

# Lexical text relations and the psychological implications of repetition

Rasha Ali Abed

College of Law/University of Al-Qadisiyah  
s1s2s3s4s5jj14@gmail.com

## Abstract

This research falls within the science of linguistics, which studies the text and its subject, language. What it means from the text is its language. Since the text is an integrated linguistic unit, this integration is achieved by textual tools that support each other to achieve textual cohesion. The text is linked by relationships called textual relationships, and these relationships interrelate with each other. This coherence results in a coherent text. The reasons for choosing the research are the scarcity and novelty of the research.

## 1. Introduction

Praise be to you for what has distracted us from our multiplication, and praise be to you until the earth becomes stable, and thanks to you always for bestowing upon us the intercession of Muhammad, may God bless him and grant him peace (Wilder et al., 2019; Eghbaria-Ghanamah et al., 2020). While we know with certainty, and that you say, my Lord, in the decisiveness of Your Noble Book (No, if you knew \* Then no, you will know...), my God, what is the matter with us? Other than your mercy, we cling to you and after (Majuddin et al., 2021; Caldwell-Harris, 2021). The narrations that were mentioned regarding the reason for the revelation of Surat At-Takadur; What was reported on the authority of Abdullah bin Abbas - may God be pleased with them both - is that it was revealed about Bani Abd Manaf, from the Quraish tribe, and Bani Sham, from the same tribe (Sunjayanto et al., 2022; Neuman et al., 2019). Each of them began to be proud of themselves, their money, and their children, and to consider themselves to be the best (Khatib & Farahanynia, 2020; Vidal & Jarvis, 2020). Says to the other about what she is proud of, sovereignty and glory, so God revealed the noble Surah (Bui, 2021). To prevent them from this bragging, and guide them to increasing the good deeds that will benefit them in this world and the hereafter (Seibert & Brown, 2020; Xu et al., 2022; Namaziandost et al., 2020). It is one of the Meccan surahs that was revealed in Mecca at the beginning of the call, and these are external reasons surrounding the text that help us reach the psychological revelations that the Qur'anic text performs, especially since these tribes are subservient to Quraysh and they were committed to their disbelief (Teng & Zhang, 2024; Uchihara et al., 2019).

## 2. Research objective

The research aims to delve into the textual (lexical) relationship and the psychological implications of repetition in the Qur'anic text, Surat (At-Takadur), and the link of repetition to textual cohesion and its confirmation of the grand structure of the Qur'anic text (submitting the servant to the lordship of his deity) in order to demonstrate the Qur'anic miracle (Harmon & Kapatsinski, 2021). The research problem lies in the following questions:

1. How do textual relationships participate in proving the major structure of the text?
2. How do repetition and marginal significance participate in proving the major structure of the text?
3. How does the diversity of repetition contribute to proving the major structure of the text?

## 3. Research hypothesis

1. The research suggests that textual relationships participate in proving the major structure.
2. The research suggests that repetition and marginal significance participate in proving the major structure.
3. The research suggests that the diversity of repetitions participates in proving the major structure.

The research was divided into an introduction, three sections, and a conclusion.

#### 4. Text relationships

Textual relationships are an important foundation for revealing construction methods, as they mean strength, unity, and continuity (Rogers, 2023). A good text connects two grammatical relationships, the first of which is. Horizontal relationships linking one sentence to each other with the well-known grammatical relationships of primary, declarative, verbal, active, and other forms of introduction, delay, and indefiniteness.

The second. Vertical relationships. They are those grammatical contextual relationships that control the text and make it like a single block, including the conjunction of one sentence with another sentence, for example, or the introduction of symptoms into the speech to make it more clear and reach its true meaning, such as sounds, how the text is performed, and the use of signs.

So, it becomes clear from what we mentioned above. The harmony and cohesion of the text is the responsibility of the relationships above. Each relationship cannot work separately for the purpose of completing the text. Therefore, they must come together to achieve the meaning.

The completion of a text begins with its smallest unit, which is the word. There is a relationship between the word and its meaning, which Ullman called simple meaning. It is a direct relationship that does not require intervention. It is between one word and one meaning.

When reviewing the history of Arab heritage. It is necessary to look at practices and textual analyzes that are close to analyzing modern texts.

