

Investigating Transitivity and Text Types in EFL Textbook "English for Nusantara"

Annisa Jihan Salsabil¹, Agus Widyantoro², Margana³, Ashadi⁴

¹⁻²⁻³⁻⁴ *Yogyakarta State University, Indonesia*

annisajihan47@gmail.com, agus_widyantoro@uny.ac.id, margana@uny.ac.id, ashadi@uny.ac.id

Received 04 November 2025 | Received in revised form 01 January 2026 | Accepted 12 January 2026

APA Citation:

Salsabil, A. J., Widyantoro, A., Margana, M., & Ashadi. (2025). Investigating Transitivity and Text Types in EFL Textbook "English for Nusantara". *Journal of English Language Teaching and Linguistics*, 10(3), 2025, 519-539. doi: <http://dx.doi.org/10.21462/jeltl.v10.i3.1849>

Abstract

The several kinds of operations about the concepts or content supplied in the phrase are addressed by the grammatical system known as transitivity. The generation of the situation's field might explained by looking at the texts' transitivity structure. This study aims to analyze a transitivity pattern and its suitability with the communicative goals of various types of texts in the EFL English for Nusantara textbook. The focus of this research is on examining the type of process, the role of the participants, and the elements of information to understand how these linguistic features able to contribute to achieving the goal of communicative effectiveness in a narrative, descriptive, recount, procedural, and expository text. This research uses a qualitative descriptive approach, with content analysis as the primary method. Data might be collected by systematically identifying linguistic characteristics in texts that have been selected, followed by categorization and interpretation. This methodology provides the possibility of an in-depth understanding of how linguistic characteristics have an appropriate role in accordance with their communicative purposes. The results of the study provide clues that each type of text has different transitivity patterns according to its function. Narrative texts are dominated by material processes, emphasizing actions and events, while relational and mental processes may add context and depth. Descriptive text provides insight into the balance of relational processes with material. Recount texts emphasize material processes to tell past events dynamically. Procedural texts focus on material processes to provide instructions and achieve real results, while expository texts might provide a balance between material and relational processes to present and explain information.

Keywords: English for Nusantara, Text type, Textbook, Transitivity

1. Introduction

A textbook has a role that has been recognized in the teaching of English as a Foreign Language (EFL), because it contains elements that are so important in terms of developing a student's language skills. The main factor that able to determine the effectiveness of EFL textbooks is the analysis of text types and transitivity patterns, providing assistance to understand how the language is used to achieve certain communication goals (Bloor & Bloor, 2018). The English for Nusantara textbook, harmonized by the Indonesian Independent Curriculum, has a combination of cultural relevance with learning objectives, so that it will offer a comprehensive approach in terms of the language learning process (Emilia, 2017). This research has an effort to examine how a transitivity pattern and the type of text in the book provide support for the development of critical student speaking skills and literacy.

In a textbook, there are usually various types of texts, their purposes and structures are different. According to *the Systemic Functional Linguistics* (SFL) approach, the difference between the types of texts is based on the purpose in which they are communicative, as is the case with narrative, expository, procedural, recount, and descriptive texts (Martin, 2021). Any type of text that uses certain linguistic characteristics to support the development of the student's language skills (Sari & Ma'rifatulloh, 2024). The *English for Nusantara* textbook provides a presentation on the combination of various genres in line with the principles of the Independent Curriculum, emphasizing student-centered learning that encourages involvement in culture (Febraningrum & Suroso, 2023).

A transitivity is a key concept in Systemic Functional Linguistics (EFL), which is the discussion of how language is used to convey a process, participants, and context or circumstances (Halliday & Matthiessen, 2013). Through an analysis of transitivity patterns, the researchers may understand how various types of processes, such as material, mental, relational, and verpal have a role in efforts to build meaning and give an idea of social relationships (Anggraini & Fidiyanti, 2018). This study will explore the application of transitivity patterns in *English for Nusantara* textbooks, with a focus on its use in various types of texts to support learning objectives, such as comprehension, the ability to express ideas, and think critically (Gerot & Wignell, 1995). The purpose of this study is to examine a relationship between transitivity and the type of text in the book by identifying the type of process that is often used, the role of the participant, and an element of the situation that gives context to its meaning. The results are expected to provide a broad understanding of how language choices are able to help students to interact with texts in a reflective and critical manner.

