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Evaluating the Use of Lexical Cohesion in Arabic Textbook Published by Indonesian Ministry of Religious Affairs

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Abstract

This study evaluates the use of lexical cohesion in Arabic textbooks published by the Indonesian Ministry of Religious Affairs. This qualitative research applies systemic functional linguistics analysis to the Class XII Madrasah Aliyah Arabic textbook. Research data was taken from five reading materials using proficient free-involved listening techniques and analyzed using the framework of lexical cohesion theory. The research results show the use of lexical cohesion devices consisting of repetition (71.4%), synonymy (9.8%), antonymy (3.2%), hyponymy (8.1%), meronymy (6.5%), and collocation (1.0%). From the distribution and quality aspect, lexical cohesion could be more effective and efficient. Quantitatively, the large number of gaps in the lexical cohesion devices shows the ineffectiveness of using cohesion devices. Qualitatively, the uneven distribution of each cohesion device uncovers the ineffectiveness of all reading materials. This study recommends developing reading material in textbooks by using lexical cohesion evenly. Through this development, textbooks will become effective learning instruments to improve students' vocabulary, reading, and writing competency.

Keywords: lexical cohesion, Arabic textbook, Indonesian Ministry of Religious Affairs

Abstrak

Kajian ini bertujuan mengevaluasi penggunaan kohesi leksikal dalam buku teks bahasa Arab terbitan Kementerian Agama RI. Penelitian kualitatif dengan menggunakan analisis systemic functional linguistics dilakukan terhadap buku teks Bahasa Arab Madrasah Aliyah Kelas XII. Data penelitian diambil dari lima materi bacaan melalui teknik simak bebas libat cakap dan dianalisis menggunakan kerangka teori kohesi leksikal. Hasil penelitian menunjukkan adanya penggunaan perangkat kohesi leksikal yang terdiri atas repetition (71.4%), synonymy (9.8%), antonymy (3.2%), hyponymy (8.1%), meronymy (6.5%), dan collocation (1.0%). Dari aspek distribusi dan kualitas, kohesi leksikal tidak digunakan secara efektif dan efisien. Secara kuantitatif, inefektifitas penggunaan kohesi leksikal terlihat dari tingginya angka kesenjangan pada penggunaan perangkat-perangkat kohesi. Sementara dari aspek kualitatif, inefektifitas teridentifikasi dari distribusi masing-masing perangkat kohesi yang tidak merata pada semua bahan bacaan. Kajian ini merekomendasikan pengembangan materi bacaan pada buku teks dengan

menggunakan kohesi leksikal secara merata. Melalui pengembangan tersebut, buku teks akan menjadi instrumen pembelajaran yang efektif untuk meningkatkan kompetensi penguasaan kosakata, membaca, dan menulis siswa.

Kata kunci: kohesi leksikal, buku teks bahasa Arab, Kementerian Agama RI

INTRODUCTION

There are several reasons why this evaluative study is essential to improve the quality of Arabic textbooks published by the Indonesian Ministry of Religious Affairs. First, lexical cohesion significantly makes it easier for students to understand reading text materials (Mandarani et al., 2022; Zahrudhin Verdiansyah et al., 2019). Second, lexical cohesion can expand students' vocabulary by displaying various ways to express the same meaning (Faizin et al., 2023; Nguyen & Dong, 2021; Zhao, 2021). Third, lexical cohesion can organize the flow of information so that the reading text displayed is coherent and systematic (Díaz, 2021; Muttaqin, 2019; Nguyen & Dong, 2021). Fourth, lexical cohesion makes it easier for students to read effectively and associate lexical semantic meaning in reading texts (Alotaibi, 2015; Nguyen & Dong, 2021). Fifth, various evaluative studies on the use of cohesion devices in textbooks found that lexical cohesion was not considered in the preparation of reading materials, so the textbooks required substantial revision (Plakans & Bilki, 2016; Rostami et al., 2016; Shabani et al., 2015).

Meanwhile, the results of the literature review show that studies evaluating lexical cohesion in Arabic textbooks published by the Indonesian Ministry of Religious Affairs have never been carried out. Previous researchers tended to focus on studies on methods, content, and values contained in the textbook. Studies by Al Fudiah & Kristiana (2022), Khair et al. (2023), Khalid et al. (2023), and Verawati et al. (2022) conclude that textbooks do not direct students to effective learning methods. From the aspect of assessment and testing, the types of tests used were not varied, and the number of instructions representing HOTS had yet to reach the standard (Al Fudiah & Kristiana, 2022; Verawati et al., 2022). From the praxeological aspect, the textbook does not facilitate students' activity and still positions the teacher as the center of the learning process (Khair et al., 2023; Khalid et al., 2023). In line with these findings, the researchers stated that the textbook must be revised and adapted to standard learning methods.