Among the authors of these attempts are Al-Jurjani, Al-Qurtubi, and Al-Baqa'i, as their practices emerged through elements related to this phenomenon, even though these attempts did not take a systematic form (Yang et al., 2019).

The attempts of the Arabs to find out the relationships of text and the graphic miracle in the Qur'an, and the attempts to clarify linguistic phenomena necessitated clarification, even if they had not taken a form as is the case in modern textual linguistic studies now (Duong et al., 2021).

Where it is referred to in the folds of explanation and clarification of grammatical issues, as among the Arab rhetoricians and among Al-Jurjani, and in his speech and explanation of the subject of connection and separation, and the rhetoricians' interest in it, he explains the conjunction and its types, for example, the conjunction of the sentence that has no place in the syntactic statement in his saying (Serrano & Huang, 2023). That is the conjunction of the ordinary sentence. The subject of the parsing is another sentence (Bezrukov & Bohovyk, 2021). As you say: Muhammad is standing and Ali is riding, and knowledge is useful. The waw expresses what the first waw expresses in some way. What is meant here is kindness, so the situation between kindness and abandoning kindness is not the same. If this consideration is not taken, then an argument other than involvement in the ruling must be found that interferes with the meaning.

We also noticed that these attempts are in the field of grammar and grammatical relationships in the text. Therefore, what we hear from some and from specialists is that the grammatical-linguistic effect, in terms of relationships, only concerns a single sentence. It is completely rejected because the grammatical approach is the one that works to cohesion the entire text with the help of factors, as mentioned in the research.

Although Halliday and Ruqayya Hassan believe that moral means are the foundation through which the text is achieved, it is a unity of content, not a unity of form. The West's definitions of the text revolve towards consistency and integration. There is also variation in the definition of the text, its relationships, and its effects, Van Dyck had terms through which he was able to define his understanding of the text and know the relationships based on it, and he wrote works on that. He called casting, the concept of interconnectedness, and he proved this through several contrasts. Among them is that it is not necessary for the sentence to contain means or connecting devices in order for it to be coherent.

He attributes the reasons for the connection to relationships related to the meaning of several sentences. Or referencing between sentences. Among the Western hadith scholars who were preoccupied with textual relationships, explaining their causes, and searching for their components is Eisenberg. Through his study of textual relationships, he identified twelve signs that are specific to the text and control it. As a result, all of these definitions focused on the text being a unit with an integrated structure, with the help of the foundational components. On it, regardless of whether those components are external or internal, or the sum of those components. A sign that pertains to the text and controls it. As a result, all of these definitions focused on the

text as an integrated unit in structure, with the help of the components on which it is based, regardless of whether those components are external or internal, or the sum of those components.

The consistency of the discourse or text at the semantic level is required thanks to the major structures, thanks to the interconnections and relationships between the elements of the sentence. Because the connections and their tools related to appearance and meaning that help in linking the internal parts of the text are the most important elements of the topic. As for the linear relationships that appear in the succession of text units, we can say that following the text and its overall units is done by identifying and revealing the textual relationships and through the context. Also, this is what Firth confirms and what textual cohesion and textual founding embrace. Without it, the elements of the text would not have been achieved at all (Dubuisson et al., 2021).

## 5. Repetition and marginal significance

Repetition is one of the most important textual contextual relationships within the lexical level of the text. It is closely related to what the marginal connotation suggests and the feelings and emotions that emerge from it that are closely linked to sounds, letters, and then words. Because repetition of something in the form of speech or conversation does not come out of nowhere, but rather as a result of evidence in the soul of the speaker and the speaker. On the other hand, repetition falls under the title of suggestive relationships and the meanings, charges, and psychological energies that words suggest (Nakata & Elgort, 2021).

Repetition is from the word repeat which means returning, repeating, resurrecting, and renewing (Sun & Dang, 2020). But as a term, it means repeating and directly repeating the elements of the text and joining something to something similar in wording while being it in meaning for confirmation and determination. In explaining the functions of repetition, joining means linking the thing to what it is joined to, and in this connection, textual cohesion is achieved. Repetition is also one of the factors of textual cohesion by repeating the word, phrase, sentence, or story, which includes synonymy, derivation, interpretation, the return of the sacrum to the chest, and the similarity of the limbs, in harmony with its lexical meaning, which carries with it some of the meanings of cohesion. As well as its conventional meaning, repetition tightens the text and connects textual units. Tightening those links and then achieving solidity, unity and continuity - the great semantic unity.

