Micro and Meso Discourse Analysis on Arabic Vocabulary Videos Based TikTok from Fairclough's Perspective

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Abstract

The trend of utilizing technology in education enhances the achievement of learning objectives. TikTok's presence fosters innovation in Arabic language learning. This study employs Norman Fairclough's theory, analyzing microstructural (vocabulary, sentences, lexical meaning) and mesostructural (discourse production and consumption) discourse. The goal is to critically analyze Arabic language learning videos on TikTok. This qualitative research uses TikTok videos and netizen comments. Data collection methods included observation, basic tapping techniques, and advanced SLC with note-taking. Validity techniques were consistent observation and time extension. Instruments included the researcher, data cards, and recapitulation sheets. The study analyzed 20 video samples with 752 words and 128 sentences. Vocabulary analysis found 2 collocation groups and 10 set groups. Sentence classification based on communication context identified 15 interrogative, 45 declarative, 6 exclamatory, and 20 imperative sentences. Sentence structure classification found 5 argumentative, 1 exposition, 1 descriptive, and no narrative texts. Lexical analysis identified 150 nouns, 23 adjectives, and 46 verbs. Content production varied by account type. Text consumption analysis revealed diverse comment models: interest, criticism, suggestions, and interactions between netizens and content creators. Continuously creating engaging Arabic learning content on TikTok can boost public interest and dispel the stigma that Arabic is difficult.

Keywords: Micro and Meso Discourse, Fairclough Theory, Arabic Learning Videos, TikTok

مستخلص البحث

اتجاه استخدام التكنولوجيا في التعليم يعزز تحقيق الأهداف التعليمية. وجود تيك توك يعزز الابتكار في تعلم اللغة العربية. تستخدم هذه الدراسة نظرية نورمان فيركلو، محللة الخطاب الميكروي (المفردات، الجمل، المعاني المعجمية) والماكروي (إنتاج الخطاب واستهلاكه). الهدف هو تحليل نقدي لمحتوى فيديوهات تعلم اللغة العربية على تيك توك. تستخدم هذه الدراسة النوعية فيديوهات تيك توك وتعليقات المستخدمين. تضمنت طرق جمع البيانات الملاحظة، تقنيات النقر الأساسية، وتقنية SLC المتقدمة مع تدوين الملاحظات. شملت تقنيات الصلاحية الملاحظة المستمرة وتمديد الوقت. تضمنت الأدوات الباحث، بطاقات البيانات، وأوراق التلخيص. حللت الدراسة ٢٠ عينة فيديو تضمنت ٧٥٢ كلمة و١٢٨ جملة. كشفت تحليل المفردات عن مجموعتين من التراكيب و١٠ مجموعات ثابتة. حدد تصنيف الجمل حسب سياق الاتصال ١٥ جملة استفهامية، ٤٥ جملة خبرية، ٦ جمل تعجبية، و ٢٠ جملة أمرية. وجد تصنيف بنية الجمل ٥ نصوص جدلية، نصًا تفسيريًا واحدًا، نصًا وصفيًا واحدًا، ولا نصوص سردية. حدد التحليل المعجمي ١٥٠ اسمًا، ٢٣ صفة، و٤٦ فعلًا. اختلف إنتاج المحتوى حسب نوع الحساب. كشف تحليل استهلاك النصوص عن نماذج متنوعة من التعليقات: اهتمام، نقد، اقتراحات، وتفاعلات بين المستخدمين ومنشئي المحتوى. يمكن للإنتاج المستمر للمحتوى الجذاب والحديث لتعلم اللغة العربية على تيك توك زيادة اهتمام الجمهور وإزالة الوصمة بأن اللغة العربية صعبة.

الكلمات المفتاحية: التحليل الميكروي والميزوي للخطاب ، نظرية Fairclough، فيديوهات تعلم اللغة العربية، Tiktok

49 | L a t h i f a h ,   K u s w a r d o n o   e t   a l :   M i c r o   a n d   M e s o   D i s c o u r s e
A n a l y s i s   o n   A r a b i c   V o c a b u l a r y   V i d e o s   B a s e d   T i k T o k   f r o m
F a i r c l o u g h ' s   P e r s p e c t i v e

Introduction

Development occurs throughout people's lives. Not only occurs in economic, social and cultural aspects but also education. The presence of the internet is one of the contributions in the realization of the technological revolution. The development of the Internet is an undeniable reality, and a tangible manifestation of the interactive learning revolution that is rapidly developing and enabling a faster and more flexible exchange of information (Ihsan, 2023). Learning in collaboration with digital technology can be one strategy that can be applied to increase student motivation, especially in Arabic language learning. Arabic language learning is actually a teaching and learning activity aimed at encouraging, guiding, developing, and fostering abilities and fostering positive attitudes. Arabic language learning recognizes the division of language skills commonly referred to as Al-Maharat Al-Lughowiyyah which includes receptive and productive abilities. Receptive ability is the ability to capture all information that is heard (Istima') and read (Qiro'ah). The productive ability is the ability to produce language both orally (Kalam) and in writing (Kitabah) (Afriyanto, N., Rosyid, M. F., & Safii, 2023)

The tendency of learning that utilizes technology, of course, is very helpful for teachers and mentors in achieving learning goals effectively and efficiently. The use of technology in learning is also welcomed by students, because those who incidentally are generation z are very close and attached to current technology (Kotler, P., Kartajaya, H., & Setiawan, 2021). The use of technology-based learning media can also be an alternative to minimize boredom and can increase student learning motivation. This is evidenced by previous research conducted by Hosen that uses social cognitive theory and connectivism theory to develop models of social media influence and individual motivation. This research empirically shows that the function of social media (document exchange, virtual communication, and knowledge formation) and individual motivation (reputation) are core factors that can be utilized to encourage knowledge sharing and improve learning performance (Hosen et al., 2021).

