International Journal of Arabic Language Teaching
P-ISSN: 2684-690X E-ISSN: 2686-214X
https://e-journal.metrouniv.ac.id/index.php/IJALT

Cohesion, Coherence, and Thematic Progression in Arabic Tourism Discourse: Pedagogical Implications for Arabic Writing Skills

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Article History:
Received : 15 May 2026
Revised : 09 July 2026
Published : 16 July 2026

Keywords:
Al-Jazeera;
Systemic Functional Linguistics;
Thematic Progression.

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DOI: 10.32332/ijalt.v8i02.14136

***Abstract*:** This study analyses the construction of cohesion and coherence in an Al-Jazeera Arabic tourism article entitled *Sāfir ilā Tinghīr.. Sīmfūniyyah al-Maḍāyiq wa al-Wāḥāt fī 'Umqi al-Janūbi ash-Syarqī bi al-Maghrib*, and its implications for the teaching of *Mahārah Kitābah* (Arabic writing skills). The study aims to describe grammatical and lexical cohesion, analyse thematic progression in constructing coherence, and formulate pedagogical implications. A qualitative approach with a content analysis design was employed to examine a single article, with data collected through documentation. The data were analysed by identifying clauses and cohesive devices based on Halliday and Hasan's theory, as well as Theme–Rheme structures and thematic progression patterns based on Eggins' framework. The findings reveal that textual integrity is primarily established through reference and conjunction as grammatical cohesive devices, and reiteration as a lexical cohesive device. Coherence is constructed through a combination of constant, linear, and multiple thematic progression patterns. The findings also suggest the potential use of the analysis of cohesion, coherence, and thematic progression as a conceptual reference for developing *Mahārah Kitābah* learning materials. Future research is recommended to expand the corpus and examine the implementation of these linguistic findings in instructional contexts through classroom-based research.

INTRODUCTION

For foreign language learners, writing a unified and cohesive text is often one of the biggest challenges, as producing a coherent piece of writing requires mastery of both cohesion and coherence.[1] A study involving foreign language learners at the senior high school level in West Java found that students still experienced difficulties in using grammatical cohesive devices appropriately, which affected the overall coherence of their texts and the quality of their writing.[2] In Arabic language learning at the senior high school level, writing

[1] Rizky Takriyanti, Fransisko Chaniago, and Hamdan, "An Analysis on the Use of Cohesion and Coherence in Students' Writing," *PIONEER: Journal of Language and Literature* 13, no. 1 (2021): 16, https://doi.org/10.36841/pioneer.v13i1.871.

[2] Maulana Rizki et al., "Discourse Analysis of Grammatical Cohesion Devices in Student Explanation Texts," *Eduvelop: Journal of English Education and Development* 6, no. 1 (2022): 1–12, https://doi.org/10.31605/eduvelop.v6i1.1545.

skills play a strategic role as an indicator of productive competence and students' ability to construct texts effectively.

The urgency of addressing these writing challenges is also reflected in the Decree of the Director General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia, which establishes the Arabic Language of the Independent Curriculum for Islamic Senior High Schools in Phase F. Based on the curriculum document, students in Phase F are required to have the ability to understand and produce textual ideas, both orally and in writing, independently and structurally according to specific themes, one of which is the theme of tourism *(as-siyāḥah)*.[3] This requirement is relevant to the status of *mahārah kitābah* as an advanced productive skill in Arabic, as it demands the ability to integrate the mastery of vocabulary, grammar, and other linguistic elements to express ideas in writing.[4] The curriculum mandates that learning should not merely focus on mastering grammatical rules, but must also be oriented towards the ability to organize ideas so that they are conveyed accurately and effectively.

This low proficiency in constructing cohesive discourse is confirmed to persist into higher education. Previous research indicates that university students' essays often exhibit inconsistent levels of cohesion and coherence, reflecting students' limited ability to establish effective relationships between sentences and construct logical paragraphs.[5] These obstacles often become more complex with the use of conventional learning materials that lack visual and contextual appeal, which directly causes a decline in students' enthusiasm and intensity in writing practice.[6]

This phenomenon is inseparable from the characteristics of *Mahārah Kitābah* as an advanced language skill that demands more complex linguistic and cognitive abilities. The challenges students experience in constructing coherent discourse are influenced by their insufficient mastery of fundamental writing skills, resulting in ideas that do not develop systematically or naturally.[7] More specifically, students' difficulties in organizing texts are reflected in the

[3] Direktorat Jenderal Pendidikan Islam, "Keputusan Direktur Jenderal Pendidikan Islam Nomor 3302 Tahun 2024 Tentang Capaian Pembelajaran Pendidikan Agama Islam Dan Bahasa Arab Kurikulum Merdeka Pada Madrasah" (2024).

[4] Yuniarti Amalia Wahdah, Nailin Najihah, and Nasiruddin, "Karakteristik Pengembangan Kurikulum Bahasa Arab Maharah QirĀah Dan KitĀbah," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (2023): 257–78, https://doi.org/10.35931/am.v6i1.1640.

[5] Darmawati, "Analisis Kohesi Dan Koherensi Karangan Mahasiswa Informatika Kelas 1D Universitas Cokroaminoto Palopo," *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra* 7 (2021): 295–306, https://doi.org/https://doi.org/10.30605/onoma.v7i1.1183.

[6] Salsabila Khalis and Asep Sopian, "Use of E-Comic Media Through Canva To Increase the Maharah Kitabah," *AKSARA: Jurnal Bahasa Dan Sastra* 6, no. 3 (2023): 211–18, https://doi.org/https://doi.org/10.17509/alsuniyat.v8i1.73520.