A content analysis conducted by Asrori & Rosyidi (2023) and Syukron et al. (2023) concluded that the textbook needed to be more contextually oriented. The content is still dominated by mastery of vocabulary and grammar but pays little attention to language skills (Asrori & Rosyidi, 2023). Specifically for writing skills, Syukron et al. (2023) confirmed that the textbook only met 3 of the seven content preparation standards formulated by Abdurrahman Fauzan. On the contrary, studies on the curriculum specified in the Decree of the Minister of Religion number 183 of 2019 by Febriani et al. (2022), Rizal Hasan Syaiful (2019), and Yakin & Rohman (2020) showed positive results. The results showed that the content met the core competency standards of spiritual, social, knowledge, and skills (Febriani et al., 2022; Rizal et al., 2019; Yakin & Rohman, 2020).

On the other hand, the analysis of the values in textbooks also sparked the researchers' interest. Studies by Al-fanani & Yusuf (2021), Kuraedah (2022), and Naufal (2022) found that the Arabic textbook published by the Indonesian Ministry

of Religious Affairs needs to contain adequate Indonesian values. Textbooks are dominated by Arabic and Middle Eastern values, which are inappropriate for students' learning contexts (Al-fanani & Yusuf, 2021; Kuraedah, 2022; Naufal, 2022). The domination of Arab cultural values in the textbook does not follow the orientation of multicultural education (Kuraedah et al., 2022; Naufal, 2022). The immense of Arab cultural values is proven by gender representation, which men dominate. Kuraedah et al. (2023) found that six out of seven textbook chapters focused on men and only one featured women. Apart from these Indonesian, cultural, and gender values, Fauzi and Zakiyah (2021) concluded that the textbook also incorporates the values of integrating Islamic, scientific, and social knowledge.

The previous studies above confirm that researchers have yet to examine the textbook narrative cohesion. Narrative cohesion from both lexical and grammatical aspects is essential for students to understand the substance of the text and increase their lexical resources (Mandarani et al., 2022; Pan, 2021; Septiyana et al., 2021). A cohesive reading text will improve the quality and effectiveness of textbooks as a learning instrument (Alotaibi, 2015; Mandarani et al., 2022; Zhao, 2021). Subsequently, a study of lexical cohesion in Arabic textbooks published by the Indonesian Ministry of Religious Affairs is necessary. This study fills the gap analysis left by previous studies and provides strategic recommendations for developing the textbook based on lexical cohesion analysis, which is part of systemic functional linguistics.

This study focused on answering the core question, "What are the lexical cohesion devices used in the Arabic textbook published by the Indonesian Ministry of Religious Affairs?" The study described the types, quantities, and forms of using lexical cohesion devices in the textbook. In addition to enriching the discourse on the study of the same textbook by previous researchers, this study offered distinction and novelty in its analysis and recommendations. While previous studies examined and recommended many aspects of method, content, and value, this study will examine text organization in reading materials. Further, the results of this study will provide recommendations from the linguistic features of the textbook's written language.

METHOD

Research Design

This qualitative research observes lexical cohesion as a social phenomenon. In explaining the phenomenon of lexical cohesion, researchers explore the text and context repeatedly to get conclusions that are close to the truth. Qualitative design can also be seen from the researchers' data treatment as a natural phenomenon (Alharahsheh & Pius, 2020; Aspers & Corte, 2019). In this context, the researchers positioned the textbook as it is without intervening and modifying its contents. From the approach aspect, this research is evaluative, namely conducting a review of phenomena with the aim of development (Abdul Rahim & Jalalian Daghigh, 2020). Researchers evaluate the use of lexical cohesion to provide recommendations for developing reading material in data source textbooks.

Data Source

The research collected data from an Arabic textbook, *Bahasa Arab Madrasah Aliyah Kelas XII*. The book published by the Directorate of Curriculum, Facilities,

Institutions and Student Affairs (KSKK) of the Madrasah of the Indonesian Ministry of Religious Affairs in 2020 was written by Alfiatus Syarofah and Muhammad Yasin Fatchul Barry. The textbook is available online at https://sikurma.kemenag.go.id/portal/Buku/view_book/RG9QSk5udjZmNWhZUKdZK29ud1IDQT09. The object of the research is the Al-Qiraah 'reading' section in five book chapters. The details of the research object are shown in Table 1.

