

## a Descriptive Analysis of Arabic Sentence Structures in @brayfaqot TikTok Content

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### ABSTRACT

This study investigates the use of Arabic syntactic structures in educational content on the TikTok account @Brayfaqot through a descriptive qualitative approach. The research aims to identify how Arabic sentence patterns are adapted and presented in digital short-form media. Data were collected from selected TikTok videos using non-participatory observation and documentation, then analyzed based on Arabic syntax theory. The findings reveal that the content employs various sentence types such as *istifhām* (interrogative), *amr* (imperative), *nahy* (prohibitive), and *khbariyyah* (declarative) forms, commonly structured as *jumlah ismiyyah* and *jumlah fi'liyyah*. These structures are integrated with visual and interactive elements that enhance comprehension in digital learning contexts. This research contributes to the emerging field of digital Arabic linguistics by providing empirical insights into how syntactic features function within social media-based Arabic education.

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## INTRODUCTION

In the current era of digital transformation, social media platforms have become not only spaces for entertainment but also for education. One of the most prominent platforms in this regard is TikTok, which enables short and engaging video-based learning content. For Arabic language learning, TikTok offers new opportunities to present linguistic materials in ways that are interactive, concise, and relatable to young digital learners (Aminullah et al., 2022).

Previous studies have generally examined TikTok as a medium for online learning and student engagement (Fitriani, 2021; Manurung et al., 2025). However, few have explored how linguistic elements, particularly *syntax (nahwu)*, are applied and represented in Arabic educational content on this platform. Most research has focused on pedagogical or design aspects rather than on the linguistic structures that shape such content (Dalimunthe & Yulia, 2023; Priantiwi & Abdurrahman, 2023). This leaves

a significant gap in understanding how Arabic grammatical patterns appear and function within the framework of social media communication.

In Arabic linguistics, syntax (*al-nahwu*) refers to the arrangement of words and their grammatical relations to form meaningful sentences. Classical scholars such as Ibn Malik and Al-Jurjānī define syntax as the study of word order and case endings (*i'rāb*) that determine syntactic meaning and function. Arabic sentence structures are generally divided into two major types: *jumlah ismiyyah* (nominal sentence) and *jumlah fi'liyyah* (verbal sentence). The analysis of these structures provides insights into how meaning is conveyed through grammatical order (Ryding, 2005).

The application of Arabic syntax in digital content is an emerging research area that intersects linguistic theory with media studies. As digital communication tends to emphasize brevity and multimodality, it becomes relevant to examine how traditional Arabic sentence structures are adapted to short-form video formats such as TikTok. This synthesis of linguistic and digital perspectives contributes to what recent scholars refer to as *digital Arabic linguistics*, a field that studies the behavior of Arabic language in online and technological contexts (Herring, 2013; Abdul-Raof, 2006).

One TikTok account that represents this phenomenon is @Brayfaqot, which produces Arabic educational videos using colloquial examples, simple explanations, and visual texts that highlight key grammatical structures. Despite its growing popularity, the syntactic dimension of such content has rarely been examined.

Therefore, this study aims to identify and analyze the types of Arabic sentence structures used in the educational content of the TikTok account @Brayfaqot. It focuses on how *jumlah ismiyyah* and *jumlah fi'liyyah* forms are presented and how these syntactic constructions contribute to communicative and contextual Arabic learning in digital media. The findings are expected to enrich the discussion of Arabic syntax in the digital era and provide empirical insights for teachers, students, and content creators seeking linguistically accurate yet engaging Arabic learning models.

## METHOD

This study employs a descriptive qualitative design with a content analysis approach to examine the syntactic structures used in Arabic educational content on the TikTok account @Brayfaqot. Content analysis was chosen because it enables the systematic and objective exploration of linguistic phenomena within digital texts (Krippendorff, 2018).

### Data Source and Sampling

The data for this research consist of five (5) Arabic educational videos uploaded on the TikTok account @Brayfaqot between March and June 2025. The videos were selected using a purposive sampling technique, based on the following criteria:

1. Each video explicitly contains Arabic linguistic elements and syntactic examples;

2. The content focuses on Arabic learning or daily expressions with grammatical explanations; and
3. The video has clear audio and visible Arabic text (captions or subtitles).