[7] Syaifullah et al., "CAF Dimensions as Measures of University Students ' Writing Proficiency in Arabic as a Foreign Language," *IJAZ ARABI :Journal of Arabic Learning* 9, no. 2 (2026): 667–80, https://doi.org/https://doi.org/10.18860/ijazarabi.v9i2.37691.

inaccurate use of cohesive devices, such as the inappropriate placement of conjunctions and an overreliance on simple lexical repetition.[8]

The use of digital authentic texts is highly recommended as a learning strategy because these materials come directly from real life Arabic used in society.[9] The use of authentic materials enables learners to engage directly with Arabic as it is used in real-life communicative contexts.[10] Such materials also help bridge the gap between the standardized language presented in textbooks and the complexity of language use by native speakers.[11] Unlike texts in conventional textbooks, which are often simplified, authentic texts offer the syntactic complexity, rich vocabulary, and genre diversity of actual language use.[12] Exposure to authentic texts can also foster the development of critical thinking skills while motivating students to engage in continuous writing practice.[13] Therefore, authentic texts act as a scaffold that gradually guides students to write based on their communicative needs.[14] By observing journalistic texts, students can learn firsthand how information and ideas are organized into a cohesive argument.

The Al-Jazeera Arabic news portal was selected as the data source for this study because it provides Arabic news texts that represent a wide range of contemporary issues across the Arab world. Its consistent use of Modern Standard Arabic *(fuṣḥā)* makes these texts a suitable corpus for linguistic analysis.[15] The journalistic texts on this portal do more than just deliver the news they display a strong connection between language forms and the depth of

[8] Garan Panji Sutejo and Galuh Kirana Dwi Areni, "Distinguishing Cohesive Device Errors in Male and Female Students ' Written Recount Texts," *Journal of English Language and Education* 11, no. 2 (2026): 1095–1105, https://doi.org/https://doi.org/10.31004/jele.v11i2.2370.

[9] Eka Dewi Mutiara, R. Umi Baroroh, and Abdul Aziz Fathullah'ali Abdul Bari, "Developing Technology-Based Authentic Assessment for Maharah Kitabah in the Ministry of Religious Affairs ' Arabic Textbook," *LISANIA: Journal of Arabic Education and Literature* 9, no. 1 (2025): 174–99, https://doi.org/http://dx.doi.org/10.18326/lisania.v9i1.174-199.

[10] Intan Sari Dewi, Faisal Mahmoud Adam Ibrahim, and Syuhadak, "Teaching Reading Skill Communicatively Using Arabic Authentic Texts and Its Impact on the Development and Motivation of Reading among Students," *Arabiyatuna Jurnal Bahasa Arab* 6, no. 2 (2022): 527–54, https://doi.org/http:dx.doi.org/10.29240/jba.v6i2.4710.

[11] Umar Faruq, "Ta'lim Al-Qira'ah Li Al-Nathiqin Bi Ghair Al-'Arabiyyah Bi Al-Nushush Al-Ashliyyah Al-Muhtawiyah 'Ala Al-Tsaqafah Al-'Arabiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 389, https://doi.org/10.29240/jba.v7i2.6621.

[12] Nuraini, Imam Asrori, and Mamluatul Hasanah, "Material Development for Arabic Writing Skills Based on International Standards," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 290–307, https://doi.org/10.24042/albayan.v14i2.13901.

[13] Fitri Handayani Harahap et al., "Utilization of Original Texts in Kitabah to Motivate and Develop Arabic Writing Skills," *Jurnal Nasional Holistic Science* 5, no. 2 (2025): 119–23, https://doi.org/https://doi.org/10.56495/hs.v5i2.1191.

[14] Hasnil Oktavera et al., "Mapping the Characteristics and Trajectories of Language Scaffolding in Arabic as a Foreign Language : A Systematic Review," *Arabiyatuna Jurnal Bahasa Arab* 9, no. 2 (2025), https://doi.org/10.29240/jba.v9i2.14801.

[15] Muhammad Lukman Arifianto et al., "Representative Speech Act in Arabic News Discourse: Study on Aljazeera and Al-Ahram," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 1 (2022): 17–34, https://doi.org/10.22219/jiz.v5i1.18161.

meaning they construct.[16] This media discourse is ideal to study because its writers typically organize the flow of information and themes as a key strategy to convey ideas strongly and persuasively. Such a neat structural arrangement indicates that Al-Jazeera Arabic produces discourse that is not only cohesive but also effective in guiding reader understanding.[17] Therefore, the textual characteristics of Al-Jazeera Arabic can serve as a representative model for analyzing language structures, making it a practical reference for students practicing how to write logical, systematic, and well-directed discourse. Furthermore, this study uses a tourism themed *(siyāḥah)* text from the Al-Jazeera Arabic portal because the theme aligns with the Phase F Arabic Language Learning Outcomes. Therefore, the results of this analysis are expected to serve as a reference for developing *Mahārah Kitābah* teaching materials oriented toward composing cohesive and coherent texts.

Studies on Systemic Functional Linguistics (SFL), specifically regarding cohesion, coherence, and thematic progression, have been widely explored by previous researchers across various types of texts. Several previous studies have examined textual analysis, including investigations of Theme–Rheme patterns in students' written texts.[18] to examining shifts in cohesion and coherence in translations.[19] In the realm of media discourse, the identification of cohesive elements has also been conducted, though it generally focuses on spoken news discourse or national-scale Indonesian news texts.[20] The findings from these studies generally assert that mastering cohesive devices and thematic progression patterns directly impacts discourse unity, although their application has mostly been limited to evaluating student writing or analyzing literary texts.

More specific research on online news has also been conducted by analyzing discourse on the Sindonews.com portal. This research confirms that online journalistic texts frequently utilize grammatical cohesion, such as

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[16] Darsita Suparno et al., "Hubungan Jurnalistik Bentuk Dan Makna : Analisis Tematik Konten Berita Al- Jazeera Dan Mu ' Jam Mustalahat Al- I ' Lamiyah," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2024), https://doi.org/https://doi.org/10.19105/ajpba.v5i1.12312 Hubungan.

