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## Grammatical and Lexical Cohesion Analysis of Arabic Learning Videos in the Learn with Zakaria YouTube Channel

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### Abstract

The rapid growth of YouTube as a medium for Arabic language learning has raised the need to examine not only its functional aspects but also the linguistic quality of the verbal explanations it delivers, particularly how discourse coherence is constructed through cohesive devices. This study aims to describe the types, forms, and use of grammatical and lexical cohesion devices in Arabic learning videos on the YouTube channel Learn with Zakaria. This research employed a descriptive qualitative method with a content analysis design. From a population of 27 eligible videos uploaded within one year, three representative videos were purposively selected and analyzed based on the cohesion categories proposed by Halliday and Hasan (1976). The findings revealed 308 cohesion devices, consisting of grammatical cohesion (reference and conjunction) and lexical cohesion (reiteration and collocation). Among these, personal reference, additive conjunction, and repetition emerged as the most frequently used cohesive devices, while substitution and ellipsis were not identified because the utterances tended to employ explicit rather than economical language forms to facilitate audience comprehension. In conclusion, the learning videos employ cohesion integratively to establish discourse unity through referential relationships, gradual addition of information, and vocabulary repetition to maintain topic focus. These findings contribute to the development of cohesion studies in digital Arabic learning media and provide practical implications for developing Arabic learning videos that are more communicative, systematic, and easier for learners to understand.

Keywords: grammatical cohesion; lexical cohesion; learning videos; Arabic language; YouTube.

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### A. INTRODUCTION

The rapid development of information and communication technology has brought fundamental transformations in education, particularly in learning media, while simultaneously encouraging a shift from conventional approaches toward more flexible, technology-based learning models that are no longer constrained by space and time (Nurmala et al., 2025). In Indonesia, this transformation has been reinforced by the official policy stipulated in the Decree of the Director General of Islamic Education Number 3302 of 2024, which emphasizes that Arabic language learning is oriented toward mastering Arabic as a global communication tool, using technology and digital media. One concrete implementation of this transformation is the use of

YouTube as a medium for foreign language learning (Bahruddin et al., 2024). In line with this, the integration of technology in Arabic language learning is considered capable of improving the effectiveness of material delivery and helping students understand lessons in a more engaging and interactive manner (Said & Ulwan, 2023).

As one of the most widely accessed websites in the world, YouTube has dominated the digital learning ecosystem for today's generation (Alwadi et al., 2025; Rizk et al., 2024). This platform is considered highly effective because it is capable of presenting language contextually and multimodally through the integration of visual, audio, and textual elements (Abbas et al., 2025). However, despite these technical advantages, the effectiveness of learning videos is determined not only by visual aspects and material presentation, but also by the quality of the linguistic structure used in the delivery process (Slutskiy et al., 2023). From a linguistic perspective, discourse coherence becomes a key factor in ensuring that learning messages can be comprehensively understood by audiences, where the interrelation among linguistic elements forms a unified meaning and supports ease of comprehension (Omisakin et al., 2024). This indicates the need for a systematic study that not only views digital media from its functional aspect, but also as a discourse that constructs linguistic structures in accordance with the characteristics of the digital generation (Hilmi & Hasaniyah, 2023).

From a linguistic perspective, discourse unity is understood through the concept of cohesion developed by Halliday and Hasan (1976), which refers to the relationship among linguistic elements that form a unified meaning within a text. Cohesion functions to maintain the continuity of information so that ideas in discourse can be understood coherently by both readers and listeners. Within this functional framework, cohesion is fundamentally divided into two main aspects, namely grammatical cohesion, which includes reference, substitution, ellipsis, and conjunction, and lexical cohesion, which includes reiteration and collocation (Ali, 2021; Jassim, 2023). The use of these cohesive devices plays an important role in maintaining the interconnectedness of ideas so that the delivery of information becomes clearer, more systematic, and easier to understand (Zemach & Rumisek, 2006).

A review of previous studies indicates that grammatical and lexical cohesion have been widely applied to various types of discourse, particularly academic texts. Studies conducted by Inayah et al. (2024) and Prasetyaningrum et al. (2022) revealed that reference and conjunction are the most dominant grammatical cohesion devices in students' theses because they function to maintain the continuity of relationships among ideas. In the field of Arabic language learning, the study by Ahsanuddin and Ma'sum (2021) found that the *qirā'ah* texts in the textbook *Al-'Arabiyyah Baina Yadaik* utilize various grammatical cohesion devices to establish textual unity. Research by Faizin et al. (2023) and Reflinaldi et al. (2023) also demonstrated that repetition is the dominant lexical cohesion device in Arabic learning texts because it helps maintain topic focus and clarify semantic relationships among words.

