

**Research Article**

# COHESION IN THE TEXTS OF ARABIC TEXTBOOKS WRITTEN BY INDONESIAN AUTHORS

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**Abstract.**

Arabiyyah Li al-Hayât (ALH) is a book about learning Arabic as a second language written by non-native speakers. The State Islamic University of Malang uses this book as an Arabic learning book. This paper analyses the cohesion in the reading texts (*nushush Qira'ah*) used for learning Arabic reading skills in the book. This library research uses a descriptive-qualitative approach. This study found that reading texts have several kinds of cohesion markers, both grammatical and lexical cohesion. Grammatical cohesion marker includes the use of pronoun personas and the use of conjunction markers. Lexical cohesion marker includes the use of repetition, that is, the repetition of words. The researchers also found reading texts in ALH books that lacked a relationship of greatness in them.

**Keywords:** *cohesion, Arabic, reading skill, non-native speaker*

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## 1. INTRODUCTION

Arabiyyah Li al-Hayât (ALH) is a book about learning Arabic as a second language written by non-native speakers of authors. The authors of the book are native Indonesians. This book is a learning book for several language skills, including the skill of reading Arabic texts (*Qira'ah nushush*). Theoretically, a good text must have complete unity, especially in meaning (semantics). That is because the text is a verbal form of communication that must be realized in learning and understanding its reading. Halliday and Hasan state that each text must have a network and texture that forms the wholeness and cohesiveness of the text itself (Halliday & Hasan, 1976). Reading skills should be given through reading texts (*Qira'ah Nushush*) that have a structured meaning and complete information.

The cohesion of this text is present in all languages, including Arabic. Concerning Arabic, the cohesion of the text began to be introduced by Muhammad Khatthābī

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with his work *Lisāniyyat al-Nash; Madkhal Ilā Insijām al-Khithāb*. In this work, the cohesion of Arabic texts began to be discussed as a new approach to language studies called text studies (*nash*) (Khaththābī, 1991). In modern Arabic studies, cohesion became an in-depth study in the hands of Afifi (Afifi, 2001). Makyun (2008), in his thesis, discusses the function of the cohesion devices of the text of the Quran. According to him, cohesion devices are not only realized through one cohesion marker but by several cohesion devices at once (Makyun, 2008). Research by Zakiyah (2011) shows that grammatical cohesion can be achieved through pronouns and demonstrative. The conjunction relationship is achieved through the use of the additive conjunction */wa/*, the adversative conjunction *"bal"* and *"lakin"*, the causal conjunction *"fa"*, and the temporal conjunction *"lamma"* and *"idza"* (Zakiyah, 2011). Masykur (2012) also examines cohesion in the Arabic-language newspaper Al-Jazirah. This study shows a variety of cohesion markers used in the headlines of the Arabic-language newspaper, including pronoun persona and pronominal demonstrative. Conjunctive relations include additive, resistance, time, purpose, concessional, cause, result, explanation, and comparison relationships (Masykur, 2013).

This study analyzes the reading texts (*nushush Qiro'ah*) contained in the ALH book. These texts are reading texts compiled by non-Arab authors as material for learning reading skills. As a learning material, of course, the reading texts must have an element of cohesion that determines the cohesiveness of the reading texts. Through this study, the researchers will criticize the cohesion markers used in the reading texts.

## 2. METHOD

This library research uses a qualitative approach to describe systematically, factual, and accurately the facts and properties of the relationships between the objects under investigation (Nasir, 2005). Qualitative is a procedure that produces descriptive or oral data in the language community—development of Arabic UIN Malang. The data of this study will be taken from ALH volume 1 and volume 2, namely from texts that are material for learning reading skills (Djajasudarma, 2012). This research data was taken from a data source in the form of the book *Arabiyyah Li al-Hayāt* (ALH), which was used as teaching material for the Arabic Language Development Center of the State Islamic University of Malang. The data of this study will be taken from ALH volume 1 and volume 2, namely from texts that are material for learning reading skills.

The research was carried out through three stages: the provision of data, data analysis, and the presentation of analysis results (Mahsun, 2005). The data of this

study were collected by listening, with basic tapping techniques, advanced recording, and free techniques (Sudaryanto, 1993). Data analysis in this study is descriptive and argumentative because the analysis will be carried out by explaining the right reasons and appropriate arguments related to the explanation of cohesion found in the data sources, namely the texts of the reading.

The detailed techniques include the following steps: (1) classify reading texts based on themes that have the closeness of meaning as found in the data source and record them and then provide code based on the text cohesion tools found in them; (2) analyse the relationship of the cohesion devices found with the elements of the analyzed text while looking at it with a coherent perspective by utilizing the help of other linguistic sciences such as *Nahwu*, *Balaghah*, and so on; (3) explains and utilizes the cohesive relationships that exist in the text that is being analysed based on the theories that have been explained so as to create an understanding of the text.