An English for Nusantara *textbook* has several advantages, lying in its focus on learning that is appropriate to the context, combining elements of Indonesian culture and socio-political conditions in terms of teaching English (Bakker & Andersson, 2021). This approach may create a more engaging learning experience because it may provide a relationship with international language standards with some local cultural values (Bezemer & Kress, 2010). This research also not only highlights a linguistic structure used in a textbook, but also how the language reflects several cultural and social norms, which are such important aspects for English learners in Indonesia itself.

Although previous research has covered transitivity analysis in EFL textbooks, most of it still focuses on material based on a Western pedagogical approach (Halliday & Matthiessen, 2013). Few studies have conducted a review of textbooks specifically designed for Indonesian learners, especially those that provide a blend of local cultural elements (Chomsky, 2021). This research provides a very in-depth analysis of *English for Nusantara* textbooks, by highlighting its local approach through a study of transitivity patterns and types of texts related to the Indonesian cultural context.

This research provide an understanding of how these patterns provide support for communicative goals of each genre by providing an analysis of transitivity patterns in various types of texts such as narrative, descriptive, recount, procedural, and expository (Hoang, 2021). This study also has an attempt to fill a gap in literature by examining how the linguistic physicist has a role in the development of critical literacy, an ability to analyze texts in order to provide expression to hidden meanings, ideologies, and power structures (Quadri, 2024). The results of this study provide such an important insight, not only to teach language, but to foster critical thinking skills and cultural awareness (Velasco, 2021). An understanding of a transitivity pattern in *the English for Nusantara* book will help teachers to develop learning strategies that increase student involvement, as well as equip them with the ability to analyze and evaluate language in various existing contexts.

In addition, research that discusses transitivity has also been conducted (e.g., Angraini & Fidiyanti, 2018; Kurnia, 2018; Halima, 2019; Latono 2022). The current study and earlier research have both similarities and differences. One commonality between the two studies is their emphasis on transitivity analysis and application of Halliday's theory. However, by analyzing reading content from the seventh-grade English textbook for Nusantara utilized in Indonesian junior high schools, this study highlights the distinction. Therefore, a gap in this research is the lack of research that addresses transitivity in the seventh-grade English for Nusantara textbook.

Based on the background above, the research questions are proposed as follows:

1. What are the Transitivity Process Types that characterize the English text in English for Nusantara?
2. What are the Participant Functions that characterize the English text in English for Nusantara?
3. What are the Circumstantial Elements that characterize the English text in English for Nusantara?

2. Literature Review

Systemic Functional Linguistics (SFL) may see language as a tool to create meaning through three main functions, namely ideational, interpersonal, and textual (Halliday, 1967; Bloor & Bloor, 2013). An ideational metafunction, which has to do with a representation of experience, has a main part, namely experience and logic. Eating from experience will appear in the form of clauses that give gamabran to the processes, participants, and logics that make up a human experience (Gerot & Wignell, 1995; Thompson, 2013). Within this framework, the transitivity system has a role to provide explanations related to the relationship between the action and the perpetrator, such as who did what, to whom, and where, when, and how the event could have occurred (Halliday & Matthiessen, 2014).

A clause is generally composed of three main parts, namely the process, the participants, and the contextual elements (Halliday, 1967). There are six main types of processes in language: material processes (action or doing something), mental (feeling or realizing something), relational (being or having), verbal (saying or speaking), behavioral (showing behavior), and existential (expressing existence). Each of these processes able to provide the involvement of specific participants, as well as Actors and Objectives in material clauses, Tastes and Phenomena in mental clauses, and Carriers and Attributes in relational clauses (Emodi, 2022). Meanwhile, a contextual element will provide additional information about the situation, such as the place, way, reason, mentoring, role, or thing that is involved (Halliday & Matthiessen, 2013).