In addition to academic and educational texts, cohesion studies have also been conducted on religious and narrative discourse. Musling (2023) showed that grammatical and lexical cohesion in Friday sermons play an important role in maintaining the continuity of ideas and strengthening relationships among parts of the text. The study by Abu-Athreh and Aladdin (2025) further found that references and conjunctions serve as the primary cohesive devices in constructing narrative coherence in the Qur'an, particularly in the story of the Companions of the Cave (*Ashabul Kahfi*) in Surah al-Kahf. Meanwhile, Díaz (2021) explained that the use of cohesive devices in history textbooks helps establish unity of meaning, although the cohesive structures are relatively complex for beginner readers.

Although grammatical and lexical cohesion have been widely examined in academic texts, textbooks, and religious discourse, studies focusing on Arabic learning videos on YouTube remain limited. Most previous studies have concentrated on written discourse. However, little attention has been given to how grammatical and lexical cohesion functions in Arabic learning videos. Therefore, further investigation is needed to understand how cohesive devices contribute to discourse organization and comprehensibility in Arabic instructional videos.

This study offers novelty in two aspects. First, it examines grammatical and lexical cohesion in Arabic learning videos on YouTube, a discourse type that has received limited attention in previous cohesion studies. Second, this study not only identifies the forms of cohesive devices but also explains their functions in constructing the unity of instructional discourse.

Based on this background, the study aims to analyze the types, forms, and functions of grammatical and lexical cohesion devices used in Arabic learning videos on the YouTube channel Learn with Zakaria. Through this analysis, the study is expected to contribute to the development of cohesion studies in digital learning media and provide a deeper understanding of how cohesive devices support the organization and comprehensibility of instructional discourse in audiovisual Arabic language learning.

## **B. METHOD**

This study employs an interpretive paradigm with a descriptive qualitative approach because it aims to comprehensively understand the use of grammatical and lexical cohesion devices in audiovisual-based Arabic learning videos. A qualitative approach is used to interpret linguistic phenomena contextually through the analysis of meaning and the relationships between linguistic elements in discourse. Therefore, the research data is not explained through statistical procedures, but rather through a systematic and in-depth descriptive interpretation (Mistry, 2012). Through this approach, the study seeks to describe how cohesion devices are utilized to build discourse coherence in Arabic language learning videos.

To achieve this objective, this study utilizes a content analysis design because the research data consists of verbal utterances from videos that were transcribed into text to be subsequently analyzed based on the categories of grammatical and lexical cohesion according to Halliday and Hasan (1976). Content analysis is a method in qualitative research used to identify, classify, and interpret the meaning of written, visual, or audiovisual data relevant to the research focus. In this study, content analysis is applied to systematically and contextually examine the forms of cohesion devices that appear in the instructional video utterances (Drisko & Maschi, 2016).

The data source for this research was the video content on the YouTube channel Learn with Zakaria - تعلم مع زكريا. At the time of data collection, the channel contained approximately 591 videos. To ensure the relevance and comparability of the data, the study was limited to videos uploaded within the most recent one-year period, resulting in a population of 27 videos. A purposive sampling technique was employed to select videos that were most relevant to the research objectives. The selection criteria included duration, completeness of instructional content, intensity of verbal utterances, and relevance to Arabic language learning. Videos with narratives that were too short, contained limited linguistic data, or did not provide comprehensive explanations of the learning material were excluded from the sample.

From the 27 eligible videos, three videos were selected for in-depth analysis: (1) “لماذا هل القرش الأبيض الكبير خطر على؟”, (2) “البعوض يلدغ الإنسان؟ | معلومات عن البعوض للأطفال - كيف ماذا ولماذا الصرصور - الحشرة المزعجة | معلومات عن الصرصور”, (3) “الإنسان؟ | معلومات عن القرش للأطفال - كيف ماذا ولماذا

”للأطفال - كيف ماذا ولماذا”. The selection of these videos was guided by the principle of data saturation commonly applied in qualitative research. Additional videos were reviewed during the analytical process; however, no substantially new categories of grammatical or lexical cohesion were identified beyond those found in the selected videos. This indicated that the selected dataset was sufficient to capture the cohesion patterns examined in this study.

The data collection procedure was carried out through documentation techniques, making the verbal utterances in the videos the primary data source of the research. The three videos were first watched intensively, and then all utterances were transcribed into written Arabic text. After the transcription process was completed, the researcher identified the grammatical and lexical cohesion elements present in the video utterances. The units of analysis in this study are words, phrases, and clauses containing cohesion devices based on the theoretical categories of Halliday and Hasan (1976), which include reference, substitution, ellipsis, conjunction, reiteration, and collocation.