[17] Muhammad Ghafary Yuhandra, Tubagus Chaeru Nugraha, and Fahmy Lukman, "Ideologi Al-Jazeera Arabic Dalam Wacana Pemberitaan Visi Saudi Muhammad Bin Salman (Analisis Wacana Model Fairclough)," *DIGLOSIA Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 7 (2024): 9–24, https://doi.org/https://doi.org/10.30872/diglosia.v7i1.808.

[18] Muhammad Ibnu Mustofa and Eri Kurniawan, "Theme and Thematic Progression in a Recount Text by an Advanced Student," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 7, no. 2 (2023): 481, https://doi.org/10.21093/ijeltal.v7i2.1382.

[19] Ahmad Mohammad Al-harahsheh, "Cohesion and Coherence Shift in Jabra s Translation of Hamlet," *ONOMAZEIN Journal of Linguistics, Philology and Translation* 56, no. January 2020 (2022), https://doi.org/10.7764/onomazein.56.07.

[20] Ainul Hufyati, Abd. Rahman Rahim, and Sitti Aida Azis, "Unsur Kohesi Dan Koherensi Dalam Berita Online (Kasus Tugas Analisis Wacana Mahasiswa Semester IV Pendidikan Bahasa Dan Sastra Inonesia)," *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra* 8, no. 2 (2022): 636–42, https://doi.org/https://doi.org/10.30605/onoma.v8i2.1925.

reference and conjunction, as well as lexical cohesion in the form of repetition.[21] The critical role of cohesive and coherence devices is also evident in various genres of spoken discourse. Meanwhile, linguistic analyses of Al-Jazeera Arabic discourse have historically shown a very strong preference for Critical Discourse Analysis approaches.

Various previous studies have shown that Al-Jazeera news texts are analyzed to uncover media ideologies, political biases, and representations of power.[22] Comparative research on international news remains heavily focused on global conflicts and political issues, such as studies examining media strategies in representing ideologies and constructing victim identities through news coverage.[23] The dominance of studies focusing on political and ideological dimensions ultimately leaves a research gap in the linguistic aspect. This study is expected to contribute to the field of Arabic language teaching, specifically by utilizing textual analysis as a foundation for developing *Mahārah Kitābah* instruction. The novelty of this research lies in its effort to identify the characteristics of cohesion, coherence, and thematic progression in the Arabic news texts examined in this study and relate these findings to the educational context.

This study also seeks to explain the tendencies in using cohesive devices and thematic progression patterns that build discourse unity. The importance of using authentic materials aligns with the current direction of Arabic curriculum development, which has started to adopt genre pedagogy and process writing approaches. This is supported by recent research on curriculum development,[24] which highlights the need to shift Arabic language learning from merely understanding text structures toward mastering functional communicative competencies at an international standard.

A recent study confirms that the teaching of *Kitābah* in Indonesian educational institutions is currently still dominated by a grammatical approach, which has not optimally facilitated students in composing cohesive and

[21] Ruyatul Hilal Mukhtar et al., "Analysis of Cohesion and Coherence of Middle Eastern News Discourse and Its Implications for Indonesian Language Learning in High School," *Pedagonal : Jurnal Ilmiah Pendidikan* 08, no. 02 (2024): 165–76, https://doi.org/10.55215/pedagonal.v8i2.5.

[22] Zulfan et al., "The Appointment Of New Hamas Leader In Al Jazeera Arabic 2024 : A Critical Discourse Analysis The Polemics between Palestine and Israel Are Familiar Events and Have," *Islam Transformatif: Journal of Islamic Studies* 9 (2025): 63–84, https://doi.org/http://dx.doi.org/10.30983/it.v9i1.9551 63.

[23] Rima Jamil Malkawi, Shehdeh Ismail Fareh, and Ghaleb Rabab'ah, "Framing the Shooting of Al Jazeera Journalist Shireen Abu Akleh in English and Arabic News Headlines: A Critical Discourse Study," *Humanities and Social Sciences Communications* 11, no. 1 (2024): 1–13, https://doi.org/10.1057/s41599-024-03784-x.

[24] Muhammad Kamal et al., "Compiling E-Learning Kitabah Muqoyyadah Teaching Materials through the CEFR," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 21–35, https://doi.org/https://doi.org/10.17509/alsuniyat.v8i1.73520.

communicative texts.[25] Teaching Arabic writing is viewed not simply as an activity of combining grammatical rules, but as a guided cognitive process to construct texts according to their social purposes. Recent literature affirms that literacy instruction based on Systemic Functional Linguistics (SFL) effectively strengthens genre pedagogy, particularly in Arabic language education and translation.[26] As an applied framework of SFL, the Sydney School's Genre Pedagogy enables teachers to use an explicit teaching and learning cycle to analyze how expert writers organize texts both textually and lexically.[27] Consequently, linguistic findings obtained from the analysis of authentic texts can be utilized as a foundation for developing learning materials and activities for students.

This study uses Systemic Functional Linguistics (SFL) as the primary theoretical framework to analyze discourse unity. Viewing language as a meaning system tied to social functions,[28] this analysis highlights the textual metafunction through the concepts of Theme and Rheme, as well as Thematic Progression.[29] As an indicator of logical discourse coherence, thematic progression analysis is combined with the cohesion framework developed by Halliday & Hasan (1976) to identify textual unity at both the grammatical and lexical levels. Integrating cohesive devices which bind text components together and thematic progression which regulates the flow of ideas allows for a comprehensive analysis of discourse structure.

Within this framework, discourse unity is understood as the integration of meaning that allows a text to be comprehended as a single communicative unit. This integration is reflected through textual unity, marked by the relationships between its parts, which creates texture as the defining characteristic of a text. In this study, textual unity is analyzed through two aspects: cohesion, as the formal relationship between linguistic units, and coherence, represented by Theme-Rheme organization and thematic progression patterns. Cohesion refers to the grammatical and lexical relationships between linguistic elements that explicitly appear on the text's surface, such as reference, conjunction, and repetition, which tie sentences into a unified whole.[30] Meanwhile, coherence is a deeper aspect,

[25] Renti Yasmar et al., "Need Analysis of Teaching Materials for Kitabah Using the Genre-Based Pedagogy," *Arabiyatuna Jurnal Bahasa Arab* 9, no. 1 (2025), https://doi.org/10.29240/jba.v9i1.1266.