In fact, repetition performs two basic functions, first from a religious perspective and secondly from a literary perspective. From a religious perspective, the most important thing that repetition performs in the Qur'anic text is that it is a book of guidance and direction. Literary is to confirm the meanings and highlight them in a more beautiful way.

One of the dominant matters in the Qur'anic text, Surah (At-Takadur), is repetition, as it took various forms. This stems from the fact that the speech in it and the major structure (submitting the servant to the lordship of his Creator), which requires more persuasion, so repetition was brought as a means of persuasion as well as being a manifestation of Text cohesion and cohesion is a form of textual cohesion. It requires repeating the word or its synonym to achieve a specific meaning, or a quasi-synonym, or an unrestricted element, or a general name.

The lexical meaning is intended to repeat the pronunciation and writing of the same word more than once, that is: complete or pure repetition, and the synonym is intended to repeat the meanings specific to a particular word more than once. As for the absolute element, it is shared with most nouns, and is specific to their generality, such as: things, people, Person, man, woman, boy, child, girl are nouns that are all included in the noun (human), and they are close to general nouns with the meaning of the absolute element. Among the characteristics of structural theory is the shift and geometry of texts through repetition in the letter - movement - word - sentence... Among the secrets of this effect is the rhythm emerging from the repetition of sounds. Among its benefits are report, emphasis, exaggeration, glorification, contemplation, warning, warning. In addition to the fact that repetition performs a semantic function, it contributes to the cohesion of the text by repeating the word from the beginning of the text to the end until it links it and makes it coherent with the help of other textual cohesion factors. In fact, repetition achieves the meaning intended to be conveyed to the recipient. Repetition also has a close relationship with marginal meaning and the emotions and feelings that emerge from it. It is one of the factors of textual cohesion. In keeping with its lexical and idiomatic meaning, repetition tightens and links the text. It is of types: Comma repetition - singular repetition - syllable

repetition (Kadhim & Hani, 2024). The comma in the Qur’anic text is the last letter in the verse, like rhyme in poetry and the context of assonance in prose. A verse ends with him identifying the beginning of the new verse, and it details the two words. It was named this from the Almighty’s saying: (His verses have been detailed as an Arabic Qur’an for a people who know) Fasal verse 3. (Kadhim & Jassmy, 2024). The comma is either the same, so one letter is repeated, or close together, like the sounds of the meem and the nun (Kadhim & Ahmad, 2022). It has a major role in the verbal and rhetorical miracle, and it enriches the pronunciation with balance and completes the meaning of the verses (Kadhim & Ahmad, 2021).. Returning to the Qur’anic text in Surat At-Takadhar, there are links - which the research will discuss in succession - that are not clearly visible, such as showing the connection of repetition to the marginal significance and its confirmation of the major structure (Kadhim & Ahmad, 2019).

This is done by monitoring repetitions and identifying their influential characteristics, especially from a phonetic perspective when the talk is about clarifying emotional issues that affect the soul. As shown in the following Table 1:

Table 1: Frequency

<b>Repetition</b>	<b>Its type</b>	<b>Verses of roses</b>	<b>Number of times roses</b>
Then	Repetition of the individual	4-7-8	3
No, you will know	Repeat a sentence	3-2	2
No, if you knew	Synonym repetition	5	1
The r	Comma repetition	1-2	2
The Nun	Comma repetition	3-4-5-7	4
The meme	Comma repetition	6-8	2

## 6. Types of repetition

### 6.1 First: repeating the word

Verbal repetition is a common form of repetition and constitutes the first source of repetition in the Qur'an. This type of repetition is considered the simplest and most widespread type of repetition. This repetition creates an internal rhythm for the Qur'anic text (Eghbaria-Ghanamah et al., 2020). The first element, which is the repetition of a lexical element, is complete repetition, which is predominant in Surat At-Takada Sentences and methods were repeated on their own without changing them, and their repetition led to cohesion and coherence of the text. An example of the repetition of a single word in Surat At-Takada is the repetition of the conjunction then (Wilder et al., 2019).