The development of various social media among the community which was originally designed to expand interaction, -now- is also developed into learning media. The presence of the strategic TikTok application makes teachers or mentors take advantage of this to deliver material content with fun and fun delivery. Various ways are done by teachers or mentors by utilizing the features on TikTok, so that the results of learning videos can be interactive and arouse students' learning appetites (Serrano Guerrero, n.d.). The presence of TikTok as a short-form video content application that is booming and close to students, can be a forum for teachers and / or mentors to explore and utilize TikTok features for making Arabic learning videos in order to improve students' language competence, especially in speaking skills. This is supported by previous research conducted by (Zubaidi et al., 2021) which states that the feasibility of TikTok media as a medium for learning speaking skills is 86.9%. In addition to having feasibility as a learning medium, TikTok is also referred to as a learning media that is suitable for self-expression in accordance with the assessment conducted by (Kasin, 2016) Against material experts, media experts, and students with the conclusion that 4.6 with a very good category. Based on qualitative research conducted by (Dewanta, 2020) In the use of TikTok as a learning medium, it turns out that a positive response was obtained by students.

As a learning medium in the form of unique short videos, TikTok also supports the theory of learning behaviorism initiated by B.F Skinner. A theory that explains that in the formation of desired behavior, reinforcement is needed so that the behavior becomes a habit (stimulus-response-reinforcement) (Yulianti, 2023). This theory focuses on the input/stimulus given by the teacher and the output/response shown by the students. The theory of behaviorism believes that reinforcement needs to be done so that the resulting positive response is close to what is expected (Mahmudi, 2016). The correlation between behaviorism theory and TikTok learning is the repetitive appearance of TikTok videos. The short duration of TikTok videos that are displayed repeatedly is a form of reinforcement to provide a complete understanding for students in understanding the material that has been presented.

Language is demonstrated to be not only a medium for communication but also a mechanism for performing actions and exercising power strategies (Junianse & Jatmika, 2024). In this study, researchers used discourse analysis to dissect the facts in related TikTok videos, because discourse analysis is very popularly used in the area of media and communication research, not only that discourse analysis also focuses on how the media represents and framing texts in the media (Bouvier, G., & Machin, 2020). Furthermore, regarding critical discourse analysis or CDA (Critical Discourse Analysis) in this study using the theory of the expert named Norman Fairclough. Faircluogh came up with a theory that if you want to understand the discourse (text / script) cannot be separated from the context that accompanies it, which is to find a reality behind the text first and must be explored the context of text production, text consumption, and socio-cultural aspects that influence text creation. In the process of Norman Fairclough's critical discourse analysis, there are 3 stages of the process including, the description stage, the interpretation stage, and the explanation stage. Researchers only carry out 2 stages, namely the description analysis stage covering microstructural discourse which will examine elements of vocabulary, sentences, and lexical meanings. The interpretation stage includes a mesostructural discourse that analyzes how the production and consumption of text of a medium. In the practice of critical discourse analysis, Fairclough focuses on 5 aspects, namely action, context, history, power, and ideology (Prawoto, 2022). But in this study, researchers only focused on two aspects, namely action and context.

The novelty of this research lies in its application of critical discourse analysis theory to the subject of educational videos, a method not previously employed by other researchers. The focus is on Arabic language learning videos, aiming to identify the innovations present in current Arabic learning video content. This will facilitate further research to enhance the quality of Arabic learning videos on social media platforms like TikTok. Translate into English the research object as long as the video meets the following criteria (1) Not specifically targeted for a particular educational level due to the wide age range of TikTok users, (2) Not focused on one particular

language skill, (3) Covers Arabic language learning materials (Vocabulary, Dialogue, Grammar, and Reading Texts), (4) Video duration between 0-1 minutes, (5) Video uploaded between January 2021 - January 2023, (6) Video has more than 1000 likes, (7) Each research data is taken from a different TikTok account. The researcher emphasizes the need to frame media analysis on applications used for educational purposes to determine the effectiveness of the created learning media. Thus, this research endeavors to conduct a comprehensive study on media framing analysis of educational content on TikTok using critical discourse analysis.

Methods

Types of Research and Data Research

Fairclough's Critical Discourse Analysis Research on TikTok's Social Media-Based Arabic Learning Video Content uses a type of descriptive qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior, both orally and in the form of data expressed without using statistical techniques (Arikunto, 2010). In this study, researchers will present the results of qualitative discourse text analysis systematically, factually, accurately and as it is (without paying attention to the truth or error of the object to be studied). The research design to be used is a phenomenological research design. Phenomenological research design is a qualitative research design rooted in philosophy and psychology, and focuses on human life experience (Puji Lestari et al., 2018). Phenomenology in this study refers to Norman Fairclough's theory of critical discourse analysis.

Data Collection Techniques

The Data Collection Technique used by researchers utilizes the listen method with basic tapping techniques and advanced SLC with recording techniques. researchers conduct echoes or observations of Arabic learning video content on TikTok social media in accordance with predetermined sample characteristics/criteria. Then record the oral and written discourse contained in the video (text transkiption) and

comments expressed by netizens. Equalization and recording were carried out with Fairclough's theory in mind. At the microstructural level, researchers will focus on equalizing the use of content ceator discourse through something expressed and netizen comments through the comment column. After that, researchers record discourse and conduct analysis. As for the mesostructural level, researchers conduct analysis by paying attention to the background of content production analyzed through the appearance of accounts and information such as the number of views, number of likes, and number of followers.