[26] Sally Abdullah Saleh Alghamdi, "Systemic Functional Linguistics and the Arabic MT Learner : An Analytical Study," *Cultura. International Journal of Philosophy of Culture and Axiology* 22, no. 2014 (2025): 62–75.

[27] David Rose, "Languages of Schooling: Embedding Literacy Learning with Genre-Based Pedagogy," *European Journal of Applied Linguistics* 6, no. 1 (2018): 59–89, https://doi.org/10.1515/eujal-2017-0008.

[28] M A K Halliday, *Explorations in the Functions of Language*, Explorations in Language Study (Edward Arnold, 1973), https://books.google.co.id/books?id=MUVLDQEACAAJ.

[29] S Eggins, *Introduction to Systemic Functional Linguistics: 2nd Edition*, 2nd ed., An Introduction to Systemic Functional Linguistics (New York: Bloomsbury Academic, 2004).

[30] M A K Halliday and Ruqaiya Hasan, *Cohesion in English*, ed. Randolph Quirk (London, 1976).

relating to the interconnectedness of meaning and the logical flow of ideas that allows the text to be fully understood.[31] Without adequate cohesion, a text feels disjointed, and without strong coherence, its underlying message remains vague even if the sentences appear structurally neat. The integration of these theories enables this study to comprehensively dissect the structure of news discourse.

Specifically, this study found that the textual unity of the Arabic tourism discourse analyzed in this study is supported by the consistent use of grammatical conjunctions and explicit lexical repetition, while the use of substitution is relatively limited. In addition, the continuity of ideas is reflected in the use of constant and linear thematic progression patterns. These findings provide insights into the linguistic characteristics of the authentic texts analyzed in this study, which may serve as a reference for the teaching of Arabic writing. Methodologically, this study is limited to internal textual analysis and does not include classroom effectiveness testing. This article begins by outlining the qualitative research method and the Systemic Functional Linguistics (SFL) framework employed in the study. It then presents the findings on grammatical cohesion, lexical cohesion, and thematic progression. Based on these findings, the article discusses the pedagogical implications for the teaching of *Mahārah Kitābah* before concluding with the overall findings of the study.

METHOD

Based on the need to deeply explore linguistic phenomena, particularly in uncovering aspects of cohesion, coherence, and thematic progression, this study specifically focuses on a single journalistic text as its sole unit of analysis. The selection of a single case allows for a more comprehensive and intensive textual examination. To achieve this, the study employs a qualitative approach with a content analysis design.[32] The primary data consists of all clauses within the selected article. Specifically, the source of information used is a tourism themed text published by Al-Jazeera Arabic, titled *Sāfir ilā Tinghir.. Simfūniyyat al-Madāyiq wa-al-Wāhāt fī 'Umq al-Janūb ash-Sharqī bi-al-Maghrib*, published on April 12, 2026. The theoretical framework is based on Halliday's (1973) Systemic Functional Linguistics (SFL) at the textual metafunction level, integrated with the concept of Thematic Progression and the cohesion and coherence theories of Halliday & Hasan (1976) and Eggins (2004).

Data were collected through documentation, with the researcher acting as the key instrument. The data analysis process was carried out in four systematic stages. The first stage began with segmenting the text into functional analytical

[31] Fiki Setiawan and Taiman, "Cohesion And Coherence In Written Texts Of Health," *Indonesian EFL Journal (IEFLJ)* 7, no. 1 (2021): 59–68, https://doi.org/https://doi.org/10.25134/ieflj.v7i1.3991.

[32] John W Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*, 2014.

units, focusing on words, phrases, and clauses. The second stage proceeded with the data coding process. Coding was conducted independently by the first author as the sole coder, explicitly identifying and classifying elements of grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation) based on Halliday and Hasan's (1976) theoretical guidelines. The third stage examined each clause to analyze its Theme-Rheme structure and thematic progression patterns, guided by Eggins's (2004) theory to measure discourse coherence. Given that the analysis was performed by a single coder, the consistency and reliability of data interpretation were maintained through periodic re-reading and intensive discussions with the second author. The frequency of each device was then calculated into simple descriptive percentages to serve as the basis for textual interpretation. The final stage involved drawing conclusions and formulating pedagogical implications. These implications took the form of conceptual recommendations for developing *Mahārah Kitābah* materials for Phase F of the Merdeka Curriculum. This study is limited to internal textual analysis. therefore, it does not include classroom implementation or effectiveness testing.

RESULT AND DISCUSSION

This study examines a tourism article from the Al-Jazeera Arabic portal titled *Safir ilā Tinghir.. Simfūniyyah al-Madāyiq wa al-Wāhāt fi 'Umqi al-Janubi ash-Syarqi bi al-Maghrib*. The data were comprehensively classified to analyze the dimensions of textual integrity, encompassing both cohesive devices and mechanisms of discourse coherence.

Grammatical cohesion in this tourism discourse exhibits a tendency to utilize conjunctions and references as binding instruments between clauses. The frequency distribution of grammatical cohesive devices within the article can be observed in Table 1.