Although limited in number, these five videos were intentionally chosen to represent various syntactic patterns commonly used in Arabic educational content on the account.

### Data Collection Procedures

Data were gathered through non-participatory observation and documentation. The researcher observed and recorded the selected videos without direct interaction with the content creator or viewers to maintain objectivity. Each video was transcribed manually, and the transcriptions were cross-checked by two Arabic linguistics lecturers to ensure the accuracy of transcription and meaning. The utterances were then segmented into clauses and categorized based on syntactic structure.

### Data Analysis

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes three stages:

1. Data Reduction: Selecting and coding sentences containing Arabic syntactic elements such as *jumlah ismiyyah*, *jumlah fi'liyyah*, *istifhāmiyyah* (interrogative), *amr* (imperative), and *nahy* (prohibitive).
2. Data Display: Presenting the data in tabular form showing the Arabic sentence, English translation, syntactic components, and their communicative functions.
3. Conclusion Drawing and Verification: Interpreting patterns and verifying results through discussion with experts to ensure consistency and accuracy.

### Validity and Reliability

To ensure validity and reliability, the study applied source and analyst triangulation.

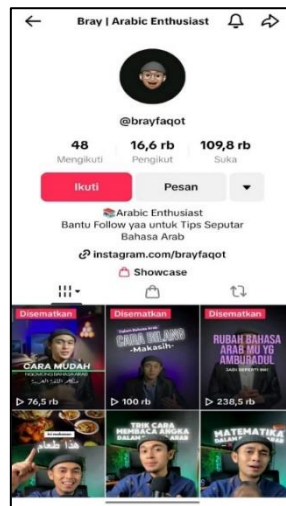
1. Source triangulation was achieved by analyzing videos with different themes (questions, descriptions, commands, prohibitions, and declarative statements).
2. Analyst triangulation was carried out by involving two Arabic linguistics experts who independently reviewed the syntactic categorizations and coding results.  
Discrepancies between reviewers were discussed until full agreement was reached.

An audit trail documenting the analysis process was also maintained to enhance transparency, replicability, and credibility of the findings.

## FINDINGS

### 1. Tik Tok App Profile @Brayfaqot

Picture 1 Profile @Brayfaqot



The TikTok account @Brayfaqot is an Arabic educational channel that presents learning materials in a casual, humorous, and interactive style. The account has more than sixteen thousand followers and posts short educational videos focusing on Arabic vocabulary, sentence structure, and daily expressions. The content blends formal (*fusha*) and colloquial (*'ammiyah*) Arabic, enabling learners to understand real-life usage. Videos typically last between 15–60 seconds and combine spoken Arabic, textual overlays, and expressive gestures to enhance comprehension.

This multimodal presentation style demonstrates how Arabic grammar is contextualized within digital communication, allowing syntactic structures to be learned not only through written explanation but also through dynamic visual and auditory representation.

### 2. Types of Sentence Structure Used in the @Brayfaqot Tik Tok Account

No	Tik Tok Video Excerpt/Transcrip	Translation	Sentence Type	Syntactic Structure	Sentence Function
1.	كَيْفَ رَحَلْتُنَا؟	How was our rihlah?	الإستفهام	Description (كيف)+	Ask about circumstances or experiences

			<i>Mubtada</i> (رحلتنا)	
2.	بَيْتُكَ كَبِيرٌ جَدًّا	Your house is so big	الجملة الإسمية	<i>Mubtada</i> (بيتك) + <i>Khabar</i> (كبير جدًا)
3.	أَنْتَ مَرِيضٌ يَا أَخِي لَا يَجُوزُ لَكَ أَنْ تَشْرَبَ	You are sick brother! You can't drink cold water	النهي	<i>Mubtada</i> (أنت) + <i>Khabar</i> (مريض) + The word prohibition (لا يجوز لك أن تشرب)
4.	مِنْ فَضْلِكَ، انْتَظِرْ فِي الْخَارِجِ	Please wait outside	الأمر	<i>Polite description</i> (من فضلك) + <i>Command</i> (انتظر) + <i>Place description</i> (في الخارج)
5.	هَذَا طَعَامٌ	This is food	الجملة الخبرية	<i>Mubtada</i> (هذا) + <i>Khabar</i> (طعام)
				Describe the condition of the house Prohibit actions due to certain conditions Politely ask not to perform an action Provide information or object identification