The data in this study were analyzed using the model by Miles et al. (2014), which consists of three main stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher sorted and classified the data based on the types of grammatical and lexical cohesion devices found in the video transcripts. The data display stage was carried out by systematically compiling the data into tables, accompanied by contextual utterance examples to facilitate the identification of cohesion usage patterns. Furthermore, in the conclusion drawing and verification stage, the researcher interpreted the function of these cohesion devices in establishing discourse coherence within the Arabic learning videos.

To facilitate the data identification and classification process, this study utilized a coding system for each cohesion device found in the video transcripts. Coding was conducted based on the type of cohesion, the cohesion subcategory, and the sequence number of the data. For grammatical cohesion, codes such as PR were used for personal reference, DR for demonstrative reference, CR for comparative reference, AddC for additive conjunction, CC for causal conjunction, TC for temporal conjunction, and AdvC for adversative conjunction. Meanwhile, for lexical cohesion, the codes used were REP for repetition, SYN for synonymy, ANT for antonymy, HYP for hyponymy, MER for meronymy, and COL for collocation. Each piece of data was then assigned a sequence number corresponding to its order of appearance in the video transcript (e.g., PR-01, AddC-05, or REP-12). The coding was done iteratively to maintain consistency in data classification according to Halliday and Hasan's (1976) cohesion categories.

### **C. RESULTS AND DISCUSSION**

Based on the analysis results, the use of grammatical and lexical cohesion devices was found in the Arabic learning videos on the YouTube channel Learn with Zakaria. The grammatical cohesion found includes reference and conjunction, while lexical cohesion consists of reiteration and collocation. The distribution of the use of these cohesion devices is presented in Table 1.

Table 1. Types of Cohesion on the Learn with Zakaria YouTube Channel

| Type of Cohesion | Category     | Subcategory   | Frequency | Persentase |
|------------------|--------------|---------------|-----------|------------|
| Grammatical      | Reference    | Personal      | 69        | 22.40%     |
|                  |              | Demonstrative | 14        | 4.55%      |
|                  |              | Comparative   | 5         | 1.62%      |
|                  | Conjunction  | Additive      | 67        | 21.75%     |
|                  |              | Causal        | 16        | 5.19%      |
|                  |              | Temporal      | 12        | 3.90%      |
|                  |              | Adversative   | 9         | 2.92%      |
|                  | Substitution | -             | 0         | 0%         |
|                  |              | Ellipsis      | -         | 0          |
| Lexical          | Reiteration  | Repetition    | 59        | 19.16%     |
|                  |              | Synonymy      | 6         | 1.95%      |
|                  |              | Antonymy      | 9         | 2.92%      |
|                  |              | Hyponymy      | 17        | 5.52%      |
|                  |              | Meronymy      | 13        | 4.22%      |
|                  | Colocation   | -             | 12        | 3.90%      |
| Total            |              |               | 308       | 100%       |

The research findings in Table 1 indicate that the Arabic learning videos on the YouTube channel Learn with Zakaria utilize various grammatical and lexical cohesion devices to build discourse coherence. In total, 308 cohesion devices were found, consisting of grammatical and lexical cohesion. In terms of grammatical cohesion, the most dominant devices are personal reference with 69 data points (22.40%) and additive conjunction with 67 data points (21.75%). Meanwhile, regarding lexical cohesion, repetition is the most widely used device with a frequency of 59 data points (19.16%). The dominance of these three devices indicates that discourse coherence in the learning videos is largely built through topic repetition, referential relationships, and the gradual addition of information so that the flow of explanation remains clear and easy for the audience to follow.

The dominance of reference and conjunction in this study reinforces the findings of Inayah et al. (2024) and Prasetyaningrum et al. (2022), which show that these two devices are the most frequently used forms of grammatical cohesion in various types of discourse because they function to maintain information continuity and relationships between ideas. This finding is also in line with the research of Abu-Athreh and Aladdin (2025), who found that reference and conjunction are the main devices in building the continuity of Arabic narratives. In the context of learning videos, the use of these two devices helps the speaker maintain focus on the topic while connecting information sequentially, making the delivery of the material more communicative and coherent.