A transitivity has become such an important tool in terms of analyzing texts in various fields. Zhang (2017) emphasized that this concept will help to understand how language shapes human experience, while Kazemi and Mohammadi (2022) provide an explanation, a relationship between

clauses is determined by the structure of the taxic and the semantic logical relationship. In previous research, such as conducted by Anggraini & Fidiyanti (2018), Hlaima (2019), it consistently provide clues to a material process that most often appears in a written discourse, indicating that the text has a tendency to give an image of real action compared to an abstract thought.

The application of a concept of transitivity in the field of education will help the teacher to understand how grammatical structures are used to provide expression of experience and build existing meanings (Buut, 2000; Legutke & Thomas, 2014). Through an experiential grammar, students are able to learn how the choice of words and sentence structure have a role in the effort to prepare the text and achieve its communicative goals. In addition, as explained by Gee (2014), an integration and logical relationship between clauses is very important in terms of the process of understanding and forming meaning in a text.

The English for Nusantara textbook, published by the Indonesian Ministry of Education and Culture, reflects the focus of the Independent Curriculum on contextual learning (Halliday, 1967; Umiyati & Yanti, 2022). This book is aimed at grade VII students and provides a combination of cultural and linguistic elements to develop communication skills through an action-based activity. The text in this book utilizes a transitivity pattern that emphasizes material and relational processes to provide support for practical and descriptive learning. This approach is in line with Halliday's view that material clauses are most effective in providing representations of human experience.

3. Research Methods

This research uses a qualitative approach because in the last ten years, many linguistics experts have chosen to use this paradigm (Creswell, 2014). The data collection and analysis procedures in this study were conducted through several interrelated stages. First, the researcher downloaded the textbooks used as data sources. Next, relevant English texts were screened to facilitate the analysis process. Afterward, the researcher applied complex clause analysis by separating each statement into its constituent clauses. The next stage was to categorize each clause based on the transitivity system theory proposed by M.A.K. Halliday, which includes participants, processes, and circumstances. Through these stages, the data were systematically analyzed to gain a deeper understanding of the structure and meaning of the text. This study using content analysis. Through a process of analysis and description of the data collected, research problems could be explained in more depth. Considering that the purpose of this research is to understand the transitivity system in English texts in the *English for Nusantara* book, this qualitative design is considered the most appropriate to be used.

3.1 Research Design

This study applies a qualitative descriptive method to provide an analysis of a transitivity and type of text in the book *English for Nusantara*, focusing on the exploration and interpretation of language patterns rather than a numerical data processing (Thompson, 2013). As a very appropriate approach to studying the use of language, this method emphasizes the disclosure of meaning, structure, and relationships in text data (Creswell, 2014). With reference to a framework of Systemic Functional Linguistics, this study able to examine the processes, participants, and elements of the circumstances to understand how language physicists convey meaning and provide support for learning objectives (Halliday & Matthiessen, 2013). This approach provides the possibility of this research in terms of how the textbook may support the development of language skills while improving the cultural awareness of students (Rohmat et al., 2018). In addition, this descriptive approach provides the possibility for the researcher to interpret the socio-cultural elements contained in the textbook, in accordance with the purpose of this study to provide an understanding of the relationship between linguistic features and content that is adjusted to the

cultural context. Thus, this research will provide an understanding of how textbooks have a role in supporting effective EFL learning in a particular cultural context.

3.2 Data and Sources of Data

Some of the English texts in the *English for Nusantara* book for grade VII students in Indonesia were used as data sources in this study. Textbooks are made by the government based on Law No. 3 of 2017 to provide a supply of materials that maintain quality, affordability, and equity. Published in 2022, this book provides support for the implementation of the Independent Curriculum. This study takes five chapters as a collection of data, with the content including English texts to facilitate analysis. In total, there are twelve reading texts in the book, for example text 1, text 2, and so on.

In this study, it comes from an English reading text contained in the *English For Nusantara* book for grade VII students, developed by the Indonesian government as part of the Independent Curriculum. This textbook was published in 2022 and functions as a comprehensive learning resource to provide quality education for students throughout Indonesia. Some of the texts analyzed were taken from five chapters and consisted of 18 reading texts because relevance with the cultural context of Indonesia and global themes, covering various topics such as daily activities, hobbies, school life, and environmental issues. Some of these texts reflect on an Indonesian cultural context as well as a global theme, which could be chosen because of its relevance to language learning and its ability to highlight various grammatical features and linguistic aspects that support the development of English language skills for Indonesian students.