Table 1. Summary of Grammatical Cohesion Findings

Grammatical Cohesion	Total	%
1. Reference	77	47,8%
2. Conjungction	82	50,9%
3. Substitution	0	0,0%
4. Ellipsis	2	1,2%
Total Grammatical Cohesion	**161**	**100%**

Based on Table 1, the textual organization of the Al-Jazeera Arabic tourism discourse is synergistically supported by four main linguistic aspects. Grammatical cohesion (161 occurrences) shows a relatively high frequency of conjunctions (50,9%) and references (47,8%). The dominance of conjunctions suggests the writer's tendency to link sentences into flowing compound structures. In contrast, ellipsis appears in a very limited amount (1,2%), while

substitution is not found at all (0,0%). The high frequency of references implies that the writer attempts to avoid repetitive subject duplication to maintain sentence efficiency. One of the most prominent examples of reference is shown in the following table:

Table 2. Reference

Text	Translation	Grammatical marker	Category
وفي الأفق جبال الأطلس ترتفع كأنَّها تلامس عنان السماء	On the horizon, the Atlas Mountains rise as if they were touching the peak of the sky.	"هَا" *(hā)*	Reference

In Table 2, a grammatical cohesive device is found in the form of personal reference through an enclitic or attached pronoun (*dhamīr muttashil*) "هَا" (*hā*) attached to the particle "كأنَّ" (*kaʾanna*). In an anaphoric relationship, the pronoun refers back to the noun "جبال الأطلس" *Jibāl al-Aṭlas* (Atlas Mountains) mentioned in the previous clause. Although *Jibāl al-Aṭlas* is a non-human noun (*ghairu ʿāqil*), the use of the third-person singular feminine pronoun (*mufrad muannats*) remains consistent with the Arabic grammatical system. This is due to the rule that non-human plural nouns are treated as singular feminine forms, thus allowing for referential agreement between the pronoun and its antecedent. Theoretically, instead of writing a new sentence that says "as if the Atlas Mountains touch the peak of the sky...", the writer utilizes anaphoric reference to weave the clauses cohesively for the sake of sentence efficiency. These findings are consistent with the structural characteristics of Arabic discourse, which inherently relies on anaphoric reference to establish textual cohesion through the interconnectedness of linguistic units.[33]

Besides reference, Arabic discourse structure is inseparable from the use of conjunctions (50,9%). This shows the writer's tendency to link sentences into a unified sentence structure. The use of conjunctions in this text is not limited to fulfilling syntactic rules but is used strategically to connect ideas.

Table 3. Conjunction

Text	Translation	Grammatical marker	Category
يمكنك الاكتفاء بالمشي الهادئ بين الجدران العملاقة والاستمتاع ببرودة المياه، أو الانضمام لهواة التسلق	You can choose to simply take a leisurely walk among the giant cliffs and enjoy the cool water, or join the rock climbing enthusiasts.	"أو" *aw* (or)	Conjunction

[33] Yehudit Dror, "Associative Anaphora in Arabic: Examples from the Qurʾān," *Lodz Papers in Pragmatics*, 2026, 1–28, https://doi.org/10.1515/lpp-2025-0085.

The presence of the particle "أو" (*aw*; or) in Table 3 functions as an alternative conjunction. This connective word logically links two propositions in different directions, offering a choice between a relaxing nature activity or switching to a more extreme one. The tendency of Arabic discourse writers to connect ideas through conjunctions aligns with previous studies, which show that the use of conjunctions is a grammatical characteristic of the Arabic language optimized to connect clauses, maintain the continuity of meaning, and build textual cohesion.[34] They prefer stringing ideas together using intra-discourse conjunctions to create narrative continuity. This also contributes to the cohesiveness of this tourism article. Interestingly, despite the high frequency of reference and conjunction, this discourse exhibits very minimal use of ellipsis and a complete absence of substitution devices.

Table 4. ellipsis

Text	Translation	Grammatical marker	Category
لتستيقظ على صوت النهر وزقزقة العصافير في هدوء تام، على صوت النهر وزقزقة العصافير في هدوء تام، أو [يمكن أن تجرب المبيت] في السيارة (كارافان) على بعد خطوات من المجاري المائية في مضايق تودغى	So that you wake up to the sound of the river and the chirping of birds in complete tranquility, or [you can try spending the night] in a caravan located just a few steps from the water stream in the Todgha Gorge.	Omission of the phrase "[يمكن أن تجرب المبيت]" (*yumkinu an tujarriba al-mabīta*; you can try spending the night).	Ellipsis

In Table 4, the writer applies clausal ellipsis by deliberately omitting the entire offering phrase "[يمكن أن تجرب المبيت]" (*yumkinu an tujarriba al-mabīta*; you can try spending the night). The omission of this structure is possible because the ellipted element was explicitly stated in the preceding clause. Thus, the missing element can be recovered through the prior linguistic context, ensuring that the inter-clausal relationship is maintained. Furthermore, the complete absence of substitution devices in this text confirms the linguistic character of the analyzed Arabic text. This characteristic is in line with findings indicating that substitution is rarely used as a grammatical cohesion device in Arabic discourse. Textual integrity is instead largely maintained through explicit repetition.[35] To minimize

[34] Salsabila Nova Fatimah et al., "Kohesi Dan Koherensi Dalam Teks Sholawat Qobla Maulid Diba': Analisis Semantik Wacana," *Ihya Al-Arabiyah; Jurnal Pendidikan Bahasa Dan Sastra Arab*, 2026, https://doi.org/http://dx.doi.org/10.30821/ihya.v12i1.

[35] Afif Kholisun Nashoih, Stamfa Aghni Anggara, and Moh Ubaidillah, "Istiksyāf Adawāt At-Tamāsuk an-Nahwi Walmu'jamī Bii'tibārihā Buniyah 'Ala Insijam an-Nusūs Liāyāti at-Tasāmuh Ad-Dīnī (Dirosatu Tahlīli Al- Khithōbi Fi Al-Qur'Āni Al-Karīmi)," *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6 (2024): 25–54, https://doi.org/https://doi.org/10.38073/lughawiyyat.v6i1.974.

potential object misinterpretation, Arabic texts tend to prioritize full lexical repetition or direct omission.