### 6.2 Second: repeating the comma

One of the strangest rhythms is the arrangement of commas, because of the wonderful musical rhythm it carries and the positive effect it has on the listeners. The comma is the word with which the verse of the Qur'an concludes, or it is the sound with which the word with which the verse concludes ends (Majuddin et al., 2021). Al-Baqalani defined them as letters with similar syllables through which meanings can be understood and which provide eloquence (Caldwell, 2021).

The comma then; A part that complements the meanings of the Qur'anic verses, and it takes the place of rhyme in poetry, completing its meaning, completing the melody and making the meter consistent (Sunjayanto Masykuri et al., 2022). It is called a comma because it separates the two words, since the end of the verse separates it from what comes after it, and perhaps this is a take (Ahmad & Kadhim, 2020).

### 6.3 Third: Repeat the clip

Syllable: It consists of a number of different sequences between consonants and vowels, in addition to a number of features such as stress and intonation. Syllables are expressions of an organized system of analytical particles, or beats. Bra during speech, or structural units, or certain shapes and quantities (Albadry et al., 2020). So, the clip: It is not a new term, but it has ancient roots among our ancient scholars, specifically (the science of prosody), which they expressed in terms of vowels, consonants, pegs, causes, and other names (Kadhim & Habeeb, 2024). The research believes that this type of repetition has a significant impact in conveying meaning, as the phonetic connotation and its impact on the recipient's soul are linked to the marginal connotation, achieving the grand structure in Surat At-Takab as a result of the textual cohesion achieved by the repetition. The Qur'anic text (Surat At-Takadhar) is a text that contains a threat and an enticement (Kadhim & Atiyah, 2024). When the recipient or reader looks at the central structure of the text, he finds it a threat and a threat, but the phonetic diversity in the repetition of commas, syllables, and single words has another suggestive meaning. The meanings of the commas, for example, suggest the existence of infinite divine hope, forgiveness, and return (Neuman et al., 2019). To God in the same word. While the word has the meaning of a threat and a threat, the comma plays its role through its phonetic suggestion in giving the meaning of hope, mercy, and forgiveness. Especially since this text was revealed in Mecca, that is, from one of the Meccan surahs, and the atmosphere surrounding the text is one of blasphemy and harshness (Kadhim & Mahmoud, 2024). Divine kindness requires, at times, a threat and at other times a feast, in order for the Qur'anic discourse to preserve their survival or entry into the Islamic religion (Khatib & Farahanynia, 2020).

## 7. Conclusion

1. The text included repetition of breaks, which varied from the beginning of the text until its conclusion, and this diversity achieved, through its vocal inspiration, the grand structure of the text (submitting the servant to the lordship of his deity).
2. As for the syllable repetition in the same word (they know), it achieves textual coherence through the marginal significance and psychological overtones of this type of repetition, and it proves the major intention (submitting the servant to the lordship of his Creator).

3. The Quranic text (Surat At-Takadhar) is a text that contains a threat and an enticement. When the recipient or reader looks at the central structure of the text, he finds it a threat and an awareness.
4. The phonetic diversity in the repetition of commas, syllables, and the single word has another suggestive meaning. The meanings of the commas, for example, suggest the presence of infinite divine hope, forgiveness, and a return to God in the same single word, while the word has the meaning of a threat and a threat.
5. The comma plays its role, through its vocal suggestion, in giving the meaning of hope, mercy, and forgiveness.