On the other hand, this study did not find any use of substitution and ellipsis. The absence of these two devices suggests that the utterances in the learning videos tend to use explicit language forms rather than economical language forms. The explicit use of language allows information to be conveyed more clearly, enabling the audience to understand the content of the utterances without having to interpret omitted elements. From a theoretical perspective, Halliday and Matthiessen (2014) explain that ellipsis is lexicogrammatical in nature and only reaches the nearest clause, making it functionally less efficient in spoken or audiovisual discourse where the listener cannot refer back to previous parts of the text. This finding is consistent with the research of Inayah

et al. (2024), which also shows that substitution and ellipsis are used in very limited amounts because these two devices are considered less effective in maintaining the clarity of information relationships in academic texts. Furthermore, Eid (2025) explains that Arabic tends to maintain specific forms of reference and repetition to preserve clarity of meaning and make it easier for readers or listeners to track the relationships between elements within the discourse.

In the aspect of lexical cohesion, the dominance of repetition indicates that vocabulary repetition serves as the main strategy for maintaining the focus of discussion in the learning videos. The use of repetition helps maintain topic continuity while reinforcing the introduction of important vocabulary related to the learning material. This finding is in line with the research of Reflinaldi et al. (2023) and Faizin et al. (2023), who found that repetition is the most dominant lexical cohesion device in Arabic learning texts because it functions to strengthen meaning connectivity and assist in vocabulary comprehension. In the context of audiovisual media, lexical repetition also helps the audience maintain attention on the main topic, making the flow of explanation easier to understand.

In general, the distribution of cohesion devices in Table 1 shows that discourse coherence in the learning videos is built through a complementary combination of grammatical and lexical relationships. Grammatical cohesion plays a role in connecting structures between clauses and sentences, while lexical cohesion maintains topic continuity through meaning relationships between words. Thus, the use of cohesion devices in Arabic learning videos not only functions to build discourse coherence but also helps convey information in a more systematic, clear, and easily understandable manner for the audience.

Table 2. Reference

| Data Code | Category                | Form                                       | Utterance Transcript   |
|-----------|-------------------------|--|--|
| PR-01     | Personal Reference      | suffix (هـ) in the words (لكنه) and (نجده) | يعيش القرش الأبيض الكبير في المحيطات حول العالم لكنه يفضل المياه الساحلية الباردة وغالبا ما نجده |
| DR-02     | Demonstrative Reference | هذا  | يمكن أن تعيش أسماك القرش الأبيض الكبير سبعين عاما أو أكثر وهذا ما يقارب معدل الإنسان             |
| CR-03     | Comparative Reference   | اكثر                                       | الحشرات التي تهدد البشرية أكثر من أي مخلوق آخر على سطح الأرض                                     |

Table 2 shows the use of reference as a form of grammatical cohesion in Arabic learning videos. Based on the analysis results, the references found include personal, demonstrative, and comparative references. These three types of reference function to build meaning connectivity by linking one linguistic element to another previously mentioned element, ensuring that the continuity of information in the utterances is maintained.

The use of personal reference in data PR-01 is indicated by the pronominal suffix هـ in the words لكنه and نجده, which refer to the noun القرش الأبيض الكبير as the previously mentioned element. The use of this pronominal form indicates that discourse coherence in the learning videos is largely built through referential relationships between linguistic elements rather than through direct noun

repetition. This strategy allows the speaker to maintain topic continuity without reducing the clarity of meaning in the utterances.

From the perspective of Halliday and Hasan (1976), personal reference is a grammatical cohesion device that functions to connect a linguistic element with another element that serves as its referent within the text. The use of personal reference helps the speaker maintain utterance efficiency because previously introduced information does not need to be repeated continuously. In the context of learning videos, the use of such pronominal forms helps the audience follow the flow of explanation more sequentially because the relationships between information are preserved. The finding in data PR-01 is in line with the research of Abu-Athreh and Aladdin (2025), which shows that personal reference is the primary cohesion device in building the continuity of Arabic narratives. Furthermore, Eid (2025) explains that personal reference helps readers or listeners track relationships between information, making the text easier to understand and coherent. In the context of learning videos, the use of personal reference helps maintain the focus of the discussion while facilitating the audience in following the continuous flow of explanation.

The predominance of personal reference in the present study appears to be closely related to the instructional characteristics of the videos. Throughout the explanations, the speaker repeatedly refers to previously introduced entities, such as mosquitoes, sharks, and cockroaches, through pronominal forms rather than by repeating the full lexical items. This strategy enables the speaker to maintain topic continuity while avoiding unnecessary repetition. From a pedagogical perspective, the frequent use of personal reference also exposes learners to authentic patterns of referential cohesion in spoken Arabic discourse, thereby supporting their understanding of pronoun usage in extended instructional texts. These findings suggest that cohesive referencing contributes not only to discourse unity but also to the effectiveness of Arabic language learning through instructional videos.