Table 5. Summary of Lexical Cohesion Findings

Lexical Cohesion	Total	%
Reiteration	134	65,4%
Collocation	71	34,6%
Total Lexical Cohesion	**205**	**100%**

Discourse unity is not only supported by grammatical devices at the syntactic level but is also strengthened by vocabulary arrangement through lexical cohesion mechanisms. The realm of lexical cohesion recorded the highest overall number of findings, with 205 occurrences (Table 5), indicating that this discourse relies heavily on vocabulary linkages. The dominant lexical sub-category in this discourse is reiteration. Reiteration functions as a lexical cohesive device that maintains topic continuity throughout the text. In describing tourist destinations, the exact repetition of main nouns supports inter-sentence connections, keeping the discussion focused on the same object, as seen in the following excerpt:

Table 6. Reiteration

Text	Translation	Lexical marker	Category
تنتظم التجربة في تنغير مثل عقد من اللحظات المتتابعة... تنغير ليست مجرد محطة عابرة...	The experience in Tinghir is strung together like a necklace of continuous moments... Tinghir is not merely a transit stop...	"تنغير" (*Tinghīr*)	Reiteration

The excerpt in Table 6 illustrates the practice of exact lexical repetition of the noun "تنغير" (*Tinghīr*) at the beginning of the paragraph, which is presented identically in the explanatory clause below it. From a functional perspective, the repetition of this location's name acts as a textual anchor. The repetition of the word (*Tinghīr*) is used to maintain topic continuity. Research findings indicate that repetition is the most dominant form of lexical cohesion. This lexical repetition plays a role in maintaining topic continuity, even when the text is developed through various sentence structures. These findings align with studies on the function of repetition as a topic marker in descriptive texts, as well as with results indicating that lexical repetition is utilized as a rhetorical device

to maintain referential clarity.[36] This tendency is also consistent with the characteristics of Arabic discourse, which utilizes repetition as a commonly used cohesion device to reinforce and maintain central ideas.[37] The findings are further supported by a study on lexical cohesion which shows that repetition is the most frequently used lexical cohesion device in the analysed Arabic texts.[38]

Another lexical sub-category found is collocation, with 71 occurrences. Collocational cohesion in this discourse is realized through the selection of vocabulary grouped within the same semantic domain, as seen in the elaboration of local culinary delights below:

Table 7. Collocation

Text	Translation	Lexical marker	Category
لا تفوت تذوق "طاجين الماعز بالبرقوق" أو "الكسكس" بدقيق الشعير أو القمح	Do not miss the opportunity to taste "goat meat tajine with plums" or "couscous" made from barley or wheat flour	تذوق (taste), طاجين (tajine), الكسكس (couscous), دقيق (flour), الشعير (barley), القمح (flour), البرقوق (plum), and الماعز (goat meat).	Collocation

In Table 7, the discourse unity in the excerpt is built through collocation, which connects several vocabulary items within the same semantic field, namely culinary. The word تذوق (*tadhawwuq*, "to taste") serves as a trigger for the appearance of food-related vocabulary, such as طاجين (*ṭājīn*, "tajine"), الكسكس (*al-kuskus*, "couscous"), and دقيق (*daqīq*, "flour"). Additionally, elements like الماعز (*al-māʿiz*, "goat"), البرقوق (*al-barqūq*, "plum"), الشعير (*al-shaʿīr*, "barley"), and القمح (*al-qamḥ*, "wheat") help form a lexical network related to food presentation. According to Halliday and Hasan (1976), this kind of relationship is a form of lexical cohesion known as collocation, which is the connection between words that typically co-occur in the same semantic field. This relationship is not based on repetition or synonymy, but rather on semantic associations established through language use.

[36] Syofyan Hadi et al., "Lexical Cohesion Analysis on Articles of the Russia-Ukraine Conflict in Arabic and English Online Newspapers," *Studies in English Language and Education* 11, no. 1 (2024): 403–19, https://doi.org/10.24815/siele.v11i1.30977.

[37] Nashoih, Anggara, and Ubaidillah, "Istiksyāf Adawāt At-Tamāsuk an-Nahwi Walmu'jamī Bii'tibārihā Buniyah 'Ala Insijam an-Nusūs Liāyāti at-Tasāmuh Ad-Dīnī (Dirosatu Tahlīli Al- Khithōbi Fi Al-Qur'Āni Al-Karīmi)," *Lughawiyyat: Jurnal Pendidikan Bahasa dan Sastra Arab* 6, no. 1 (2023): 25-54, https://doi.org/10.38073/lughawiyyat.v6i1.974.

[38] Reflinaldi, Awliya Rahmi, and Melisa Rezi, "Evaluating the Use of Lexical Cohesion in Arabic Textbook Published by Indonesian Ministry of Religious Affairs," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 233–46, https://doi.org/10.23971/altarib.v11i2.7314.

The presence of this collocational network strengthens discourse unity by maintaining the focus of the discussion on the culinary aspect as one of the tourist destination's attractions. Inter-lexical connections reflect the semantic relationships among pieces of information, thereby contributing to the cohesion of the tourism description in the text. Thus, collocation functions not only as a word connector but also contributes to building meaning continuity and clarifying context representation throughout the discourse.[39]

The unity of the flow of ideas in this tourism article is also examined through the movement of ideas or thematic progression patterns. The summary of this pattern mapping is presented in Table 8.

Table 8. Analysis of Thematic Patterns

Thematic patterns	Total	%
Constant theme	41	39,1%
Linear theme	39	37,1%
Multiple theme	25	23,8%
Total	**105**	**100%**

Based on SFL analysis at the textual meta function level, the message structure in each clause of this discourse is divided into two components, namely Theme and Rheme.[40] The flow of information from one clause to the next moves dynamically by utilizing a variation of three progressive patterns, as shown in Table 8: the constant theme pattern (39.1%), the linear theme pattern (37.1%), and the multiple or split theme pattern (23.8%). The integrative interlacing of this flow of ideas can be carefully observed in the following sequence of clauses:

