validated by an Indonesian language learning expert. Data collection was carried out through pretests and posttests administered to both groups. Second, observation was employed to track student engagement throughout the learning process. Third, a questionnaire was administered to measure students' responses and views toward the TikTok-assisted simulation learning model. Fourth, documentation in the form of audio recordings and transcripts of simulation results served as authentic evidence as well as supporting analytical material.

The data were analyzed through a series of sequential statistical tests, including a reliability test to ensure instrument consistency, a normality test using the Shapiro-Wilk to examine the distribution of pretest and posttest data, and a homogeneity test to verify the equality of variances between the experimental and control groups as a prerequisite for hypothesis testing. Since the pretest data of the control group were not normally distributed and thus the parametric assumptions were not met, hypothesis testing was conducted using the non-parametric Mann-Whitney U test. This test was selected to compare the posttest results of both groups in order to identify whether a significant difference existed, and also because it does not require a normal distribution, thereby still yielding statistically valid results.

In addition, the N-Gain test was applied to assess the degree of enhancement in students' negotiation speaking skills from pre-to-post-treatment. The N-Gain category was determined based on the following criteria: high ($g > 0.7$), medium ($0.3 \leq g \leq 0.7$), and low ($g < 0.3$). A significance level of $p < 0.05$ was applied as the criterion for determining the significance of the differences between the two groups.

3. FINDINGS AND DISCUSSION

Findings

The experimental class underwent four meetings of simulation-based learning assisted by TikTok, each lasting 2×45 minutes. Following the simulation model syntax proposed by Taniredja (2011) the learning process consisted of three stages: preparation, implementation, and evaluation. In the first

meeting, students were introduced to negotiation texts and formed groups to draft a negotiation framework. The second meeting focused on developing a full negotiation scenario via Google Docs under teacher supervision. In the third meeting, students practiced, recorded, and uploaded their negotiation simulations to TikTok. Finally, the fourth meeting served as an evaluation session in which students watched and commented on each group's video through the TikTok comment feature.

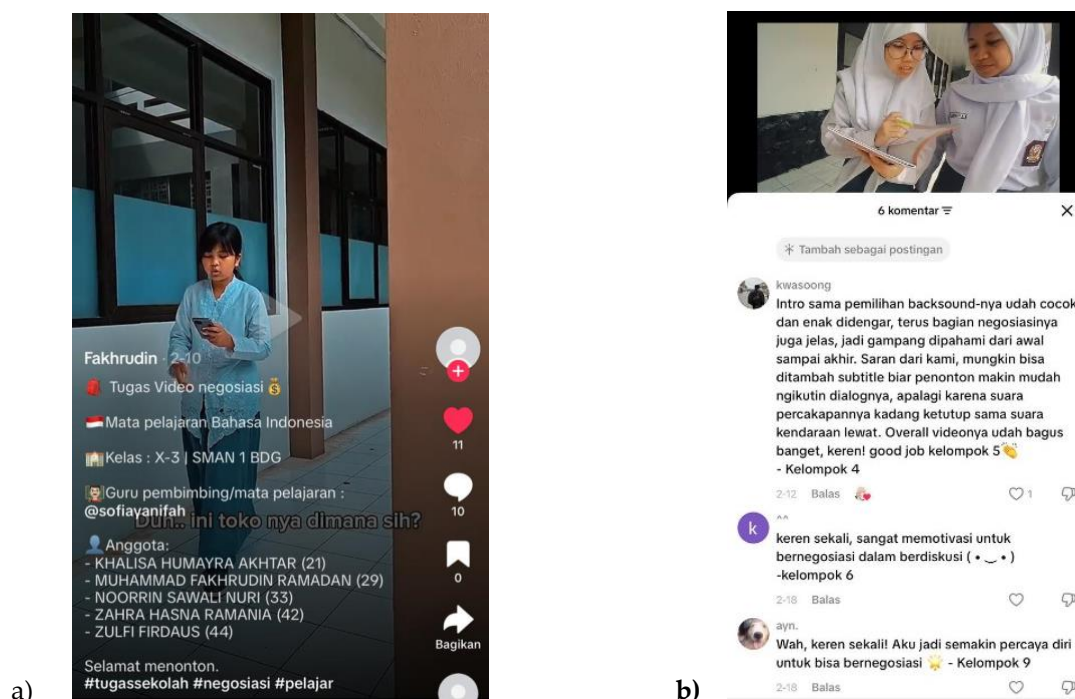


Figure 1. As part of the simulation learning model implementation, students uploaded their negotiation simulation videos to TikTok, allowing other groups to review and provide constructive comments on their performances.