## References

1. Ahmad, F., Kadhim, S. A., Hamid, N. A., Ahmad, A, N, A., Ruslan, R., Rahman, N, A, A., R., Abdullah, A, S., Nawi, M, N, M. (2020). A Study of Barriers and Challenges of Industry 4.0 in Malaysia Manufacturing Companies. *Int. J Sup. Chain. Mgt.* Vol. 9, No. 5.
2. Albadry, H, F., Abbas, Z. M., Al Dulaimi, Z, Y, S., Kadhim, S. A., Ahmad, F. (2020). The Impact of Branding on the Marketing Advantage and the Role of Sustainable Competitiveness as Mediator. *International Journal of Advanced Science and Technology.* Vol. 29, No. 11s.
3. Bezrukov, A., & Bohovyk, O. (2021). Creating communicative space and textual reality via emotiogenic means in fictional discourse. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 13(1), 1–14. <https://doi.org/10.21659/reupkatha.V13n1.21>.
4. Bui, G. (2021). Influence of learners' prior knowledge, L2 proficiency and pre-task planning on L2 lexical complexity. *IRAL - International Review of Applied Linguistics in Language Teaching*, 59(4), 543–567. <https://doi.org/10.1515/iral-2018-0244>.
5. Caldwell-Harris, C. L. (2021). Frequency effects in reading are powerful – But is contextual diversity the more important variable? *Language and Linguistics Compass*, 15(12). <https://doi.org/10.1111/lnc3.12444>.
6. Dubuisson Duplessis, G., Langlet, C., Clavel, C., & Landragin, F. (2021). Towards alignment strategies in human-agent interactions based on measures of lexical repetitions. *Language Resources and Evaluation*, 55(2), 353–388. <https://doi.org/10.1007/s10579-021-09532-w>.
7. Duong, P. T., Montero Perez, M., Nguyen, L. Q., Desmet, P., & Peters, E. (2021). Incidental lexical mining in task repetition: The role of input, input repetition and individual differences. *System*, 103, 102650. <https://doi.org/10.1016/j.system.2021.102650>.
8. Eghbaria-Ghanamah, H., Ghanamah, R., Shalhoub-Awwad, Y., Adi-Japha, E., & Karni, A. (2020). Recitation and listening to nursery rhymes in the familiarization with a literacy language in kindergarteners: Not kids' stuff. *Developmental Psychology*, 56(12), 2195–2211. <https://doi.org/10.1037/dev0001124>.
9. Harmon, Z., & Kapatsinski, V. (2021). A Theory of Repetition and Retrieval in Language Production. *Psychological Review*, 128(6), 112–1144. <https://doi.org/10.1037/rev0000305>.
10. Kadhim, S. A., Ahmad, F. (2019). Proposed Framework for Total Quality Management and its Impact in High Schools. *Int. J. Sup. Chain Mgt.* Vol. 8, No. 3.
11. Kadhim, S. A., Ahmad, F. (2021). The role of TQM in education: an empirical investigation of preparatory schools of Iraq. *International Journal of Services and Operations Management*, Vol. 39, No. 1 .
12. Kadhim, S. A., Ahmad, F. (2022). The impact of total quality management by mediator's compliance and information technology on education performance in secondary schools Iraq. *International Journal of Services and Operations Management*, Vol. 41, No. 1-2, 82-10.
13. Kadhim, S. A. Hani, R. I. (2024). Total Quality Management and Its Role In Developing Banking Institutions Through Compliance As A Mediating Factor. *Journal of Theoretical and Applied Information Technology*. 31. Vol.102. No 2.
14. Kadhim, S. A., Jassmy, B. A. K., (2024). Effectiveness of Total Quality Management on Strategic Planning and the Importance of Stakeholders as a Mediator. *American Journal of Economics and*

*Business Management*. Vol. 7, No.2.