3.3 Instruments

Researchers may collect information through a documentary technique and analysis of English text material. A data collection process is carried out in several steps, namely: 1) downloading textbooks, 2) copying English texts, 3) separating each statement into a clause using comprehensive clause analysis, and 4) categorizing each clause based on M.A.K. Halliday's theory, including the elements of participants, processes, and circumstances.

3.4 Data Analysis

This study uses a systematic content and functional analysis (Hallidah & Matthiessen, 2014) to examine the *English for Nusantara* textbook, focusing on a transitivity and type of text. A content analysis is a method to examine communication materials systematically, in which there is the involvement of categorization and identification of certain patterns or meanings so that it is easy to understand, how the idea is conveyed and the impact of the context (Banegas, 2021). Researchers able to code each clause by using a transitivity scheme, dividing the data into units of analysis, and drawing a conclusion (Krippendorff, 1989). This process includes the unitization or selection of units of analysis, coding or grouping of units, and the interpretation of findings that are so relevant to their purpose.

Analysis may begin by documenting and organizing the text of the textbook based on title, page numbering, and a genre (Singh, 2015). Each sentence is broken down into a clause for deeper examination. With the use of the Halliday framework, the types of processes such as material, mental, relational, verbal, and existential are identified and could be recorded in the data sheet. This transitivity pattern is then compared in various types of texts to provide clues on how genres, such as narrative and descriptive, utilize certain linguistic elements so that the purpose of communicative might be achieved. The results of the analysis are then synthesized to highlight a significant pattern, the suitability of the communicative purpose of each text, and a pedagogical implication, so that it will provide insights that could be used to improve EFL teaching and the development of textbooks that are so culturally relevant.

4. Results

This finding may discuss a transitivity pattern and its relationship with a communicative purpose and features of language in various types of texts in the EFL English for Nusantara textbook. The scope of the analysis has components of transitivity, including the type of process, the role of the participants, and the existing contextual elements, which are applied to five types of texts, namely narrative, descriptive, recount, procedural, and expository.

Narrative Texts

The analysis of the *English for Nusantara* textbook provides clues to two narrative texts, both of which emphasize a material process with the focus of the story and events. The main participants in this text are actors and objectives, able to represent a character and their interactions in the storyline. In addition, a relational process is used to provide a picture of the background and attributes of the characters, so that it will provide depth and context in the narrative. The element of coincidence, like time and place, often arises as well to place events in a certain context and order. This analysis covers the type of process, the function of the participant, and the element of chance.

Table 1. Process Types of Narrative Texts

Process	Frequency of Occurrence	Percentage (%)
Material	12	48%
Mental	4	16%
Relational	8	32%
Verbal	1	4%
Existential	0	0%
Total	25	100%

The table gives clues to the frequency and percentage of a distribution of different types of processes. Material processes appear the most with 12 times or 48% of the total. Mental processes may record 4 times or 16%. A relational process may occur 8 times or 32%. Verbal processes appear once, around 4% while existential processes cannot appear at all, so the result is 0%. In total, there are 25 incidents, if added up it should be 100%.

Table 2. Participant Function of Narrative Texts

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	21	38,18%
Goal	19	34,55%
Range	1	1,82%
Container	0	0%
Client	1	1,82%
Senser	2	3,64%
Phenomenon	4	7,27%
Carrier	2	3,64%
Attribute	2	3,64%
Token	0	0%
Value	1	1,82%
Sayer	0	0%
Receiver	2	3,64%
Verbiage	0	0%
Existing	0	0%
Total	55	100%

This table may give a view of the frequency and percentage distribution of the various functions of the participants. The Actor's function appears most often, 21 times or 88.18% of the total. The Objective function appears 19 times, it representing 34.55%. The Phenomenon function was recorded 4 times or 7.27%, while the Sensor, Carrier, and Receiver functions each appeared 2 times, accounting for around 3.64% per function. The Range, Client, and Value Appear functions are one time each, 1.82% per function. Some functions such as Receiver, Sign, Speaker, Verbiage, and Exist cannot appear at all, resulting in a 0% result. The total of these appearances is 55, which in total reach 100%.