Clause A: "تبدأ [التجربة] بدهشة الوقوف أمام الجدران الصخرية الشاهقة" (*tabdaʾu [al-tajribah] bi-dahshati al-wuqūfi amāma al-judrāni al-ṣakhriyyati al-shāhiqah*; It [the experience] begins with the awe of standing in front of towering rock walls)
Clause B: "وتنتهي [التجربة] بالانغماس في إيقاع حياة بطيئة" (*wa-tantahī [al-tajribah] bi-al-inghimāsi fī īqāʿi ḥayātin baṭīʾah;* And it [the experience] ends by immersing in the slow rhythm of life)
Clause C: "لا تعترف [هذه الحياة] بضغط الساعة" (*lā taʿtarifu [hādhihi al-ḥayāh] bi-ḍaghṭi al-sāʿah;* [This life] does not recognize the pressure of time)

The functional analysis of the clauses reveals a combination of thematic patterns. The relationship between Clause A and Clause B is bound by an additive relation and driven by a constant theme pattern. In this structure, the object "[التجربة]" (*at-tajribah*; the experience), represented by a hidden pronoun (*dhamīr mustatir*), acts as the Theme in Clause A and maintains its position as the Theme in Clause B. Meanwhile, the Rheme changes to provide additional

[39] Setiawan And Taiman, "Cohesion And Coherence In Written Texts Of Health," *Indonesian EFL Journal (IEFLJ)* 7, no. 1 (2021): 59-68, https://doi.org/10.25134/ieflj.v7i1.3991

[40] Eggins, *Introduction to Systemic Functional Linguistics: 2nd Edition,* 2004.

description. This constant pattern is applied when the text focuses on detailing descriptions within a single object's scope. This finding indicates that placing the theme element at the beginning of a clause contributes to the distribution of information within the text.[41] Through the stability of this message position, the flow of information can be channelled effectively, avoiding disorganized leaps in ideas. In this mechanism, new information in the form of the phrase حياة بطيئة (*ḥayātin baṭī'ah*; slow life), at the end of Clause B is transformed into the Theme at the beginning of Clause C "[هذه الحياة]" (*hādzihi al-ḥayāh*; this life) through a linear theme pattern.

This inter clausal information networking illustrates the mechanism of building macro coherence in the analysed text through continuous inter-clausal relationships. The linear Theme progression pattern facilitates the gradual and continuous development of ideas.[42] This pattern operates by promoting the rheme of the preceding clause to become the theme of the following clause, thereby preventing abrupt shifts in the flow of ideas.[43] To complement the structure, the discourse writer also optimizes the multiple theme pattern. This pattern illustrates a taxonomic organization of information, ensuring that the discussion of the tourist attraction and its various elements is arranged systematically within the text. Furthermore, the writer utilizes the multiple (split) theme pattern as a categorization tool when reviewing objects that have several explanatory elements.

Clause A: "المدينة تشتهر بمعلمين طبيعيين هما المضايق والواحات" (*al-madīnah tashtahiru bi-maʿlamayn ṭabīʿiyyayn humā al-maḍāyiq wa-al-wāḥāt;* The city is famous for two natural landmarks, namely the gorges and the oases)
Clause B: "فالمضايق تتميز بصخورها العالية" (*fa-al-maḍāyiq tatamayyazu bi-ṣuḵūrihā al-ʿāliyyah;* Thus, the gorges are characterized by their towering rocks)
Clause C: "أما الواحات فتمنح المكان خضرة دائمة" (*ammā al-wāḥāt fa-tamnaḥu al-makāna khuḍratan dāʾimah;* As for the oases, they provide the place with perpetual greenery)

The Rheme component in Clause A introduces two objects simultaneously, namely "المضايق" (*al-maḍāyiq*; the gorges) and "الواحات" (*al-wāḥāt*; the oases). Subsequently, the information "*al-maḍāyiq*" is drawn into a single explanatory Theme in Clause B, followed by the entity "*al-wāḥāt*", which is

[41] Muhammad Yunus Anis, "Thematic Progression Pattern in Al-Hikam Aphorism Arabic – Bahasa Indonesia and Arabic – English ; Systemic Functional Linguistic Approach," *World Journal of English Language* 13, no. 7 (2023): 453–66, https://doi.org/10.5430/wjel.v13n7p453.

[42] Suharsono Suharsono, Ashadi Ashadi, and Zefki Okta Feri, "Theme-Rheme Pattern: Its Contribution to Cohesion and Coherence in The Students' Research Background," *REiLA : Journal of Research and Innovation in Language* 6, no. 1 (2024): 94–110, https://doi.org/10.31849/reila.v6i1.16281.

[43] Mustofa and Kurniawan, "Theme and Thematic Progression in a Recount Text by an Advanced Student," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 7, no. 2 (2023): 481, 10.21093/ijeltal.v7i2.1382

derived in parallel to become the explanatory Theme in Clause C. This kind of pattern serves the writer in mapping out descriptions that contain several related pieces of information so that they remain detailed.[44] The use of this pattern aligns with the findings who state that the multiple theme pattern is used to break down ideas into specific sub-topics, thereby avoiding information overload.[45] Through the combination of constant, linear, and split theme patterns, the studied Al-Jazeera Arabic journalistic text exhibits a discourse structure characterized by an orderly progression of ideas.

Moving beyond a purely linguistic description, the novelty of this study lies in its attempt to conceptually connect the findings of discourse analysis with the teaching of *Mahārah Kitābah*. As a pedagogical implication, the linguistic features identified in the authentic texts analyzed in this study may serve as a reference for *Mahārah Kitābah* instruction. To illustrate their potential application, this study presents a conceptual illustration of how the findings on cohesion and coherence may be incorporated into learning activities. The proposed learning stages are informed by the Genre Pedagogy Cycle developed by Rose (2018), which is used as an illustrative framework to demonstrate one possible way of integrating the linguistic findings into instructional practice.