The use of demonstrative reference in data DR-02 is indicated by the word *هذا*, which is used to refer to previous information, namely the explanation regarding the age of the great white shark, which can reach seventy years or more. The use of demonstrative reference indicates a relationship between information in the utterances, ensuring that the delivered explanation remains connected to the previous context.

According to Halliday and Hasan (1976), demonstrative reference functions to indicate the location or position of an element within the context of the discourse, either textually or situationally. In learning video utterances, the use of demonstrative forms helps the speaker maintain the focus of the discussion without having to repeat all the previously delivered information. Thus, the flow of explanation becomes more efficient and remains coherent. The finding in data DR-02 aligns with the research of Abu-Athreh and Aladdin (2025), which explains that demonstrative pronouns play an important role in maintaining the continuity of meaning relationships in Arabic narratives. Eid (2025) also asserts that demonstrative reference helps readers and listeners track the referred elements, making the relationships between parts of the text easier to understand. In the context of learning videos, the use of demonstrative reference helps the audience maintain their understanding of the information being explained without losing the direction of the discussion.

Comparative reference in data CR-03 is indicated by the use of the word *أكثر*, which expresses a comparative relationship between mosquitoes and other creatures. This comparative form builds meaning connectivity by showing the degree of difference between objects in the discourse. The use of comparative reference helps the speaker clarify the information conveyed so that the audience can understand the intended comparison more concretely.

According to Halliday and Matthiessen (2014), comparative reference is a grammatical cohesion device that indicates a relationship of similarity or difference between discourse elements. In this context, أكثر is considered a particular comparative that marks a quantity relationship. Al-Jabr (1987) states that comparative reference in Arabic is indeed less frequently used than personal and demonstrative references, but it remains important in clarifying the relationships between concepts. This finding is reinforced by Ahsanuddin and Ma'sum (2021), who show that comparative forms help maintain meaning connectivity between clauses so that information is arranged more clearly and systematically. Thus, the use of comparative reference in learning videos plays a role in strengthening cohesion while facilitating audience comprehension.

Overall, the use of personal, demonstrative, and comparative references in the learning videos indicates that reference devices play a crucial role in maintaining topic continuity and meaning connectivity in discourse. The use of these various forms of reference helps the speaker convey information more efficiently, sequentially, and comprehensibly, ensuring that the coherence of utterances in the learning videos is maintained.

Table 3. Conjunction

| Code Data | Category                | Form  | Utterance Transcript   |
|-----------|-------------------------|-------|--|
| AddC-01   | Additive Conjunction    | و     | تتميز بقدرتها على امتصاص دم الإنسان والحيوانات والطيور   |
| CC-02     | Causal Conjunction      | لذلك  | البعوض يحب الماء كثيرا يضع بيضه في المياه الراكدة كالبرك في أواني النباتات أو في الدلاء القديمة لذلك من المهم الحفاظ على نظافة وجفاف في محيطنا |
| TC-03     | Temporal Conjunction    | عندما | عندما تلدغك البعوضة تترك نتوءا صغيرا يثير الحكمة هذا رد فعل جسمك على لعابها  |
| AdvC-04   | Adversative Conjunction | لكن   | يحمل البعوض جراثيم ضارة تسبب أمراضا مثل الملاريا وحى الضنك وفيروس زيكا وغيرها من الأمراض الخطيرة، لكن لا تقلق يمكننا حماية أنفسنا              |

Based on Table 3, the use of additive, causal, temporal, and adversative conjunctions was identified in the Arabic learning videos. These four types of conjunctions function to establish logical relationships among clauses and sentences, thereby making the delivery of information in the videos more coherent and easier to understand. The use of conjunctions also indicates that discourse unity in the learning videos is constructed through relationships of addition, cause and effect, temporal sequence, and contrast among ideas.

The use of the additive conjunction in data AddC-01 is indicated by the letter "و" in the utterance "والحيوانات والطيور". This conjunction is used to add information that is still related to the main topic, namely the explanation of living beings targeted by mosquitoes. The use of the additive conjunction shows that the speaker conveys information gradually while maintaining topic continuity in the utterance. According to Halliday and Hasan (1976), additive conjunctions

function to connect information that is additive in nature, ensuring that the relationships between ideas in the text are maintained. In the context of learning videos, the use of additive conjunctions helps the speaker structure the explanation linearly and systematically, allowing the audience to follow the flow of information more easily. This delivery pattern also shows that the material is presented gradually so as not to confuse the listener. The finding in data AddC-01 is in line with Abu-Athreh and Aladdin (2025), who state that the additive conjunction "و" plays an important role in maintaining narrative flow and information continuity in Arabic discourse. Research by Alshbeil (2023) also explains that the letter "و" in Arabic functions to build an aggregative relationship and continuity of information within an utterance context.