The examples above show that even though @Brayfaqot's Arabic sentences follow traditional syntactic forms, they are recontextualized into multimodal, digital discourse. Grammar elements such as *mubtada'*-*khabar* and *fi'il-fa'il* are embedded in interactive audiovisual presentations, allowing learners to internalize grammar intuitively. The integration of visual symbols, gestures, humor, and sound with textual elements demonstrates how syntax functions beyond written forms becoming a performative and communicative tool in the digital era.

## DISCUSSION

At a surface level, the analyzed videos may appear to demonstrate simple Arabic sentence structures familiar to first-year language learners. However, when examined

through the lens of digital linguistics, they reveal an important shift: from static textbook grammar to dynamic, multimodal communication.

This transformation illustrates how traditional Arabic syntax adapts to new technological environments. The @Brayfaqot account reinterprets grammar rules within short-form video narratives, where linguistic meaning is co-constructed with visual and auditory cues. This aligns with Kress and van Leeuwen's (2001) theory of multimodal discourse, which asserts that meaning in digital texts is produced through the interaction of multiple semiotic systems—language, image, sound, and gesture.

Moreover, this study highlights how TikTok functions as a space for linguistic performance, not merely information delivery. The act of speaking, gesturing, and overlaying Arabic text simultaneously turns grammatical instruction into an interactive semiotic event. This performance-based learning format supports communicative competence by situating grammar in authentic, contextualized use.

From a theoretical perspective, the novelty of this study lies in demonstrating how classical Arabic syntax operates in a globalized, digital learning ecology. Previous research in Arabic education has focused primarily on print-based materials and formal classroom interactions. In contrast, this study identifies how digital creators integrate *nahwu* (syntax) into multimodal discourse that is socially engaging and technologically mediated.

These findings also point toward future directions for comparative digital linguistics, where Arabic TikTok content can be compared with similar trends in English, Indonesian, or Korean educational media. Such comparative analysis can uncover how different languages utilize multimodal resources to simplify complex grammatical structures, contributing to global discussions on digital language pedagogy.

In summary, although the five analyzed examples are grammatically basic, their reinterpretation within a multimodal, digital framework offers significant theoretical and pedagogical value. This study bridges traditional Arabic linguistics and contemporary digital communication, showing that syntax in social media is not merely correct or incorrect it is performative, contextual, and socially meaningful.

## CONCLUSION

This study analyzed the syntactic structures found in Arabic educational content on the TikTok account @Brayfaqot within the framework of digital linguistics. The findings demonstrate that while the account utilizes traditional Arabic grammatical forms such as *jumlah ismiyyah*, *fi'liyyah*, *amr*, *nahy*, and *istifhāmiyyah*, these are recontextualized in a multimodal environment combining sound, text, and gesture. This recontextualization transforms syntax from a static grammatical construct into a dynamic mode of digital communication that promotes contextual and experiential Arabic learning.

From an epistemological perspective, this research highlights the shifting nature of language knowledge in the digital era. Platforms like TikTok do not simply

replicate classroom instruction; they represent new semiotic spaces where linguistic meaning is negotiated visually, audibly, and socially. This shift expands our understanding of Arabic syntax from formal structure toward a performative and interactive linguistic practice that reflects broader changes in communication and learning.

However, this study has certain limitations. The analysis was limited to five videos from a single TikTok creator, which restricts the scope and generalizability of the findings. The study also focused primarily on syntactic form without examining discourse patterns or audience engagement. Future research should involve a wider range of Arabic educational accounts and conduct comparative studies across languages to explore how different linguistic systems adapt to short-form, multimodal media.

Theoretically, this research contributes to the field of digital Arabic linguistics by integrating classical *nahwu* analysis with multimodal discourse theory. It offers an initial model for how Arabic syntax can be examined within algorithmic and visual cultures, emphasizing that linguistic study in the 21st century must account for technology-driven modes of meaning-making. This contribution encourages further scholarly exploration of the relationship between language, media, and learning in the context of global digital communication.

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