Data Validity Check Techniques

The technique of checking the validity of the data in this study is through the technique of diligence or accuracy of observation and extension of time. Observational Efficacy is the consistent search for interpretation in various ways in relation to a constant or tentative process of analysis. Seeking an effort limits influence. Looking for what can be taken into account and what cannot (Moleong, 1989). The data in this study is said to be valid if, 1) Not in the form of a serial video to shorten, 2) Not in the form of prank-style videos, because pranks are a value that is not recommended in the world of education. As for the time extension technique, researchers took data with a gradual time span from January 2023 to March 2023.

Data Analysis Techniques

The data analysis process in this research was analyzed qualitatively by going through the following process stages: First, the author searches, tags, and stores video content on TikTok media related to Arabic learning in accordance with predetermined criteria. Second, noting the discourse of content on TikTok media related to Arabic learning, both the discourse contained in the video (text translation) and the comments of internet users (netizens). Third, Analyzing Text / Video from the content from the point of view of Fairclough's critical discourse analysis which in this study only includes two different stages of analysis, namely the description (text) consisting of vocabulary, sentences, and lexical meanings and interpretations (discursive practices) that include the production and consumption of TikTok videos.
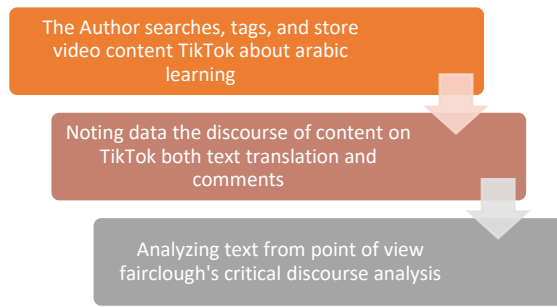
Image 1. Stages of Analysis Techniques

Result and Discussion
Critical Discourse Theory

Broadly speaking, critical discourse analysis (AWK) / critical discourse analysis (CDA) has an analysis process that is broadly explained by Tenorio as follows *"Analysis in CDA can be top-down, where analysts begin with their understanding of the content; or bottom-up, where the starting point is the linguistic detail".* Analysis within a CDA can be top-down, where analysts start with their understanding of the content; or bottom-up, where the starting point is linguistic detail (Hidalgo Tenorio, 2011).

Discourse is a component of social processes and events, and it also forms part of stable social practices. Critical Discourse Analysis (CDA) is utilized for both analytical and theoretical investigations into the interplay between language and society (Sánchez Ramos, 2024). Critical discourse analysis is a linguistic study that discusses discourse not from linguistic elements, but also relates it to context. The main purpose of critical discourse analysis is to open up the vagueness that exists in discourse (Masitoh, 2020). Therefore, CDA uses global (macro/micro) explanatory framework, which encompasses the immediate situation, the institution, and the social formation (Carranza, 2008). Critical discourse analysis has different characteristics from "non-critical" discourse analysis, whose discussion is only limited to describing the structure of a discourse. Moreover, critical discourse analysis considers that text is not a real thing and happens as it is, but there is a need for an in-depth analysis process, including exploring reasons for the structure of discourse to providing criticism of the

realm of linguistics and sociology. In its application, critical discourse analysis has theories and methods that can be used to empirically examine the relationship between discourse and social development in unequal social domains. Critical discourse analysis has several approaches proposed by experts, one of which is Norman Fairclough.

Norman Fairclough is a linguistic expert who pays attention to the process of discourse analysis to open up vagueness to diverse content. Fairclough published Critical Discourse Analysis: A Critical Study of Language, which was his own anthology of discourse studies between 1983 and 1992. The collection of ten papers divided into four parts, shows the gradual development of Fairclough's focus on linguistics over the years. From its focus on issues of language, ideology, and power in the early 1980s (Part A), to subsequent discussions of the role of discourse in the context of sociocultural change (Part B), to its more recent attention. Interdisciplinary Studies (Part C) and the concept of "critical language awareness" (Part D) (Chng, 1996). Visually Fairclough's perspective of Critical Discourse Analysis can be seen in the picture below (Fauzan, 2013).
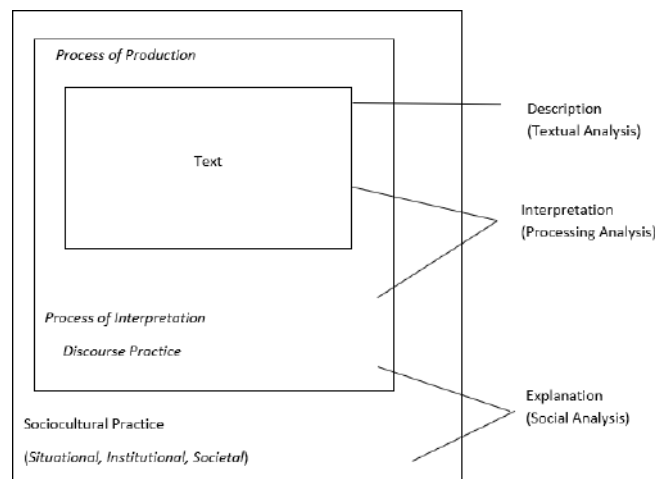

Image 2. Norman Fairclough's Visualization of Critical Discourse Analysis

Arabic Learning Media

"The quality of teaching can be measured by the number of the students who can understand the concepts taught. Successful and effective instruction emphasizes the learning

of strategies that enable the students to learn with understanding" (Dwijayani, 2019). Dwijayanti said that the quality of teaching can be measured by the number of students who can understand the concepts taught. Successful and effective instruction emphasizes learning strategies that allow students to learn with understanding. If strategic learning can be done, then the learning objectives will be achieved. Learning media can be one of the factors to realize this strategic learning.