The causal conjunction in data CC-02 is indicated by the use of the word "لذلك", which connects a cause-and-effect relationship in the utterance. In this data, the speaker explains that mosquitoes like water and lay their eggs in stagnant places, so maintaining environmental cleanliness is important. The use of causal conjunctions helps build a logical relationship between the cause and effect in the delivered explanation. Halliday and Hasan (1976) explain that causal conjunctions function to indicate relationships of reason, result, or purpose in a discourse. In learning videos, the use of cause-and-effect relationships helps the audience understand the connection between information more rationally and systematically. With these logical relationships, the delivered explanation becomes easier to understand because the audience can follow the speaker's line of reasoning. This finding is in line with the research of Ahsanuddin and Ma'sum (2021), who found that causal conjunctions are an important grammatical cohesion device in Arabic texts to maintain relationships between clauses and clarify logical connections in discourse.

The use of the temporal conjunction in data TC-03 is indicated by the word "عندما", which shows a time relationship in the utterance. In this data, the speaker explains the human body's reaction when bitten by a mosquito through a chronologically ordered sequence of events. The use of temporal conjunctions helps build event continuity so that information can be understood according to the sequence of explained events. In Halliday and Hasan's (1976) theory, temporal conjunctions function to indicate time relationships and the sequence of events in a text. The use of temporal conjunctions helps the speaker structure the explanation chronologically so that the audience can understand the stages of an event more clearly. In learning videos, temporal relationships are crucial because much of the material is delivered through gradual and sequential explanation patterns. The finding in data TC-03 shows that the use of temporal conjunctions helps maintain the orderliness of the explanation flow in the learning videos. This finding aligns with the research of Ahsanuddin and Ma'sum (2021), which shows that temporal conjunctions function to maintain the continuity of the information flow and chronological relationships in Arabic texts. Díaz (2021) also asserts that temporal markers help readers follow the development of information gradually, making the text easier to understand. Thus, the use of temporal conjunctions in learning videos plays an important role in creating a systematic and coherent flow of explanation.

Meanwhile, the adversative conjunction in data AdvC-04 is indicated by the use of the word "لكن", which connects a contrast between two pieces of information in the utterance. In this data, the speaker explains that mosquitoes carry various dangerous diseases, but humans can still protect themselves from these threats. The use of adversative conjunctions helps build a contrasting relationship between ideas, making the delivery of information more varied and less monotonous. According to Halliday and Hasan (1976), adversative conjunctions function to indicate relationships of contrast, opposition, or exception in a text. The use of adversative relationships helps the speaker introduce additional information that differs from previous

expectations, making the discourse more dynamic. In learning videos, the use of adversative conjunctions helps maintain the audience's attention because the explanation is not strictly linear but also contains variations in meaning relationships. The finding in data AdvC-04 shows that adversative conjunctions play an important role in maintaining a balance of information in the utterance. This finding is in line with the research of Faizin et al. (2023), which shows that adversative conjunctions like "لكن" are used to build contrasting relationships in Arabic texts, making the connections between ideas clearer. Additionally, Inayah et al. (2024) state that adversative conjunctions maintain the clarity of information relationships, making the text more communicative and coherent.

Overall, the use of additive, causal, temporal, and adversative conjunctions shows that Arabic learning videos utilize various logical relationships to build discourse coherence. The use of these conjunctions helps maintain information continuity, clarify relationships between ideas, and facilitate the audience in following the flow of explanation systematically and communicatively.

Table 4. Reiteration

| Code Data | Category   | Form   | Utterance Transcript  |
|-----------|------------|--|---|
| REP-01    | Repetition | البعوض   | (١) البعوض هو فصيلة من الحشرات...<br>(٢) يضع البعوض بيضه في المياه الراكدة...<br>(٣) يستخدم البعوض مجموعة متنوعة... |
| SYN-02    | Synonymy   | البيت – المنزل   | (١) يجبر العائلة بأكملها للمشاركة في حملة تنظيف وترتيب البيت... (٢) يمكننا منع الصراصير من دخول منازلنا             |
| ANT-03    | Antonymy   | المظلمة – الضوء  | الصرصور يحب الأماكن الدافئة والمظلمة... وهو لا يحب الضوء  |
| HYP-04    | Hyponymy   | الأمراض (superordinate)<br>المالريا، حى الضنك، فيروس زيكا<br>(subordinate) | يحمل البعوض جراثيم ضارة<br>تسبب أمراضاً مثل المالريا حى الضنك فيروس<br>زيكا   |
| MER-05    | Meronymy   | الصرصور (whole)<br>قرون الاستشعار، الأرجل،<br>الأجسام (parts)              | الصراصير حشرات ذات قرون استشعار<br>طويلة ستة أرجل وأجسام قوية   |