Following the completion of the treatment, pretest and posttest data were collected from both classes. Prior to hypothesis testing, a normality test was conducted using the Shapiro-Wilk test, given the sample size of 36 students per class. The results are presented in Table 3.1 below.

Table 3.1 Normality Test of Experimental Class and Control Class

Class	Data	Shapiro-Wilk Statistic	df	Sig.	Distribution
Experimental (X-3)	Pre-test	0.968	36	0.362	Normal
	Post-test	0.960	36	0.209	Normal
Control (X-1)	Pre-test	0.919	36	0.012	Not Normal
	Post-test	0.949	36	0.095	Normal

Normality testing was conducted separately for each class using the Shapiro-Wilk test. As presented, the experimental class pretest and posttest data were both normally distributed, with significance values of 0.362 and 0.209 respectively, both exceeding the > 0.05 threshold. Similarly, the control class posttest data were normally distributed with 0.095. However, the control class pretest data were not normally distributed, as indicated by a significance value of 0.012, which falls below the > 0.05 threshold. Since the normality assumption was not fully met across all data sets, hypothesis testing was subsequently conducted using the non-parametric Mann-Whitney U test, which does not require the assumption of a normal distribution.

Table 3.2 Test for Homogeneity of Variance Pre-test and Post-test

Data	Levene Statistic (Based on Mean)	df1	df2	Sig.	Decision
Pre-test	0.706	1	70	0.404	Homogeneous
Post-test	1.367	1	70	0.246	Homogeneous

The homogeneity test was conducted using Levene's test based on the mean. The results showed that both the pre-test and post-test data were homogeneous, with significance values of 0.404 and 0.246 respectively, both exceeding the $> 0,05$ threshold. This indicates that the variances between the experimental and control classes were equal, confirming that the two classes possessed comparable characteristics for further comparative analysis.

Table 3.3 Mann-Whitney U Test Results

Statistic	Value
Mann-Whitney U	213.500
Wilcoxon W	879.500
Z	-4.906
Asymp.Sig. (2-tailed)	0.000

Hypothesis testing was conducted using the Mann-Whitney U test. As presented in Table 3.3, the test an Asymp. Sig. (2-tailed) value of 0.000 ($p < 0.05$). This indicates that there is a statistically significant difference in negotiation speaking skills between the experimental class and the control class following the treatment with the experimental class demonstrating superior performance.

Table 3.4 N-Gain Descriptive Statistics

Class	N	Minimum	Maximum	Mean N-Gain	Std. Deviation	Category
Experimental (X-3)	36	0	1	0.59	0.174	Moderate
Control (X-1)	36	0	1	0.28	0.189	Low

The N-Gain analysis revealed the experimental class obtained an average score of 0.59, classified as moderate, whereas the control class averaged 0.28, classified as low. These results indicate that learning outcome improvements were greater in the experimental class, suggesting that the treatment applied had a positive impact on student achievement.

Discussion

The results indicate that both classes showed improvement in negotiation speaking skills; however, the experimental class demonstrated a significantly greater improvement than the control class. Students in the experimental class showed better pronunciation, more polite and persuasive diction, improved fluency, stronger topic mastery, and more structured delivery, whereas the control class showed only modest improvement.

The findings confirm that TikTok-assisted simulation learning positively influenced students' negotiation speaking skills. This is consistent with Taniredja (2011), who argues that simulation learning allows students to experience real-world situations in the classroom, enabling them to understand concepts and roles through direct experience as if in real conditions. Through negotiation simulations combined with Tiktok, students not only learned theoretically but also gained authentic practical experience, making learning more meaningful.

The simulation learning model assisted by TikTok proved more effective in enhancing students' negotiation speaking skills than conventional learning methods, as evidenced by the significantly higher improvement in the experimental class across all five assessed aspects. Among the five assessed aspects, word choice (diction) and negotiation text structure accuracy showed particularly notable gains in the experimental class. From a psycholinguistic perspective, this improvement can be attributed to the process of repeated short-video recording inherent in TikTok-assisted learning. Each time students re-recorded their negotiation simulations, they were compelled to engage in self-monitoring a metacognitive process in which learners evaluate and regulate their own linguistic (T. Wang & Zeng, 2026). This iterative rehearsal process activates working memory and deepens lexical encoding, enabling students to internalize contextually appropriate negotiation vocabulary such as polite offers, counter proposals, and closing expressions more effectively than a single performance would allow (Sweller, 2023). The act of reviewing their own recordings further triggered self-correction of diction, as students became consciously aware of lexical choices that sounded unnatural or imprecise when heard through playback.