Teacher learning is intrinsically linked to the identity development of teachers or teacher candidates (Uştuk & Yazan, 2024), and this process is significantly influenced by the integration of educational media, which facilitates the acquisition of knowledge and the shaping of professional identities through interactive and reflective tools.Learning Media is one of the important elements, because it has a function as an intermediary that is used by teachers in delivering material. In teaching and learning activities, the use of media can include physical tools such as tape recorders, tapes, video cameras, video recorders, films, slides, photos, images, graphics, television and computers (Mahmuda, 2018). The urgency of using learning media can be very vital in learning foreign languages, especially in Arabic. In addition to helping teachers in achieving learning goals, learning media can also be one of the motivations of students in learning because the teaching and learning process will be more active, affective, and creative so that students will avoid a sense of boredom and boredom. In this case, the role of teachers is also very important in choosing learning media. Not always expensive learning media is better than cheap learning media. Good learning media is a learning media that is able to interpret the material to be delivered by the teacher, so that students better understand related material.

The rapid development of technology also contributes to the development of learning media. The ease of accessing cyberspace today makes many educators take advantage of this with the aim of increasing student understanding and student enthusiasm for learning to achieve the expected competencies. One form of learning media that is integrated with social media is audio-visual media.

Audio-visual media is media used by educators to convey material through sound (audio) that is heard and images (visual) that are seen to attract the attention of students. The presentation of teaching materials using audio-visual media in addition to making it easier for educators to convey information to students, can also increase the interest and motivation of students in learning Arabic, stimulate students to remember what has been learned before (review), making students active in giving responses, feedback, and practicing (Alim, 2021). Learning media, especially audio-visual has four functions, namely attentional function (attracting students' attention), affective function (Creating a sense of pleasure), cognitive function (making it easier for students to understand the material), and compensatory function (accommodating students who are slow to understand the material). The use of learning media by utilizing IT has a different interaction system from the use of conventional learning media. Where a teacher and student do not need to meet physically because there is a connecting network commonly referred to as the internet. In this context, mastery of information technology must be equally owned by teachers / mentors and students, so that the utilization can be carried out optimally (Suriansyah, 2015).

TikTok Application

The TikTok application is one of the platforms loved by all audiences, especially among students. The popularity of the TikTok App grew rapidly when the covid-19 pandemic hit the world (Jacobs, 2021). Many people explore in the TikTok Application either as connoisseurs of video content or as content creators. The TikTok application is an application that makes it easy for users to make videos with various expressions, styles, and dances equipped with various features that can be used according to the creativity of its users. The TikTok application can edit videos up to a maximum duration of 5 minutes. The TikTok application presents many genres that can be watched or produced according to the interests of its users. In the TikTok application, the term fyp (for your page) is known as a hashtag. The term fyp (for your page) serves to increase the number of viewers and likes and serves to present recommended videos tailored to the interests and interests of users. Educators try to use the TikTok

Application as a learning medium during distance learning (PJJ). Luisandrith and Yanuartuti (2020) in (Dewanta, 2020) stated that the TikTok application can develop students' creativity and help students express themselves in making videos. This fact is motivated because the TikTok application is an application that is very close, sticky and familiar among students. In relation to Arabic learning media, educators can use this application to deliver material interactively.
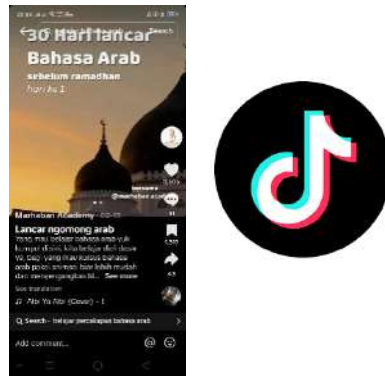

Image 3. Display (left) and Logo (right) of TikTok

Results of fairclough critical discourse analysis on tiktok social media-based learning video content

Form of Text Content Creator

Based on the results of research that has been conducted by researchers, the analysis of the form of content creator text (microstructural) which includes vocabulary, sentences, and lexical meanings this time has diversity in each sample. The use of words and sentences for each content has characteristics that depend on the goals to be achieved by certain content creators or institutions. Not all samples meet the entire post-post dimension of the text. As for this study, about 20 data were found with a total text length of 752 words and 128 sentences. In all sentence findings, only 67% entered into sentence identification in the context of communication. This is because some sentences appear repeatedly or are presented in various languages even though they have the same communication purpose.

Classification based on vocabulary, found a number of 2 collocation groups, and 10 set groups. The classification of sentences based on the context of communication found a total of 15 interrogative sentences, 45 declarative sentences, 6

exclamative sentences, and 20 imperative sentences. Meanwhile, based on the classification of sentence structure, 5 argumentation texts, 1 exposition text, 1 description text, and 0 narrative texts were found. The lexical meaning categories found a total of 156 nouns with details of type 1a nouns (Name) of 12 words, type 1b (Kinship Name) of 2 words, type 1c (Substitute Name) of 23 words, type 1d (Position Name) of 1 word, type 3 (Animal) of 9 words, and type 11 (others) of 109 words, 23 adjectives and 46 verbs with details of state type of 13 words, Process type is 0 words, and action type is 33 words.