Table 3. Circumstantial Elements of Narrative Texts

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	4	13,79%
Manner	3	10,34%
Cause	2	6,90%
Accompaniment	1	3,45%
Matter	16	55,17%
Role	3	10,34%
Total	29	100%

The table illustrates the frequency and percentage distribution of circumstantial elements. Material elements may frequently appear with 16 occurrences, 55.17% of the total. The Location Element appears 4 times or 13.79%, while Ways and Roles appear 3 times each, and each accounts for 10.34%. The Causal Element record 2 times or 6.90% and the Companion appears once, accounting for 3.45%. In total, there were 29 incidents with a total of 100%.

Descriptive Texts

The analysis of the English for Nusantara textbook provides clues that there are five descriptive texts. Some of these texts are on average dominated by material processes, with an emphasis on purpose, giving an idea of actions whose focus is on the object described. The participant's function mainly involves the perpetrator and the objective, emphasizing the relationship and nature of the subject being described. The element of description, especially those related to location, has a very important role by providing a spatial detail that enriches the description and gives place in a certain context. This analysis covers the type of process, participant function, and information elements.

Table 4. Process Types of Descriptive Texts

Process	Frequency of Occurrence	Percentage (%)
Material	15	34,88%
Mental	8	18,6%
Relational	14	32,56%
Verbal	1	2,33%
Existential	5	11,63%
Total	43	100%

This table provides a view of the frequency and percentage of five types of processes, namely Material, Mental, Relational, Verbal, and Existential. The material process appears most often, there are 15 times or 34.88% of the total. Furthermore, the relational process with 14 events or 32.56%. Mental Processes may appear 8 times or 18.6%. The Verbal Process appears the most

rarely, only once or 2.33%, while the Existential Process occurs 5 times or 11.63%. The total of the events as high as 43, which means 100%.

Table 5. Participant Function of Descriptive Texts

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	13	22,81%
Goal	16	28,07%
Range	5	8,77%
Container	0	0 %
Client	1	1,75%
Senser	2	3,51%
Phenomenon	4	7,02%
Carrier	7	12,28%
Attribute	8	14,04%
Token	0	0%
Value	1	1,75%
Sayer	0	0%
Receiver	0	0%
Verbiage	0	0%
Existing	0	0%
Total	57	100%

This table gives an indication of the frequency and percentage of the various participant functions that exist. The Destination function appears most often, as many as 16 times or 28.07% of the total. Next that often appears is the Actor function by showing 13 events or 22.81%. The Carrier function recorded 7 times or 12.28%, while the Attribute function could appear 8 times or 14.04%. The Range function appears 5 times or 8.77% and the Phenomenon function 4 times or 7.02%. The Sensor function record 2 times or 3.51%, while the Client and Value functions appear 1 time or 1.75% respectively. Some of the participant functions, such as Recipients, Tokens, Speakers, Utterances, and Exists, cannot appear at all, 0% each. In total, there were 57 events of participant function with a total of up to 100%.

Table 6. Circumstantial Elements of Descriptive Texts

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	16	25%
Manner	6	9,375%
Cause	3	4,69%
Accompaniment	1	1,56%
Matter	37	57,81%
Role	1	1,56%
Total	64	100%

This table indicates the frequency and percentage of the various elements of the situation. The Matter element appears most often, with 37 times or 57,81% of the total. The Location element follows with 16 events or 25%. The Way element record appears 6 times or 9.375%, while the Cause element appears 3 times or 4.69%. Those Companion and Role elements appear once, with 1.56%. In total, there were 64 instances of the state element with a total of 100%.

Recount Texts

A review of the book *English for Nusantara* found three recount texts, most of which use a material process with a focus on the actions and events of the core of the story. The main participants in this text are the actors and the objectives, emphasizing an entity that performs the action as well as the one that receives the impact. In addition, an element of circumstance related to the material is often included to provide additional detail about the topic or theme of the event being told. Some of these elements will help provide an improvement in the clarity and coherence of the text. The following analysis may shed light on the type of process, the role of the participant, and the elements of the situation.