Table 1
List of research objects

Code	Title	Page	Sentences	Words
D1	'Sport'	الرياضة 6	11	155
D2	'Optimistic Young'	الشباب المتفائل 21	9	176
D3	'Arabic Poem'	الشعر العربي 35-36	12	248
D4	'History of Islamic Civilization'	تاريخ الحضارة الإسلامية 52-53	7	254
D5	'Studying at the University'	الدراسة في الجامعة 65-66	9	246
Total			48	1.079

Data Collection Technique

The data were collected using the uninvolved conversation observation technique by taking several stages. First, the researchers printed the data obtained as an electronic book in a portable document format. Second, the researchers separated the data by sentence and numbered the data according to the order of the sentences in each reading material. Third, the researchers tabulated the data by moving sentence units into the data table. Finally, tabulation makes it easier for researchers to conduct coding as an initial analysis stage. To record reflective findings during the data collection process, researchers created memos containing information on data that is significant for answering the research question. Making the memo referred to the field note technique proposed by Deggs & Hernandez (2018) and Phillippi & Lauderdale (2020).

Data Analysis Technique

Data analysis was carried out by adopting the five stages of qualitative analysis proposed by Akinyode & Khan (2018), Lester et al. (2020), and Neale (2016). The five stages of qualitative analysis are coding, categorization according to themes, descriptive analysis, interpretive analysis and formulation of findings. To categorize the lexical items according to cohesion type, researchers refer to the lexical cohesion theoretical framework proposed by (Halliday and Matthiessen (2014). As cohesion is formed from the semantic relationship between one lexical item and another lexical item, Halliday & Matthiessen (2014) divided the types of relationships in lexical cohesion into eight categories: repetition, synonymy, antonymy, hyponymy; co-hyponymy, meronymy; co-meronymy; collocation.

RESULTS

The results show that six types of lexical cohesion are found in Arabic textbooks published by the Indonesian Ministry of Religious Affairs. Based on the order of quantity, these types are repetition (71.4%), synonymy (9.8%), hyponymy (8.1%), meronymy (6.5%), antonymy (3.2%), and collocation (1.0%). Meanwhile, co-hyponymy and co-meronymy were not found in the data. The number and percentage of findings in more detail are shown in Table 2.

Table 2.
Number and percentage of findings

Lexical Cohesion	Data 1		Data 2		Data 3		Data 4		Data 5		Total	%
	N	%	N	%	N	%	N	%	N	%		
<i>Repetition</i>	12	42.9	20	90.8	15	62.5	37	69.8	46	82.1	130	71.4
<i>Synonymy</i>	7	25.0	1	4.6	3	12.5	1	1.9	6	10.7	18	9.8
<i>Antonymy</i>	4	14.3	0	0.0	0	0.0	1	1.9	1	1.8	6	3.2
<i>Hyponymy</i>	4	14.3	0	0.0	2	8.3	8	15.1	1	1.8	15	8.1
<i>Co-Hyponymy</i>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<i>Meronymy</i>	0	0.0	0	0.0	4	16.7	6	11.3	2	3.6	12	6.5
<i>Co-Meronymy</i>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<i>Collocation</i>	1	3.5	1	4.6	0	0.0	0	0.0	0	0.0	2	1.0
Total	28	100	22	100	24	100	53	100	56	100	182	100

The data in Table 2 are descriptive statistics, which show the results of calculations of the lexical cohesion in the data source. In the following, the authors will describe several representations of lingual forms of lexical cohesion found.

Repetition

Repetition is a repetition of lexical items, which includes complete repetition, derivation, and inflection. D1 below shows an example of repetition in the data source.

- [D¹] (1) الرياضة هي... والرياضة من... (٢) والرياضة نوعان... الرياضة الفردية والرياضة الجماعية (٣) الرياضة الفردية هي الرياضة... (٤) وأما الرياضة الجماعية فهي الرياضة... (٥) ...للرياضة... (11) ...ممارسة الرياضة...
 (1) *Sport* is... *sport* is one of... (2) There are two types of *sport*... individual *sport* and group *sport* (3) Individual *sport* is *sport*... (4) While group is a *sport*... (5) ... *sport* has... (11) ...doing *sport*...