### 3. FINDINGS AND DISCUSSION

#### 3.1. About ALH Book

*Arabiyah Lil Hayat* (ALH) is a book for learning Arabic as a second language for students who start studying at the campus of the State Islamic University (UIN) of Malang. All two-semester students must stay in Ma'had al-Jamiah and study Arabic intensively every day from 14.00 to 17.00 WIB. Arabic language learning is a task given by the campus to the Language Development Centre (PPB) UIN Malang. This Arabic program is one of the excellent programs owned by Maliki State Islamic University of Malang to date.

A team wrote this book of PKPBA lecturers chaired by the director of Language Centre Development directly, Dr. HM. Abdul Hamid, M.Ag. This unique intensive program for Arabic is known as PKPBA (Special Program for Arabic Language Learning). This unique program is one of the language programs from the Language Development Centre of the State Islamic University of Malang. The Language Development Centre also handles learning other languages, such as English, Chinese, and Persian.

The writing of the book "*Al-Arabiyyah Lil Hayah*" (ALH) is the result of a learning evaluation carried out by the Language Development Centre. There are many difficulties for students to use the Arabic language he has learned in the classroom. The difficulty arose because many of the themes and talks in the previous books did not fit the context of their lives in Indonesia in general and the context of those living in the campus environment at the Centre of Ma'had Al-Jamiah at the State Islamic University

of Malang. In other words, the themes contained in the books used before are felt to be far from the needs that exist among students (Haris, 2020).

### 3.2. Cohesion in Reading Texts of ALH

The reading texts in the ALH books use grammatical cohesion wrappers and lexical cohesion renderers. Grammatical rendering consists of referential rendering, that is, re-disclosure of a reference or object that is the same as the one already mentioned earlier or will be mentioned earlier. References that are situational (understood from the site that encloses the text) are referred to as exophora, while differentiations that are textual (understood from within the text itself) are called endophores (Halliday & Hasan, 1976).

#### 3.2.1. Grammatical Cohesion Markers: Referential

Tammam Hassan mentions several types of artisans that are included in this reference. **First**, pronouns (pronouns or personal) such as *ana*, *anta*, *hum*, *huma*, *hiya*, *hunna*, (أنا، أنت، نحن، أنت، هـم). **Secondly**, demonstrative (*isyarah*) includes *Isaim-Isim Isyarah*, *dzalika*, *tilka*, *hau-la'i*, *ula'ika*, (هـذا، هـؤلا، أولئك.. and so on. **Third**, comparative *isim* (sentences or words that indicate the meaning of comparing) *af'al tafdhil* such as the example of *afdhal*, *aktasr*, *akbar*, (أفضل، أكثر) and so on. **Fourth**, relative *isim (isim maushul)* are the most important words that are spliced with sentences that explain them, such as *al-ladzi*, *al-lati*, *al-ladzina*, *al-lâti* (الذي، التي، الذين، اللاتي) and so on (Hassan, 1993).

The researchers found the pronoun cohesion cracker to be a cohesion-eater which is very clear in the following reading texts:

أبي مجتهدة، صحافية هي أختي، هي نشيط، مدرس هو أخي، هو أمي، هي أبي، هو بايا، سورا من أنا الجامعة. في طالب أنا محمد، اسمي  
تنتية كليما أمي سومطري، أبي كاليما تان، من أمي سوماطرة، من

#### Reading Text 1

The first-person pronouns are visible in the lingual units of this first text, both possessive pronouns (as in the phrase "my name" اسمي) and subjective pronouns (as in the example of "I am from Surabaya" سورا بايا من أنا). This referential grammatical cohesion is also apparent in the texts of the second and third readings. Note the following reading text:

ذكية و جميلة هي خالتي هذه نشيط، مدرس هو عتي هذا الصغير، وأخي وأمي أبي من تتكون سعيدة أسرتي

#### Reading Text 2

In the phrase "أسرتي" "my family" there is a first-person pronoun that denotes possessiveness or possession, while as it is also found in the phrase "أبي" "my father", the phrase "أمي" "my mother", and the phrase "أخي" "my brother". The pronoun referring to the same person makes the clauses in the text have a kind of common thread that binds them in a cohesive text. This speaker is also a search for finding in the next text:

ثمانية. بيتي رقم غرف، أربع البيت في البيت، في أسكن بالدراجة، الحديقة الى أذهب الثالث، الدور في الغرفة الجامعة، معهد في أسكن