15. Kadhim, S. A., Habeeb, L. M., (2024). Role Of Comprehensive Total Quality Management In Enhancing The Importance Of The Insurance Company-An Applied Study In The National General Insurance Company/Iraq. *International Journal of Studies in Business Management, Economics and Strategies*. Volume 03, Issue 02.
16. Kadhim, S. A., Atiyah, L. A., (2024). Green Human Resources Practices and Impact on Possibility of Applying Total Quality Management. *International Journal on Economics, Finance and Sustainable Development*. Volume: 6 Issue: 2.
17. Kadhim, S. A., Mahmoud, S. F. (2042). Constraints That Affect the Implementation of Total Quality Management on Executive Management and Effectiveness of Planning in The Organization as a Mediator. *World Economics & Finance Bulletin*. Vol. 32.
18. Khatib, M., & Farahanynia, M. (2020). Planning conditions (strategic planning, task repetition, and joint planning), cognitive task complexity, and task type: Effects on L2 oral performance. *System*, 93. <https://doi.org/10.1016/j.system.2020.102297>.
19. Majuddin, E., Siyanova-Chanturia, A., & Boers, F. (2021). Incidental acquisition of multiword expressions through audiovisual materials: The role of repetition and typographic enhancement. *Studies in Second Language Acquisition*, 43(5), 985–1008. <https://www.cambridge.org/core/journals/studies-in-second-language-acquisition/article/incidental-acquisition-of-multiword-expressions-through-audiovisualmaterials/EEC567ABD10F4BE6A440B963920C59C4>.
20. Nakata, T., & Elgort, I. (2021). Effects of spacing on contextual vocabulary learning: Spacing facilitates the acquisition of explicit, but not tacit, vocabulary knowledge. *Second Language Research*, 37(2), 233–260. <https://doi.org/10.1177/0267658320927764>.
21. Namaziandost, E., Mohammed Sawalmeh, M. H., & Izadpanah Soltanabadi, M. (2020). The effects of spaced versus massed distribution instruction on EFL learners' vocabulary recall and retention. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1792261>.
22. Neuman, S. B., Wong, K. M., Flynn, R., & Kaefer, T. (2019). Learning vocabulary from educational media: The role of pedagogical supports for low-income preschoolers. *Journal of Educational Psychology*, 111(1), 32–44. <https://doi.org/10.1037/edu0000278>.
23. Rogers, J. (2023). Spacing Effects in Task Repetition Research. *Language Learning*, 73(2), 445–474. <https://doi.org/10.1111/lang.12526>.
24. Seibert Hanson, A. E., & Brown, C. M. (2020). Enhancing L2 learning through a mobile assisted spaced-repetition tool: an effective but bitter pill? *Computer Assisted Language Learning*, 33(1–2), 133–155. <https://doi.org/10.1080/09588221.2018.1552975>.
25. Serrano, R., & Huang, H. yun. (2023). Time distribution and intentional vocabulary learning through repeated reading: a partial replication and extension. *Language Awareness*, 32(1), 1–18. <https://doi.org/10.1080/09658416.2021.1894162>.
26. Sun, Y., & Dang, T. N. Y. (2020). Vocabulary in high-school EFL textbooks: Texts and learner knowledge. *System*, 93. <https://doi.org/10.1016/j.system.2020.102279>.
27. Sunjayanto Masykuri, E., Sukarni, S., & Dewi, P. (2022). The Cohesive Device in Hiver.com and Its Implication in Teaching Online Writing the cohesive devices in hiver.com and its implication in teaching online writing perangkat kohesif dalam hiver.com dan implikasinya dalam pengajaran menulis online the cohesiv. *I(2)*, 124–135.
28. Teng, M. F., & Zhang, D. (2024). Task-induced involvement load, vocabulary learning in a foreign language, and their association with metacognition. *Language Teaching Research*, 28(2), 531–555. <https://doi.org/10.1177/13621688211008798>.
29. Uchihara, T., Webb, S., & Yanagisawa, A. (2019). The Effects of Repetition on Incidental Vocabulary Learning: A Meta-Analysis of Correlational Studies. *Language Learning*, 69(3), 559–599. <https://doi.org/10.1111/lang.12343>.
30. Vidal, K., & Jarvis, S. (2020). Effects of English-medium instruction on Spanish students' proficiency and lexical diversity in English. *Language Teaching Research*, 24(5), 568–587.

---

<https://doi.org/10.1177/1362168818817945>.

31. Wilder, R. J., Goodwin Davies, A., & Embick, D. (2019). Differences between morphological and repetition priming in auditory lexical decision: Implications for decompositional models. *Cortex*, *116*(xxxx), 122–142. <https://doi.org/10.1016/j.cortex.2018.10.007>.
32. Xu, J., Liu, X., Yan, J., Cai, D., Li, H., & Li, J. (2022). Learning to Break the Loop: Analyzing and Mitigating Repetitions for Neural Text Generation. *Advances in Neural Information Processing Systems*, *35*(NeurIPS), 1–14.
33. Yang, H., Chen, J., Spinelli, G., & Lupker, S. J. (2019). The impact of text orientation on form priming effects in four-character Chinese words. *Journal of Experimental Psychology: Learning Memory and Cognition*, *45*(8), 1511–1526. <https://doi.org/10.1037/xlm0000655>.