Following the title of the reading text, D1 above makes *al-riyadah* 'sport' as the central theme. The noun *al-riyadah* is repeated 11 times and distributed over six sentences. Intentionally, the high number of repetitions of lexical items shows the authors' confirmation of the main idea. It is proven in the following sentences, which contain narratives of definitions, types, benefits, and how to do *al-riyadah*. In some sentences, the noun *al-riyadah* grammatically has the option of not being displayed through ellipsis or reference techniques. This option can be seen in sentences (2), (3), and (4). In these three sentences, the noun *al-riyadah* can be mentioned only once, namely at the beginning of the sentence. However, the book writer does not choose this option and decides to repeat the mention of the noun *al-riyadah* in all the clauses scattered in these sentences.

Synonymy

Synonymy is a relationship between lexical items that shows similarity in meaning. Synonymy can be seen in D4 and D5 below:

[D⁴] (1) ...جميع أطراف الحياة...من مجالات متنوعة... (٦) ...إلى الولايات الأخرى...
(1) ...all **aspects** of life...from various **fields**... (6) ...in various other **areas**...

[D5] (8) ...هي أهم المراحل وأفضلها...
(8) ...is the most **important** and **main** phase...

The phrases in D4 above contain three lexical items with the same meaning: *atraf* 'aspect', *majalat* 'field', and *wilayat* 'region'. Substantively, these three items mean 'space' and 'domain'. Meanwhile, structurally, these three items also have a plural noun category. According to the reading material entitled *Tarikh al-Hadarah al-Islamiyah*, 'History of Islamic civilization', the synonymy in D4 above appears in the narrative context of the scope and direction of the expansion of Islamic civilization in the trajectory of history. In contrast to D4, the synonymy in D5 appears as an adjective, which in Arabic grammar is called a comparative noun (*ism tafdil*). The adjectives *ahammu* 'most important' and *afdalu* 'most important' have the same meaning: 'significance' and 'priority'. In the context of the reading material entitled *al-dirasah fi al-jami'ah* 'studies at the university', these two lexical items reveal that the study period at the university level is the most critical phase in establishing independence.

Antonymy

Antonymy is a relation of lexical items that show the opposite meaning. The form of antonymy can be seen in the following data: D4 and D5.

[D⁴] (٣) ...يحققون العدالة ويزيلون الظلم...
(3) ...they **uphold justice** and **eliminate tyranny**...

[D¹] (٢) ...الرياضة الفردية والرياضة الجماعية...
(2) ...**individual** sports and **group** sports...

The clause in the third sentence, D4, contains two types of antonymy: verb and noun. Verb antonymy is found in the lexical items *yuhaqqiquna* 'to uphold' and *yuzilun* 'to eliminate'. Meanwhile, the noun antonymy is found in the lexical item *al-'adalah* 'justice' and *al-zulm* 'tyranny'. According to the reading material entitled *Tarikh al-Hadarah al-Islamiyah*, 'History of Islamic civilization', these two antonyms are used in the narrative about the movements of the Prophet and his companions in spreading Islam. Meanwhile, the phrase in D1 contains adjective and noun antonymy. Adjective antonymy is found in the items *al-fardiyah* 'individual' and *al-jama'iyah* 'group'.

Hyponymy

Hyponymy is a meaning relation of lexical items that indicates class and subclass. The following D3 and D1 are examples of hyponymy found in data sources.

[D³] (٤) ومن أغراض الشعر العربي: المدح، والرثاء، والغزل، والحماسة.
(4) Among the **aims** of Arabic poetry are **praise, lamentation, seduction, and enthusiasm**.

- [D¹] (٤) وأما الرياضة الجماعية ... مثل: كرة القدم، والكرة الطائرة، وكرة الريشة، وكرة الطاولة، وكرة السلة...
 (4) As for **group sports**... such as **football, volleyball, badminton, table tennis and basketball**...