### Reading Text 3

In the first, second, and third reading texts above, researchers have not found cohesion between the word demonstrative (*Isim Isyarah*) nor the relative cadaver (*Isim Maushul*) as well as the comparative word (*Af'al tafdhil*). This is because the text is indeed made as reading material for novice students who learn Arabic at the *mubtadi'* (beginner level) level. In other words, the compiler of the reading text considers that the rendering of other referential cohesion is still difficult for learners of Arabic at this level. Cohesion markers (*Isim Isyarah*, *Isim Maushul*, *Af'al Tafdhil*) in the texts of the readings of the first volume of books (*mubtadi'* or beginner level books) have not been used as cohesion markers. Conjunctive Rendering With regard to this conjunction, Halliday and Hasan explain that there are at least four kinds of relationships created from the intensified cohesion, namely additive conjunctions, adversative conjunctions, causal conjunctions, and temporal conjunctions: (1) the conjunction of additives that can act as this imposition is like the letter *athaf waw* or *aw* (و) (و) which means "and" and "or;" (2) the adversative conjunction, a conjunction that gives an understanding of the reversal of the existing one, such as *lakin*, *baida*, *anna*, *amma*, *ghaira* *anna* (لكن) (بإيد (لكن غير أن، غير أن، وأما أن، meaning: but, but actually, there are, or other sentences that are in line with these sentences; (3) causal conjunctive, that is, a logical relationship between the constituent units of the text characterized by the renderer, such as the word *wa lidzalika*, *min ajli*, *li kay*, *li anna* (لذلك) (من أجل، لأن، أجل، therefore, because, cause, and other causal renderers; (4) temporal conjunctions that indicate the sequence in time suppose the words *fa*, *tsumma*, *wa ba'da*, *fi hin* (ف) (ف) then, runa, and after that, since, when, and others as it is.

حليمة وتقرأ العربية الكتب والطالبات ميمونة تاخذ الفصل، من قريبة المكتبة الجامعة، مكتبة في والطالبات وحليمة ميمونة تدرس في صديقاتها مع الانجليزية باللغة حليمة تتحدث الانسانية، كلية في حليمة تدرس الطالبات. لجميع مفيدة الأنشطة وهذه العربية الصحيفة اليوم جدا ممتعة الدراسية الحصة فيها، العربية الكتب وتقرأ المكتبة الى حليمة تذهب الدراسة انتهاء وبعد الصف،

### Reading Text 4

In this text, there is a cohesion marker in the form of a conjunctive renderer, that is, the use of conjunctions that combine the sentences that make up the above reading text, such as the conjunction of *العربية الصحيفة حليمة وتقرأ* with the previous one which also talks about the same topic, namely the activities of Halimah and his friends in the campus library. Although it is evident in the text of this reading that the sentence has no cohesion, the sentence becomes seemingly less related. However, because there are other cohesion tools, the text becomes cohesive and coherent.

The cohesion is a cohesion wrapper in the form of repetition. There are several lingual ones in the form of nouns (in this case, personal names) repeated in the text. The text also has other cohesion, such as the use of pronouns (d)lamir. (

والموسيقى العربية المجلات فاطمة تحب الفصل، في العربية اللغة مادة صديقاتها مع وتتعلم صباحا الجامعة الى تذهب ماهرة طالبة فاطمة الجامعة. مسجد من قريية والمكتبة العربية، الكتب الطالبات مع فاطمة تقرأ يوم كل العربي،

### Reading Text 5

In this reading text, the cohesion wrapper used is still within the strictest limits, namely using pronouns, repetitions, and conjunctive markers. Researchers see that other cohesion speakers had been used, and then the text would have become more cohesive. For example, conjunctions connecting sentences in such text look less used. Notice in the sentence العربية. الكتب الطالبات مع فاطمة تقرأ يوم كل Suppose this sentence is also using conjunctions, in addition to using the cohesion of the word repetition . فاطمة. In that case, the text will be more cohesive and easier to understand, even if without the repetition of the word فاطمة. Even the text will be able to be understood without causing errors.

### 3.2.2. Lexical Cohesion Scramblers: Repetition

Cohesion in a text can also be realized by lexical cohesion, that is, cohesion in which the cohesion is lexical. In other words, this rendering is formed from the selection of words or the selection of the content of meanings in words used in the text. There are at least three kinds of wrappers that fall into this category, namely lexical cohesion wrappers in the form of repetition, synonymist cohesion, and collocation cohesion wrappers.