Table 1. Text Dimension Data Recapitulation Sheet (Microstructural)

Number and Percentage	Vocab Classification		Sentence Classification								Categories Lexical Meaning		
			Communication Context Classification				Classification of Sentence Forms						
	Col	Set	Int	Dec	Exc	Imp	Arg	Exp	Desc	Nar	Noun	Adj	Verb
Total Number of Findings (330)	2	10	15	45	6	20	5	1	1	0	156	23	46
Percentage (100%)	0,6	3,0	4,5	13,6	1,8	6,0	1,5	0,3	0,3	0	47,2	6,9	13,9

A. Vocab Classification

Collocation expresses a syntagmatic relationship that is linear. Collocation shows words that are in one location. In this study, a number of 2 collocation groups have been found. First is رأس (head) which consists of (left eye) عين يسرى, (right eye) عين يمنى because both are located in the same location رأس (head). The second is الفرش (bed) which consists of (pillow) الوسادة, (selimut) الغطاء because both are located in the same location الفرش (bed).

The set expresses a paradigmatic relationship because the words have elements that can replace each other. The set is limited by position in relation to the members in the set; for example, the cardinal direction word classes are north, east, west, south. Color word classes such as red, green, blue, yellow fall into the set of color groups (Dogouru, 2022).

Table 2. Set Analysis Results

No	Name of Set	Group of set
1	Direction set	يسرى ، يمنى

2	Body parts set	رَأس، أذن، عين أنف، فم، سن، شَأر، رجل، بطن
3	Pronoun set	هُوَ، هُمَا، هُمْ. هِي. هُمَا هُنَّ. أنت، أنتما أنتُمْ، أَنْتِ، أَنْتُنَّ أَنَا نَحْنُ
4	Animal set	أسد، نمر، تمساح، دب، ثعبا ، حصان، فيل، فرد، سنجاب
5	Number set	وحيد، إثنان، ثلاثة
6	Point word set	هؤلاء، هتان ، هذه، هؤلاء، هتان،هذا
7	Gender Set	مؤنث، مذكر

A. Sentence Classification

1. Communication Context Classification

a. Interrogative

Interrogatives are sentences that contain question sentences. Based on the results of the study, the use of interrogative sentences in the sample above has several purposes including: (1) to obtain information related to the content situation, (2) create content results that interactive with netizens.

Table 3. Interrogative Sentence Analysis Results

No.	Interrogative Sentence
1	ءه، مشغول لماذا؟
2	ما اسم هذا الحيوان؟ هل عرفتم؟
3	- كيف خَالَك؟ (Fushah)، كيف خَالَك؟ (Amiyah) - ما اسمُك ؟(Fushah)، إيش إسمَك؟(Amiyah) - مِن أينَ أنتَ(Fushah) ، مِن وَيْن إنتَ؟(Amiyah) - أَيْنَ أَنْتَ؟ (Fushah) ، وَيْنَك إنت؟(Amiyah) - إلى أين تذهب؟ (Fushah)، وين رايح؟(Amiyah)
4	اين وضعت أشيائي ؟
5	Apa bahasa arabnya lato-lato?
6	ما هذا؟ ما الذي يجري؟.
7	Apa bahasa Arab nya "ya kan
8	انت تسأل ما تسريح شعري ؟
9	معنه ؟

b. Declarative

Declarative is a sentence that contains a news sentence. For example, on @bachrulalam_ accounts that state declarative sentences "Bro, Mata-Mata itu الجاسوس". The sentence has the intonation of the news about the Arabic word of

the spy is الجاسوس, and the sentence is only limited to providing information. In addition, on the @brayfaqot account, a number of declarative sentences were found, including:

لَابَأسَ

أنا أذهب عند نزول المطر

أنا متحرّج

غير موجود
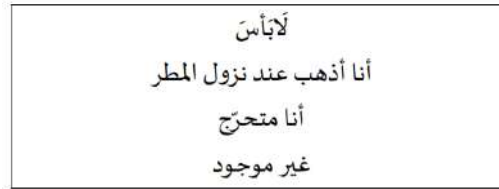
Images 4. Results of Declarative Sentence

The four sentences are categorized as declarative sentences, because they contain the characteristics possessed by declarative sentences, which are news and do not contain elements of questions or orders.

c. Exclamative

Exclamation is a sentence that contains a sentence of amazement. Exclamative sentences found on @brayfaqot account

ما أسرعك

ما أطول بقاءك في الحمّام
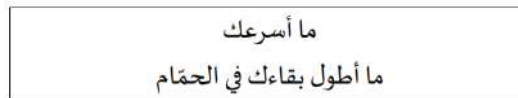
Images 5. Result of Exclamative Sentence

Both sentences are included in the exclamative sentence, Because the sentence contains the meaning of amazement / astonishment. It is characterized by the presence of shighat ta'ajub in qiyas (أفعل ما). In the sentence "ما أسرعك" means "how fast you are", while in the sentence ما أطول بقاءك "في الحمّام" means "how long you have been in the toilet".

d. Imperatives

Imperatives are sentences that contain sentences of orders or requests. In this study, 17 imperative sentences have been found. Imperative sentences containing invitations can be found at tiktok account @kampungarabalazhar "فيزي، هيابنا نلعب !". The phrase has a meaning in the Indonesian "Fizi, Let's play". The word هيا or Ayo is a word that contains an invitation where in the context of the content Upin, invites Fizi to play with him. As for imperative sentences containing requests found on the account @arab_abqariyyah" يادب،

أريد أن أشرب بعض الماء " .In the context of the content, Masha asks the Bear to give him a glass of water. In imperative sentences containing orders found on @bustaman_perwira_siregar accounts such as اذكر أوّل الدعاء, اجلس جيدا حبيبي قبل الأكل.