The fourth sentence in D3 contains hyponymy, where several lexical items are types of one core lexical item. The core item in the form of the plural noun *aghrad* 'purpose' is described with types consisting of *al-madh* 'praise', *al-ratha* 'lamentation', *al-ghazal* 'seduction', and *al-hamasah* 'enthusiasm'. Following the reading material entitled *al-shi'r al-'arabi* 'Arabic poetry', hyponymy is used to explain the types of goals of Arabic poetry as a product of the creative work of a poet. The same phenomenon is also found in the fourth sentence, D1, which explains *al-riyadah al-jama'iyah* 'group sports'. The noun phrase *al-riyadah al-jama'iyah* 'group sport', which is a core lexical item, is described with items consisting of *kurah al-qadam* 'football', *kurah al-tairah* 'volleyball', *kurah al-rishah* 'badminton', *kurah al-tawilah* 'table tennis', and *kurah al-sallah* 'basketball'. Thus, hyponymy is also used to explain these types of sports.

Meronymy

Meronymy is the relation between the meanings of whole lexical items and their parts. The form of use of hyponymy can be seen in D4 below.

- [D4] (٦) ...إلى الولايات الأخرى مثل إفريقيا، والأندلس، وشرق آسيا...
 (6) ...to other **regions** such as **Africa, Spain, and West Asia**...

The sixth sentence in D4 explains the expansion of Islamic territory into several regions. The writer uses meronymy by mentioning one core lexical item and several other lexical items as part of the core. The core lexical item is the noun phrase *al-wilayah al-ukhra*, 'other areas' which refers to the expansion of Islamic power. While the lexical items as the part are *ifriqiya* 'Africa', *al-andalus* 'Spain', and *sharq asia* 'Eastern Asia'. By using the meronymy, the authors explained that among the several regions that were part of the expansion of Islamic power were Africa, Spain and East Asia.

Collocation

Collocation is a semantic relationship arising from the use of lexical items. D2 below is an example of a collocation found in the data source.

- [D²] (١) ...نجاح... (٢) ...متفانلا... (٣) ...متفانلا... (٤) كن سعيدا شكورا... (٥) ...واثقا... (٦) ...شجاعا... (٧) ...صابرا... (٨) ...صادقا... (٩) ...الجهود والحماسة...
 (1) ...**success**... (2) ...**optimistic**... (3) ...**optimistic**... (4) ...**happy and grateful**... (5) ...**confident**... (6) ...**brave**... (7) ...**patient**... (8) ...**honest**... (9) ...**serious and enthusiastic**...

In D2, the core lexical item *najah* 'success' is collocated with eight derivative lexical items distributed across eight sentences. In constructing these relations, lexical derivative items successfully explain a person's methods to relate to mental development. Therefore, the *mutafail* 'optimistic', *sa'idan shukuran* 'happy and grateful', *wathiqan* 'confident', *shuja'an* 'brave', *sabiran* 'patient', *sadiqan* 'honest', and *al-juhud wa al-hamasah* 'truly and passionately' are mental development tips that a person can take to achieve success. These lexical derivative items can be

understood as lexical chains that contain collocations because they all represent the substance of mental development, which is associated with success tips at the beginning of the narrative.

DISCUSSION

Repetition is the most frequently used cohesive device in reading materials (above 70%). Qualitatively, repetition of lexical items is dominated by the same type, where book authors repeat items in only one morphological form. Meanwhile, synonymy, hyponymy, and meronymy, found in 5% -9%, were not evenly distributed in the five reading materials. Hyponymy was only found in four reading materials, while meronymy was only in three. Antonymy was only found in three reading materials, with a total of 3.2%. At the same time, collocation is only found in two reading materials, with a total of 1%. The study's findings also show a high disparity in the use of lexical cohesion. This phenomenon indicates that the book's authors could have effectively designed the use and distribution of cohesion devices. Lexical cohesion should be taken more seriously in the preparation of the textbook.

The dominance of repetition of the same type indicates that the reading material is of low quality (Alotaibi, 2015; Raman & Mathew, 2020). The reason is that a single repetition does not provide insight into morphological and lexicological variations in expressing a word or phrase. This type of repetition also creates a monotonous impression in the presentation of the materials, so the reading materials failed to provide adequate language enrichment for students. This finding is in line with the studies by Alotaibi (2015), Nguyen & Dong (2021), and Sari et al. (2022), which concluded that repetition tends to be the dominant type of lexical cohesion in textbooks. The use of excessive repetition, compared to other types of lexical cohesion, shows that the book's authors ignore the principles of coherence in compiling material (Alotaibi, 2015; Nguyen & Dong, 2021). As reading material aims to realize students' language competence, the imbalance in the type of lexical cohesion becomes the basis for strengthening the argument that Arabic teaching materials are challenging to develop the competency level of higher-order thinking skills (HOTS) (Ahsanuddin et al., 2019; Ainin, 2021).