Table 4 shows that lexical cohesion in the Arabic learning videos on the YouTube channel Learn with Zakaria is built through the use of reiteration, which includes repetition, synonymy, antonymy, hyponymy, and meronymy. The use of these lexical cohesion devices indicates that discourse coherence in the learning videos is not only built through grammatical relationships but also through interrelated meaning connections between words. Lexical cohesion helps maintain topic continuity so that the explanations in the videos become more focused and easier for the audience to understand.

The use of repetition in data REP-01 is indicated by the repetition of the word "البعوض" in the utterance. This repetition is used to maintain the focus of the discussion on the main topic, namely mosquitoes, ensuring the audience continues to understand the object being explained. The

use of repetition shows that the speaker intentionally repeats certain vocabulary to strengthen the connection of information within the discourse. Repetition indicates that the learning videos use lexical repetition as a strategy to maintain the audience's attention on the main topic being discussed. In the context of language learning, vocabulary repetition also helps the audience recognize and remember important words related to the learning material. The finding in data REP-01 is in line with the research of Reffinaldi et al. (2023) and Faizin et al. (2023), which shows that repetition serves as a lexical cohesion device in Arabic learning texts. Repetition demonstrates that vocabulary repetition is the primary strategy for maintaining discussion focus while simultaneously aiding audience comprehension. In audiovisual media, lexical repetition helps the audience sustain attention on the material being explained, making the delivery of information more effective. Furthermore, Aldahmani et al. (2025) explain that repetition in Arabic functions to strengthen thematic unity and maintain the focus of discussion within a discourse.

Besides repetition, synonymy was found in the use of the words (البيت) and (المنزل), which share a close meaning as both refer to the concept of “house” or “home.” The use of synonymy helps create lexical variation in the utterances so that the explanation does not sound monotonous despite discussing the same concept. In the theory proposed by Halliday and Hasan (1976), synonymy is considered a form of reiteration that indicates semantic equivalence among words in a text. The use of synonymy helps maintain semantic relationships without continuously repeating the same lexical forms. This view is consistent with Basil (2026), who explained that synonymy in modern linguistics is understood as a semantic relationship influenced by context and communicative function, allowing lexical variation to preserve semantic equivalence within discourse. In Arabic learning videos, synonym variation helps learners recognize more than one vocabulary item for the same concept, thereby enriching and enhancing communicative language learning. This finding is also consistent with the study by Tran and Dinh (2022), which stated that the use of synonyms can improve vocabulary mastery and text comprehension because learners are introduced to various linguistic forms with similar meanings.

Furthermore, antonymy was found in the pair of words (الضوء) and (المظلمة). This oppositional semantic relationship is used to explain the characteristics of cockroaches, which prefer dark places and avoid light. The use of antonymy helps clarify concepts through semantic contrast so that the information becomes more concrete and easier for audiences to understand. According to Halliday and Hasan (1976), antonymy is a form of lexical cohesion established through oppositional semantic relationships among words. The use of antonymy helps construct conceptual relationships within texts because one meaning is explained through its opposition to another meaning. According to Alhedayani (2016), antonymy has a textual function in establishing contrastive relationships and semantic cohesion, enabling semantic opposition to help audiences understand information more clearly and systematically. In learning videos, the use of antonymy helps audiences understand concepts more clearly through comparisons between two opposing characteristics. The finding in data ANT-03 demonstrates that antonymic relationships help strengthen explanations in Arabic learning videos. This is consistent with the study by Díaz (2021), which explained that opposition-based lexical relationships help construct semantic unity in educational texts. In the context of audiovisual learning, the use of antonymy helps audiences understand material more concretely through comparative semantic relationships presented by the speaker.

In terms of hyponymy, a relationship was identified between the (الأمراض) as the superordinate term and the words (المالاريا), (حمى الضنك), and (فيروس زيكا) as its subordinate terms. This hyponymic relationship demonstrates the classification of mosquito-borne diseases from a

general concept to more specific categories. The use of hyponymy helps organize information systematically so that audiences can understand conceptual relationships more clearly. This finding is in line with Alifiansyah et al. (2023), who stated that hyponymic and hypernymic relationships help establish semantic interconnectedness within discourse, thereby making information easier for audiences to understand. In the context of learning videos, such classification patterns help present information in a more structured manner because explanations move from general categories toward more specific examples. This finding is also consistent with Hadi et al. (2024), who stated that hyponymy is a lexical cohesion device that helps establish semantic relationships and informational unity within texts. In addition, Díaz (2021) explained that semantic interconnectedness among lexical items helps readers follow the development of information more systematically, thereby making texts easier to understand.