2. Classification of Sentence Forms

a. Argumentation

Argumentation is a form of sentence structure that contains reasons or evidence accompanied by reasons. In this study, researchers found the arrangement of argumentation sentences in the video model that displays content creators entering the content frame by talking accompanied by evidence and truth of an issue and is rational and objective as on account @brayfaqot
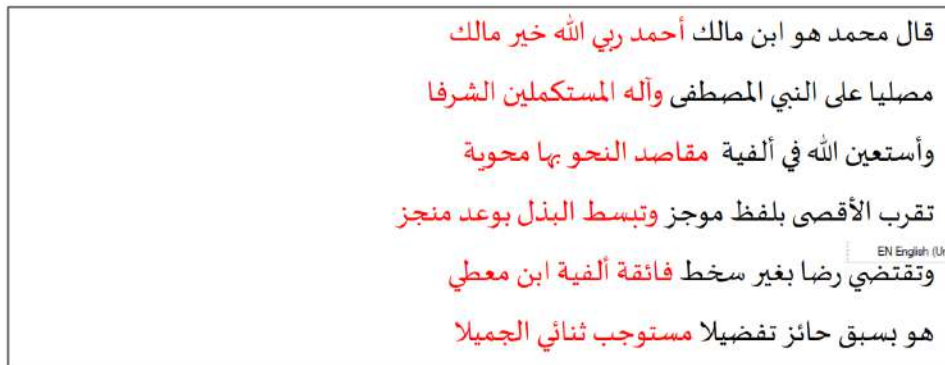
RUBAH BAHASA ARAB MU YANG AMBURADUL JADI SEPERTI INI!
"Tidak Apa-Apa"
لا ماذا ماذا>X<
لابأس>√<
"Saya Pergi Saat Hujan"
مطر مطر أنا أذهب>X<
أنا أذهب عند نزول المطر>√<
"Saya Gak Enakan"
أنا غير لذيذ معك>X<
أنا متحرّج>√<
"Tidak Ada"
لا موجود>X<
غير موجود>√<
"Cepet Banget Ente"
سرعة جدا أنت>X<
ما أسرعك>√<
"Ente Lama Banget di Toilet"
قديم جدا أنت في الحمّام>X<
ما أطول بقاءك في الحمّام>√<

Images 6. Results of Argumentation Sentences

The sentences above are included in the sentence structure of argumentation, because the content creator expresses the sentence based on rational analysis or based on facts that exist among the community. Judging from the context of related content, the sentence is used by content creators to give their opinions about the mistakes of Indonesians in expressing some sentences in Arabic.

b. Exposition

Exposition is a form of sentence structure that contains a form of writing that explains something. In this study, only one form of exposition sentence arrangement nadzom alfiyah book was found from the TikTok account @ahmadwidani

قال محمد هو ابن مالك أحمد ربي الله خير مالك

مصليا على النبي المصطفى وآله المستكملين الشرفا

وأستعين الله في ألفية مقاصد النحو بها محوية

تقرب الأقصى بلفظ موجز وتبسط البذل بوعد منجز

EN English (Uni

وتقتضي رضا بغير سخط فائقة ألفية ابن معطي

هو بسبق حائز تفضيلا مستوجب ثنائي الجميلا

Images 7. Results of Exposition Sentences

The reason why these sentences are categorized into the exposition sentence structure is because this sentence contains important information about the outline of the contents of the Nadzom Alfiyah and the outline of the history of the authorship of the nadzom.

c. Description

Description is a form of sentence structure that contains details of the object being discussed about a topic. @arabiyahtalks account describing elephant animals " جسمه كبير وأنفه طويل وأذنه إذن مااسم هذا الحيوان؟ هل عرفتم؟ أكتب في تعليق "واسع وصوته(صوت فيل..). Judging from the context of related content, the sentences that It was revealed that the content creator intends to provide a clue quiz to netizens to guess what animal corresponds to the clue already mentioned.

d. Narration

Narration is a form of sentence structure that contains essay / story. In this study, no data were found that contained the characteristics of the narrative text.

C. **Categories Lexical Meaning**

64 |L a t h i f a h ,   K u s w a r d o n o   e t   a l :   M i c r o   a n d   M e s o   D i s c o u r s e
A n a l y s i s   o n   A r a b i c   V o c a b u l a r y   V i d e o s   B a s e d   T i k T o k   f r o m
F a i r c l o u g h ' s   P e r s p e c t i v e

1. Noun

A noun is a word that expresses the name of a person, place, or all things and everything that is objectified. In this study, with 20 sample data found 156 nouns with 6 different types, they are name, kinship name, replacement name, position name, animal, and others .

2. Adjektiva

Adjectives are words that contain properties. In the classification of Arabic words, adjectives fall into the category of nouns. In this study, with 20 sample data found 23 adjective words.

3. Verb

A verb is a word that contains deeds. In general, verbs are divided into 3 parts, namely states, processes, and actions. In this study, with 20 sample data found a total of 46 verb words were found with details of 13 types of states, 0 words of process type, and 33 words of action type.

Text Production and Consumption Process

In text production analysis, researchers will divide two categories of videos, namely institutional account text production analysis, and personal account text production analysis.

A. Text Production Analysis

In text production analysis, researchers will divide two categories of videos, namely institutional account text production analysis, and personal account text production analysis.

1. Analysis of Institutional Account Text Production

An institutional account is an account that produces content with a certain institutional background. In research that has been conducted by researchers, the purpose of production is broadly used to be a place to introduce institutions to promote them to the public (netizens). One strategy that can be done is to produce a lot of content related to what the institution wants to offer. In the world of education, especially Arabic language learning, the institution offers Arabic language courses, Islamic-based schools, and provides Arabic

translation services. Each institutional account has its own uniqueness in producing content presented to netizens.