The use of synonymy and antonymy, which are few and not evenly distributed in all reading materials, indicates that the materials do not provide sufficient breadth and depth of vocabulary to improve students' language competencies (Castillo & Tolchinsky, 2018; Crossley, 2020). Using synonymy and antonymy to represent vocabulary mastery is vital in building semantic associations that raise students' critical thinking skills in reading comprehension. In several countries and other foreign language learning, synonymy and antonymy are used as a strategy to improve students' reading and writing competence (Monny et al., 2021; Yen, 2022). Many researchers say that one of the leading causes of students' reading difficulties is vocabulary mastery, where students need more vocabulary mastery to understand reading materials correctly (Choi et al., 2018; Hasan & Shabdin, 2016; Laily, 2018). Therefore, the adequacy and effectiveness of synonymy and antonymy must be considered when compiling reading material (Choi et al., 2018; Moon et al., 2019).

Meanwhile, the small and unbalanced use of hyponymy and meronymy in reading materials shows that the materials do not present taxonomies and

vocabulary hierarchies to improve students' language competencies (Czachor et al., 2018; Amin & Hamad, 2022; Sahin, 2017). Hyponymy and meronymy are essential parts of vocabulary teaching that can trigger students' reasoning power regarding the structure of groups of words or phrases. Furthermore, hyponymy and meronymy, which contain structural and linguistic aspects, can encourage students to become skilled at writing (Choi et al., 2018; Moon et al., 2019). The small number of hyponymy and meronymy strengthens the findings of previous studies discussing lexical cohesion in textbooks (Faizin et al., 2023; Mandarani et al., 2022; Nguyen & Dong, 2021; Sari et al., 2022). Not paying attention to the content of lexical cohesion devices in compiling reading material also indirectly shows that the preparation of a textbook does not involve many approaches and methods in applied linguistics.

In the next section, the minimal use of collocation devices strengthens the non-coherent organization of reading material. Collocation was only found in two of the five data source materials, with one occurrence in each material. Collocation is the most complex lexical cohesion device, so it has become the standard for writing skills (Raman & Mathew, 2020; Sari et al., 2022). In this regard, the minimal number of collocations reflects the low writing skills of the textbook compilers. In several previous studies, collocation was also a cohesive device that was rarely used (Faizin et al., 2023; Nguyen & Dong, 2021; Sari et al., 2022). In a study by Mandarani et al. (2022), collocation is not even used in reading material. A small number of collocations could be better in reading material since collocation can be an instrument to sharpen students' reasoning in connecting one lexical item with another.

Overall, the research findings show that lexical cohesion needs to be used more effectively in the reading material for Arabic textbooks published by the Indonesian Ministry of Religious Affairs. These findings strengthen the studies of Khair et al. (2023) and Khalid et al. (2023), which emphasize that the suitability of the material in books must be evaluated and reviewed. Meanwhile, in the global context, these findings are in line with the results of studies presented by Plakans & Bilki (2016), Rostami et al. (2016), and Shabani et al. (2015), that textbook authors rarely pay attention to the content of lexical cohesion in reading materials. Technically, this phenomenon requires teachers to be more creative in teaching so that students get maximum reading learning experience. Substantially, the results of this study recommend the development of reading material in the textbook based on the systemic functional linguistics approach, especially the use of lexical cohesion. The development of material based on the lexical cohesion approach can be carried out according to the arguments of Crossley (2020), Pan (2021), Raman & Mathew (2020), and Shabani et al. (2015) that lexical cohesion devices must be increased in quantity and distributed evenly.

CONCLUSION

This research concludes that lexical cohesion has yet to be used effectively in Arabic textbooks published by the Indonesian Ministry of Religion. The authors recommend developing textbook reading material by paying attention to its lexical cohesion to follow up on these conclusions. Among the limitations of this research are the scope of data sources and analytical framework. Research data, which is only taken from the Madrasah Aliyah Class XII textbook, cannot represent all Arabic

textbooks published by the Indonesian Ministry of Religion. This limitation allows future researchers to study Arabic textbooks at other school levels. Apart from that, the authors also apply one of the theories in systemic functional linguistics, namely lexical cohesion. This theory has provided a distinctive analytical perspective, but future researchers still have the opportunity to apply other theories, such as grammatical cohesion, register, genre, and transitivity. Various approaches within the scope of systemic functional linguistics will enrich the study and provide more comprehensive recommendations in developing the textbook.

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