Table 9. Pedagogical Implications for *Mahārah Kitābah* Learning

Linguistic Findings	Learning stages	Learning activities	*Mahārah Kitābah* Competence
Grammatical cohesion (reference and conjunction)	Modelling of Text	Identifying the use of reference and conjunction in authentic texts, discussing their function in maintaining referential continuity and relationships between ideas, and then applying them in paragraph writing.	Writing cohesive paragraphs with clear referential continuity and connections between ideas.
Lexical Cohesion	Joint Construction of Text	Identifying lexical chains and applying them to maintain topic focus in writing.	Maintaining topic cohesion through vocabulary selection.
Coherence (thematic progression)	Independent Construction of Text	Analysing thematic progression patterns and using them as a framework for paragraph development.	Developing ideas logically and producing coherent paragraphs.

In the Modelling of Text stage, the analysed Al-Jazeera tourism article can be considered as a model text to show how grammatical cohesive devices, especially reference and conjunction, are used to build inter-sentence cohesion. Learning activities at this stage can be directed toward identifying the use of

[44] Eggins, *Introduction to Systemic Functional Linguistics: 2nd Edition,* 2004.

[45] Anis, "Thematic Progression Pattern in Al-Hikam Aphorism Arabic – Bahasa Indonesia and Arabic – English ; Systemic Functional Linguistic Approach," *World Journal of English Language* 13, no. 7 (2023): 453-466, https://doi.org/10.5430/wjel.v13n7p453.

references to maintain referential continuity and the use of conjunctions to build logical relationships between ideas. Through the analysis of authentic texts, students are introduced to the function of grammatical cohesive devices in real language use contexts before applying them in writing activities. Several studies have indicated that the use of authentic texts contributes to enhancing students' learning motivation.[46] Furthermore, in the context of *Mahārah Kitābah*, authentic texts serve as valuable models by providing examples of vocabulary use and grammatical structures as they occur in actual communication.[47]

Transitioning to the Joint Construction stage, instructional attention can conceptually shift toward the application of lexical cohesion. The specific lexical relations found in this study, such as explicit reiteration and collocation within the tourism domain, can be utilized as practical discussion prompts in the classroom. This step aims to demonstrate how selecting semantically related vocabulary helps sustain topic continuity without causing spatial ambiguity. Drawing on the principles of genre pedagogy, collaborative paragraph writing activities can be designed where the teacher scaffolds the students in consciously utilizing these lexical chains. This guided collaboration is considered a critical step in assisting learners to organize their information more cohesively before they attempt to write alone, aligning with recent literature that emphasizes the necessity of a guided cognitive process in Arabic writing instruction rather than merely combining grammatical rules.[48]

In the Independent Construction stage, the pedagogical focus shifts to macro-coherence through Thematic Progression patterns. The specific variations of constant, linear, and multiple theme patterns identified in the Al-Jazeera article can function as a conceptual blueprint for students to map how information develops from Theme to Rheme. This framework may be particularly useful during the pre-writing or drafting phase, offering students structured, alternative ways to organize their ideas before independently composing their texts. As highlighted by previous research, the strategic organization of themes is essential for creating meaningful transitions between clauses, allowing texts to maintain a logical and coherent progression of ideas while avoiding information overload.[49]

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[46] Faruq, "Ta'lim Al-Qira'ah Li Al-Nathiqin Bi Ghair Al-'Arabiyyah Bi Al-Nushush Al-Ashliyyah Al-Muhtawiyah 'Ala Al-Tsaqafah Al-'Arabiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 389, http://dx.doi.org/10.29240/jba.v7i2.6621.

[47] Harahap et al., "Utilization of Original Texts in Kitabah to Motivate and Develop Arabic Writing Skills," *Jurnal Nasional Holistic Science* 5, no. 2 (2025): 119-123, https://doi.org/10.56495/hs.v5i2.1191.

[48] Yasmar et al., "Need Analysis of Teaching Materials for Kitabah Using the Genre-Based Pedagogy," *Arabiyatuna Jurnal Bahasa Arab* 9, no. 1 (2025): 117-132, https://doi.org/10.29240/jba.v9i1.12665.

[49] Mustofa and Kurniawan, "Theme and Thematic Progression in a Recount Text by an Advanced Student," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 7, no. 2 (2023): 481, 10.21093/ijeltal.v7i2.1382.

Overall, the pedagogical illustration presented in Table 9 synthesizes the textual findings on cohesion, coherence, and thematic progression into a structured *Mahārah Kitābah* learning sequence. It is important to reiterate that this illustration is proposed strictly as a conceptual design derived from the linguistic characteristics of the single analysed text. Consequently, while it offers an evidence-based theoretical framework for utilizing authentic media texts, its actual effectiveness in improving student writing proficiency requires further empirical validation through classroom implementation.

CONCLUSION

The findings indicate that the discourse is held together by a tightly knit network of grammatical conjunctions and explicit lexical reiteration, while its thematic flow is systematically organized through the interplay of constant, linear, and multiple thematic progression patterns. These features characterize the Arabic journalistic text analysed in this study, in which discourse continuity is realized through explicit connections between clauses and concepts. The findings of this study also carry pedagogical implications for the teaching of *Mahārah Kitābah*. By moving beyond the rote memorization of grammatical rules, Arabic writing instruction can adopt these authentic structural patterns as a practical model to help students construct texts that are both grammatically sound and logically organized. Integrating these linguistic observations into a genre-based pedagogical framework allows teachers to offer students a concrete pathway toward developing functional and communicative writing competencies.

While this research provides a comprehensive conceptual mapping of textual cohesion and coherence, it is inherently limited by its reliance on a singular text case study, which restricts the generalizability of these linguistic patterns to broader genres of Arabic media. Furthermore, the findings are derived from internal textual analysis and remain at a conceptual stage, lacking empirical validation through classroom intervention or experimental teaching. Therefore, it is recommended that future studies expand the corpus to include diverse topics and various media outlets to verify the consistency of these structural tendencies. Additionally, subsequent research should focus on empirical implementation, using experimental or action research designs to test how this SFL-informed approach directly impacts the actual writing performance of students in the classroom. Through this trajectory, the intersection of functional linguistics and instructional material design can continue to evolve, contributing to more robust and evidence-based practices in Arabic language education.

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