Image 8. Institutional Account Content @kampungarabalazhar

TikTok account @kampungarabalazhar is an account whose content is almost entirely related to Arabic language learning. With 38 following counts, 68.1k followers, and 587.3k likes count (as of 02/03/23). This account produces many Arabic videos with various views, such as translating cartoons into Arabic as related content, translating certain vocabulary into Arabic, challenges or playing Arabic words.

The background why this account has a lot of content in Arabic learning is because, this account makes TikTok a place to broadcast Arabic to be liked by the public. One of the strategies carried out is to produce Arabic learning content from children's cartoons. In addition, this account also provides Arabic courses both online and offline for netizens who are interested in learning Arabic more deeply.

Then, interesting content was also found from @alfatihahschool educational institutions which are Qur'anic education schools for early childhood. One of the views of @alfatihahschool TikTok content is as follows,

Image 9. Institutional Account Content @alfatihahschool

@alfatihahschool TikTok account is an account of an Early Childhood Qur'an Education institution, with 105 followers, 376.1k followers, and 3.3 M likes (as of 06/03/23). This account contains content related to learning, ECCE activities, Ice Breaking, and so on. Some learning video content is related to basic Arabic material, one of which is a related video that discusses Arabic from human body parts.

According to the results of the researcher's analysis, the background why this account produces content related to Arabic is because this account makes TikTok a promotional medium for educational institutions alfatihah school. Alfatihah school, which incidentally is an Islamic educational institution, produces various kinds of videos related to Islamic learning. In the related video, the @alfatihahschool account delivered Arabic learning materials about the human body parts. with fun and fun singing.

2. Personal Account Text Production Analysis

A personal account is a personal account owned by a TikTok content creator who produces content based on personal wishes without being motivated by certain institutions. In research that has been conducted by researchers, it was found that the background of personal account content production is the ability / skill or tendency of content creators in certain fields. In education, especially Arabic, personal accounts are dominated by Arabic educators, Arabic language mentors. The sample with the most likes is occupied by @bachrulalam_ TikTok account.
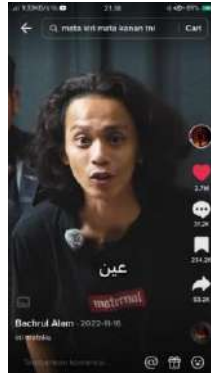
67 **|**L a t h i f a h , K u s w a r d o n o e t a l : M i c r o a n d M e s o D i s c o u r s e
A n a l y s i s o n A r a b i c V o c a b u l a r y V i d e o s B a s e d T i k T o k f r o m
F a i r c l o u g h ' s P e r s p e c t i v e

Image 10. Personal Account Content @bachrulalam_

TikTok account @bachrulalam_ is a personal account with 75 followers, 268.1k followers, and 10.6M likes (as of 06/03/23). This account contains a lot of content both in terms of Arabic language learning, charades, and light content such as NgobRul. In addition, @bachrulalam_ TikTok account also has a characteristic in conveying messages to netizens, namely by raising the topic of videos that are being tranding on the TikTok application and then translating them into Arabic. One of the concrete proofs, is a related video that raises a video that is tranding on the fyp "ini mataku". Then the content creator enters the translation into Arabic. From related videos, it can be concluded that content creators who want to educate the public about Arabic learning can be packaged with fun in a unique way.

In Arabic learning in Indonesia, sometimes there are also various Arabic expressions with an arrangement of syntactic sentence patterns in Indonesian. This phenomenon is commonly referred to by Indonesians as " Bahasa Indonesia yang di Arab-kan ". This matter can certainly change the meaning of the sentence. To minimize these errors, accounts @brayfaqot create content to correct these errors.

Image 11. Personal Account Content @brayfaqot

TikTok account @brayfaqot is a personal account that focuses on producing videos about learning Arabic. This can be seen in the bio listed " Arabic Enthusiast, Bantu Follow yaa untuk Tips Seputar Bahasa Arab " and the display of text production related to justification of pronunciation and conversation in Arabic. The account has 8040 followers, 44 followers, and 50.4k likes (as of 03/04/23).

B. Text Consumption Analysis

At the level of text consumption, researchers will conduct research on TikTok comments that are in the comment column of content that has been presented by content creators. There are various comment models, both comments that show interest, comments in the form of criticism, feedback and suggestions comments between netizens or content creators.

1. Comments showing interest

In this study, it was found that the consumption of text in the form of netizen comments showed interest. TikTok accounts @aflaharntzh found comments from netizens expressing interest in the content produced.

Muhammad Rosyd Ri335
lanjut ba' karn bahasa arab harus diramaikan agar tidak kalah dg bahasa lain
2022-11-27   Balas   ♡ 4   ⤓

Image 12. Comment Showing Interest @aflaharntzh

In the comment, netizen Muhammad Rosyd Ri335, who was liked by 4 other netizens, expressed interest in the content that has been produced by other @aflahrntzh content creators with the phrase "lanjut ba' karn bahasa arab harus diramaikan agar tidak kalah dg bahasa lain ", which means that netizen Muhammad Rosyd Ri335 supports @aflahrntzh content creators to produce more diverse Arabic videos so that Arabic can be more popular than other

languages. The use of songs in Arabic language learning also received a positive response from netizens who commented on TikTok content produced by @kakakastri28.

saleha_salleh06
⬜⬜⬜⬜..suara sedap,dpt ilmu pulak tu..terima kasih cikgu ajar bahasa arab ⬜⬜⬜
7 j   Balas

Fateha.co ✨RacunTiktok✨
banyak kali ulang, best dengar ⬜
4 h   Balas

Image 13. Comment Showing Interest @kakakastri28

In the comments, Netizens saleha_salleh06, and Fateha.co RacunTikTok expressed interest in the content that has been presented "… suara sedap, dpt ilmu pulak tu… terima kasih cikgu ajar bahasa arab" and " banyak kali ulang, best dengar". The comments using malay showed interest in the song that had been sung by the content creator @kakakastri28.