The imposition of repetition lexical cohesion is the repeated use of lingual units in a text. This repetition has a cohesive impact on the text. The cohesion of this repetition can be a repetition of lingual units in the form of words, phrases, or clauses. This repetition can also be a repetition of lingual units in the form of phrases, either nominal phrases, verbal phrases, or adjective phrases. Researchers found the repetition of lingual units in the form of the same word in a reading text that serves to provide cohesion in the text. Consider the repetition contained in the reading text below:

الأطباق، تغسل وأخته التلفاز، يشاهد وأخوه المجلة، تقرأ وأمه الصحيفة، يقرأ وأبوه القرآن، يقرأ لطيف متنوعة، انشطة لديها لطيف أسرة البيت. تكنس وجدته الموسيقى، الى يستمع وجده

الى يذهب السابعة الساعة في السادسة، الساعة في البيت في الفطور يتناول ثم صباحا، الخامسة الساعة في الكريم القرآن علي يقرأ نهارا الثانية الساعة في الجامعة من يرجع الجامعة، علي

### Reading Text 6

Then there is also the tool of lexical cohesion, that is, the repetition or repetition of the word. In this case, it is a repetition of the word "لطيف" (a person's name). At least the word "لطيف" is repeated twice in the above text. Likewise, the text also has the word "علي" repeated twice. The repetition of this element of the word belongs to the rendering of lexical cohesion. This repetition is a repetition of the nominal word persona. In this text, there is also a grammatical cohesion, among others, pronouns, such as in the phrase "لديها" (his own), the phrase "أبوه"

(his father), and so on. The use of repetition and the use of pronouns is what connects the sentences that make up the text with other texts so that they become cohesive or unified text.

In the reading texts of the first and second volumes of the ALH book, researchers have not found any other lexical cohesion, namely synonymy, and collocation. As learning books are organized based on learning levels, synonymy and collocation are only beginning to be introduced at higher levels, as researchers have not found a repetition of lingual units more significant than the repetition of word units.

### 3.2.3. Less Cohesive Text

The researchers found reading texts in ALH books that lacked unity in them. That is because the text does not use cohesion, so the text is like dismembered sentences and has no relationships that make it a cohesive or unified text.

يذهب العطلة، يوم الملابس هند تغسل المسجد في القرآن فاطمة تقرأ الجلوس، غرفة في التلفاز أحمد يشاهد النوم، غرفة في علي ينام المدرسة الى مصطفى

#### Reading Text 7

This text does not use cohesion wrappers except grammatical cohesion wrappers, i.e., similarities in the structure of the sentences (sums) used in them. The sum consists of *fi'il* (verb), *fa'il* (subject), description of the place. There is also an object added because the verb is transitive. By reading the reading text above, the reader gets an incomplete understanding, and each sentence (number) seems to stand alone without anyone connecting one with the other.

المكتبة الى أذهب القراءة أحب شريفة أنا مرات، ثلاث أسبوع كل ألعب أصدقائي، مع الميدان الى أذهب السلة كرة أحب فيصل، أنا القصص، كتابة هوايتي زكية أنا الاسبوع، في مرتين المسبح في أصدقائي مع اسبح السباحة هوايتي زكي أنا اليوم، في واحدة ساعة أقرأ يوم كل والصحف. المجلات الى ارسلوها مسلسللة قصة و قصيرة قصة أكتب

#### Reading Text 8

The researchers see that the text is quite confusing because, in text, the lingual units in the form of sentences seem to be individually irrigated. Using a functional analysis emphasizing the lingual one-on-one functions, researchers can say that four sentences stand alone. Using the theory of cohesion described by the characters in the literature review and theoretical foundations, the four sentences do not have a cohesion marker that connects one to the other, so the text seems to stand alone.

## 4. CONCLUSION

There are some cohesion markers that are not used in the reading text (*Qiraah*) in the early part of this book. The most widely used cohesion speaker in the early parts is

the cohesion of pronouns (*dhamir*). Of the various pronouns (*dhamir*) most widely used in the text of the reading are single first-person pronouns (*dhamir mutakallim mufrad*) with changes in their form, either *muttasil* or *munfashil*. Lexical cohesion is also found in the reading texts of ALH book. The cohesion maker is a repetition or repetition. The unit repeated in the ALH book is still a unit of words and is not larger than that.

Researchers also found reading texts that seemed less cohesive because none of the forming sentences had cohesion, both lexical and grammatical. Researchers suggest that the arrangement of such texts be reassembled into a simple but still cohesive text. This is so that readers who are Arabic learners find a complete understanding of a text, not just sentences that are mentioned side by side but impact the reader's confusion.

As a suggestion, the authors of ALH book can use other great speakers so that the reading text (*Qiroah*) compiled can have the maximum impact on students' learning. The use of various cohesion markers will also provide a learning experience for students to read native Arabic texts.

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