Meanwhile, in terms of meronymy, a relationship was identified between (الصرصور) and its parts, such as (قرون الاستشعار), (الأرجل), and (الأجسام). This part-whole relationship helps the speaker describe the physical characteristics of cockroaches in a more detailed and concrete manner. The use of meronymy indicates that lexical unity in the learning videos is constructed through relationships among forms that belong to the same object. According to Abu Khader (2020), meronymy plays an important role in establishing semantic and syntagmatic relationships in Arabic because lexical elements are interconnected within a unified meaning structure. In the context of learning, explanations organized through part-whole relationships help audiences understand object structures more clearly and comprehensively. This finding is consistent with the studies by Alshalan (2019) and Hadi et al. (2024), which stated that meronymy is one of the lexical cohesion devices that constructs semantic relationships among elements in texts, thereby organizing information more cohesively and systematically.

Overall, the use of repetition, synonymy, antonymy, hyponymy, and meronymy demonstrates that lexical cohesion in Arabic learning videos is established through various semantic relationships among interconnected words. These reiteration devices help maintain topical focus, clarify informational relationships, and create discourse unity that is more systematic and easier for audiences to understand.

Table 5. Collocation

| Code Data | Category    | Form         | Utterance Transcript                                |
|-----------|-------------|--------------|---|
| COL-06    | Collocation | ستائر- نوافذ | استخدام ستائر على النوافذ ارتداء ملابس بأكمام طويلة |

The use of collocation in data COL-06 is indicated by the lexical pair ستائر and نوافذ. These words are semantically associated because they commonly occur within the same situational context, namely household and building-related settings. Their relationship is not based on repetition or semantic equivalence but on a habitual co-occurrence that creates lexical cohesion within the discourse. Through this associative relationship, the utterance becomes more cohesive as the audience can easily connect the two lexical items within a shared semantic field.

In the learning videos, collocation helps create meaning continuity implicitly because the audience understands the relationships between words based on the context used. Although its frequency is lower compared to other forms of reiteration, collocation still contributes to building lexical cohesion. Halliday and Matthiessen (2014) state that collocation is a part of lexical cohesion formed through the tendency of certain words to co-occur within the context of a discourse. Al-Jabr (1987) also found that collocation is used less frequently in Arabic because the language relies

more heavily on repetition and paradigmatic relationships. This finding is supported by Reflinaldi et al. (2023), who show that collocation functions to build semantic relationships between lexical items, making the text more cohesive and easier to understand.

In general, the use of collocation in the Arabic learning videos indicates that associative relationships between words also play a role in building lexical cohesion and maintaining discourse coherence.

#### **D. CONCLUSION**

Based on the findings of this study, it can be concluded that the Arabic learning videos on the YouTube channel Learn with Zakaria employ grammatical and lexical cohesion in an integrated manner to construct discourse unity. The grammatical cohesion identified includes reference and conjunction, while lexical cohesion consists of reiteration and collocation. Among all the data, personal reference, additive conjunction, and repetition emerged as the most dominant cohesive devices. This dominance indicates that discourse unity in the learning videos is primarily established through referential relationships, gradual addition of information, and vocabulary repetition to maintain topical focus and facilitate audience comprehension. In contrast, substitution and ellipsis were not identified because the utterances in the videos tend to use explicit language forms in order to make the information clearer and easier to understand.

This study demonstrates that the use of cohesive devices functions not only to maintain discourse coherence but also to support the effectiveness of material delivery in Arabic instructional videos. Theoretically, this study reinforces the cohesion framework proposed by Halliday and Hasan (1976) within the context of Arabic instructional discourse in digital learning environments. Practically, the findings of this study may serve as a reference for developing Arabic learning videos that are more communicative, systematic, and easier for learners to understand, particularly on digital media platforms such as YouTube.

Furthermore, this study implies that the appropriate use of cohesive devices can help improve informational unity while simultaneously strengthening vocabulary comprehension and the flow of explanations in Arabic language learning. Therefore, learning media developers and educators need to pay attention to cohesion aspects in designing audiovisual materials so that the delivery of instructional content becomes more effective. Future studies are recommended to examine cohesion in other forms of digital learning media or to relate cohesion to aspects of coherence, multimodality, and learners' comprehension effectiveness toward instructional materials.

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