The delivery of Arabic advice carried out by a Palestinian content creator named Naseem with a TikTok account @learnarabic_with_naseem also received praise from netizens. Here, researchers show a sample of comments on content that has been produced by @learnarabic_with_naseem TikTok account.

Mansur Sani
ماشاء الله جزاك الله خيرا يا اختي
02-05   Balas

Malik
Alhamdulillah I found a teacher like you
01-26   Balas

Image 14. Comment Showing Interest
@learnarabic_with_naseem

2. Comments in the form of criticism, feedback, and suggestions

In this study, it was found that text consumption in the form of comments in the form of criticism, feedback, and suggestions. Comments in the form of criticism from netizens replied to by content creators can be seen on the owner of the TikTok account @alfatihahschool.

Image 15. Comment Criticism @alfatihahschool

In the comment, netizen rizqi mubarok gave an opinion about the justification of the pronunciation that has been expressed by the content creator with the sentence "afwan ingin memberikan pembenaran sedikit… رأس : untuk kepala bhsa arabnya (syin) ش bukan (sin) س jdi pakaianya". The comment received a response from the content creator with a reply to the comment " terimakasih pak atas koreksinya". The video also raised questions for netizens Hhhhmmmm "Yumna arti sebenar nya apa bun kanan atau sukses". The comment was replied by the content creator with the answer "Yumna bisa memiliki arti tangan kanan."

Comments in the form of feedback were also found in the comment section of the TikTok account @queenyghe12 which produces videos about pronoun material (isim dhomir) in Arabic.

Image 16. Comment Feedback @queenyghe12

In the comments, it can be seen that both netizens feel memorized by the content that has been produced by the TikTok account @queenyghe12 in the form of dividing pronouns (isim dhomir) in Arabic. In the comments of netizens lah gw siapa, who wrote the word fyp. The term fyp (for your page) is a term in the world of TikTok social media which means the TikTok homepage

that contains videos that have been produced by TikTok content creators with a high view rating or number of likes.

Comments in the form of suggestions, also found on the TikTok account @ahmadwidani which raised nadhom alfiyah material on syntactic studies (nahwu) in the content of his videos

Image 17. Comment Suggestion @ahmadwidani

There are some comments in the form of suggestions, such as my netizen "MasyaAllah🙌 Lanjut kak yang full suara kakak, yg bukan duet mksdnya😂 Mau full 1002 juga gpp😆", which means my netizen wants content creators to produce videos similar to the full version. As for suggestion comments, it was also conveyed by netizens user7103406242373 who wanted content creators to include a translation of Indonesian, so that netizens understand the meaning of nadzom that has been sung "Kalo bisa teks diberi terjemah dlm bahasa Indonesia biar kita bisa mngerti artinya.trima kasih mas sebelumnya..tetap semangat dam sukses ya 👍 👍 ".

3. Comment replies between netizens and content creators

In this research, it was found that text consumption in the form of replies comments between netizens or and content creators. TikTok account owners @bachrulalam_ get reciprocating comments between netizens regarding the content that has been presented, namely the trend "ini mataku".

Image 18. Comment Replies @bachrulalam_

In the comment, there are comments related to the use of language used by content creators. It can be seen from the appearance of the comments above, that netizens are discussing the use of the word هذه. According to researchers, the use of the word هذه used by content creators is appropriate, because عين (eyes) are paired body parts, hence the type becomes mu'anats. There were also comments replied to by content creators @hayfaacademy, such as

Image 19. Comment Replies @hayfaacademy

In the comments, it can be seen that both netizens sambel plecing and romi aprianda responded to the content brought by the content creator @hayfaacademy namely the use of the term "ya kan?" (in Indonesian) into Arabic. The content creator, who focuses on discussing Saudi Amiyah Arabic, uses the term "ya kan" with the phrase موكدا. Netizens sambel plencing gave a comment " boleh gk pake syah wala la" which was then answered by the content creator "Sah wala la, boleh donggg". The reply comment from the content creator gave approval to netizens on the use of the term "ya kan" (Indonesian) using "shah wala la" (Arabic). Netizen romi aprianda commented, "بلى كذالك؟ أليس!!!" and

answered " Ini di pondok pakai ini ya?😂😂" by the content creator. The reply comment from the content creator shows an impression that makes the content creator feel amused by the comments of netizen romi aprianda which is marked by the use of emoticons 😂😂.

Conclusion

The study analyzed Fairclough's critical discourse on Arabic learning videos on TikTok, finding 20 videos with a total text of 752 words and 128 sentences. Microstructural analysis identified various classifications of vocabulary and sentences, including 15 interrogative, 45 declarative, 6 exclamative, and 20 imperative sentences, as well as 5 argumentation texts, 1 exposition, and 1 description. In addition, it found various categories of lexical meanings with 156 nouns, 23 adjectives, and 46 verbs. At the mesostructural level, this study reveals differences in content production backgrounds between institutional and personal accounts, where institutional accounts are more active in the production of Arabic materials to introduce and promote institutions. Meanwhile, personal accounts are driven by the individual interests of content creators. The process of text consumption shows the diversity of netizen comments, with responses showing interest, criticism, suggestions, and interaction between users. In conclusion, engaging and trend-following Arabic learning TikTok content can increase interest and correct misuse of Arabic terms in society, as well as help change the stigma that Arabic is difficult if presented in an attractive and modern way.

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technological developments in Arabic language learning so that their works can be a contribution in making critical discourse analysis research with Fairclough's theory.

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