From a sociolinguistic perspective, the improvement in text structure accuracy can be explained through the concept of audience design (Whitehouse et al., 2026), whereby speakers adjust their linguistic choices in response to an anticipated audience. In the TikTok environment, students were aware that their negotiation videos would be publicly viewed and commented on by peers, which created a heightened sense of communicative accountability. This social pressure motivated students to adhere more carefully to the negotiation text structure comprising orientation, request, offer, agreement, and closing stages as deviating from this structure would be immediately visible to their audience. Furthermore, the community-based feedback mechanism of TikTok, in which peers left comments on each group's performance, functioned as a form of social scaffolding within students' Zone of Proximal Development (Mishra, 2023). Students received immediate, contextually relevant feedback from more capable peers, enabling them to identify and correct structural weaknesses in subsequent performances. This dynamic of peer evaluation and social accountability absent in conventional learning constitutes the primary sociolinguistic mechanism through which TikTok-assisted simulation produced significantly greater gains in diction and structural accuracy. Although the experimental class demonstrated meaningfully greater gains than the control class, the moderate N-Gain category suggests that the model has not yet reached its full pedagogical potential. This plateau may be attributed to the limited number of treatment sessions (four meetings) and the varying degrees of students' prior digital literacy, which influenced the quality of their TikTok-based simulation outputs. Future implementations should consider extending the instructional cycle and providing scaffolded digital training prior to the intervention to maximize learning outcomes.

The process of repeatedly recording short negotiation videos on TikTok constitutes a distinctive pedagogical mechanism that warrants elaboration from both psycholinguistic and sociolinguistic standpoints. Psycholinguistically, repeated recording engages the noticing hypothesis. Through video-based formative practices, learners are prompted to consciously monitor their own performance, notice structural or linguistic gaps and progressively mitigate speaking anxiety while refining their output (Zheng et al., 2023), which posits that learners must consciously notice a linguistic feature in their input or output before it can be acquired. When students rewatched their own recorded videos, they were exposed to their own linguistic output as a form of input, a process known as output as input (Ardyasti et al., 2024), which heightened their awareness of pronunciation inaccuracies, disfluencies, and inappropriate lexical choices. This cycle of production, self-observation and reproduction mirrors the output hypothesis, in which the act of producing language pushes learners to notice gaps between their current interlanguage and the target form, thereby triggering deeper syntactic and lexical processing (D. Wang & Wang, 2026). The short video format of TikTok further reinforces extraneous cognitive load and directs attentional resources toward specific linguistic features (Sweller, 2023).

Sociolinguistically, the public and semi-permanent nature of TikTok videos transforms the recording activity from a private rehearsal into a social communicative event. According to Arianto

(2024) recent application of Goffman's concept of performance and self-presentation to TikTok, individuals modify their linguistic behavior when they are aware of being observed by an audience, which activates face-saving strategies and politeness norms directly relevant to negotiation discourse. The comment feature further introduces an element of dialogic interaction: peers written responses to video performances constitute a form of written corrective feedback that, when internalized by the performers, supports the development of sociolinguistic competence the ability to use language appropriately in social contexts (Kusumah et al., 2025). Additionally, creating content for a public digital audience encourages learners to pay greater attention to their communicative appropriateness and register, thereby fostering sociolinguistic awareness during speaking tasks (Waode, 2024). Thus, the iterative video recording process on TikTok does not merely function as a rehearsal tool, but as a socially embedded communicative practice that simultaneously develops students' psycholinguistic accuracy and sociolinguistic appropriateness in negotiation speaking.

Furthermore, the questionnaire results confirmed that TikTok-assisted simulation positively influenced students' motivation, confidence, and self-reflection through its video editing and comment features. Although a small number of students showed less enthusiasm, the overall response was positive. This supports the claim that multimedia-based instruction combining text, images, audio, and video is more effective in enhancing student comprehension and retention (Conde-Caballero et al., 2023); Mayer, 2021)

4. CONCLUSION

The findings of this study carry theoretical implications that extend beyond the local context of Indonesian language instruction. This study provides empirical evidence that peer scaffolding through community-based feedback on social media platforms can effectively bridge students' learning gaps in digitally mediated environments, a contribution relevant to language education globally. The iterative TikTok recording process demonstrates that the cycle of producing, reviewing, and revising language output operates effectively beyond traditional classroom tasks and is equally activated through technology-mediated performance. This study suggests that educators may strategically repurpose existing consumer platforms to achieve cognitively optimized instruction without purpose-built educational technology, an implication relevant to instructional design on a global scale. The significantly greater gains in diction and text structure in the experimental class support the claim that public digital performance spaces constitute a more ecologically valid context for developing communicative and sociolinguistic competence than conventional classroom role play. Practically, the structured framework developed in this study offers a replicable model adaptable to other communicative genres, languages, and cultural contexts, while future research is encouraged to examine its long-term effects across different proficiency levels and language skills.

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