Table 7. Process Types of Recount Texts

Process	Frequency of Occurrence	Percentage (%)
Material	26	81,25%
Mental	3	9,375%
Relational	3	9,375%
Verbal	0	0%
Existential	0	0%
Total	32	100%

This table gives an indication of the frequency and percentage of the different types of processes that exist. Material processes appear most often, recording 26 times or 81.25% of the total. Mental and relational processes each appear 3 times, accounting for 9.375%. Meanwhile, a verbal and existential process cannot arise at all, or 0%. In total, there are 32 incidents that have been distributed as described.

Table 8. Participant Functions of Recount Texts

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	22	30,99%
Goal	22	30,99%
Range	13	18,31%
Container	4	5,63%
Client	1	1,41%
Senser	3	4,23%
Phenomenon	2	2,82%
Carrier	2	2,82%
Attribute	2	2,82%
Token	0	0%
Value	0	0%
Sayer	0	0%
Receiver	0	0%
Verbiage	0	0%
Existing	0	0%
Total	71	100%

This table will provide a view on the frequency and percentage of the various participant functions in terms of datasets. The "Actor" and "Goal" functions appear most often, with each recording 22 times or 30.99% of the total. The "Range" function is in the next position with a record of 13 events or 18.31%. Less frequent functions include "Recipient" with a 4-time record or 5.63%, "Client" with a 1-time record or 1.41%, and "Senser" with a record of 3 times or 4.23%. The "Phenomenon," "Carrier," and "Attribute" functions appear 2 times or 2.82% respectively. Some

functions, such as "Token," "Value," "Sayer," "Receiver," "Verbiage," and "Existent" cannot appear at all, with 0% each. Overall, the dataset provide a record of 71 participant function events.

Table 9. Circumstantial Elements of Recount Texts

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	0	0%
Manner	7	17,5%
Cause	1	2,5%
Accompaniment	1	2,5%
Matter	26	65%
Role	5	12,5%
Total	40	100%

This table gives an indication of the frequency and percentage of the various elements of the state that exist. The "Material" element appears most often, recording 26 times or 65% of the total. The "How-to" element appears 7 times or 17.5%, while "Role" records 5 times or 12.5%. The "Cause" and "Mentoring" elements are less frequent; they appear 1 time or 2.5%, respectively. The "Location" element cannot appear at all, i.e., 0%. In total, there are 40 instances of state elements in this table.

Procedural Texts

A review of *the English for Nusantara* textbook may find two procedural texts. This text is dominated by a material process, which emphasizes an action or steps that must be taken to achieve a certain goal. The main role of the participant is to focus on the goal, to highlight the object or outcome that is the target of the procedure. In addition, the element of the state of matter often appears, providing important information about the material or subject that is related to each step. The following analysis provides an evaluation of the type of process, the role of the participant, and the elements of the situation.

Table 10. Process Types of Procedural Texts

Process	Frequency of Occurrence	Percentage (%)
Material	23	70%
Mental	0	0%
Relational	10	30%
Verbal	0	0%
Existential	0	0%
Total	33	100%

This table provides a hint of the frequency and presentation of the different types of processes that exist. The "Material" process appears most often, recording 23 times or 70% of the total. The "Relational" process appears 10 times or 30%. Meanwhile, the "Mental," "Verbal," and "Existential" processes cannot appear at all, with a frequency and distribution of 0%. In total, the table contains 33 instances from all of these process categories.

Table 11. Participant Functions of Procedural Texts

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	13	17,33%
Goal	19	25,33%
Range	15	20%

Container	0	0%
Client	0	0%
Senser	0	0%
Phenomenon	14	18,67%
Carrier	6	8%
Attribute	6	8%
Token	0	0%
Value	1	1,33%
Sayer	0	0%
Receiver	0	0%
Verbiage	0	0%
Existing	1	1,33%
Total	75	100%

This table provides an explanation of the frequency and percentage of the various functions of the participants. The "Goal" function appears most often, recording 19 times or 25.33% of the total. Furthermore, "Range" appears 15 times or 20% and "Phenomenon" appears 14 times or 18.67%. The "Actor" function appears 13 times or 17.33%, while "Carrier" and "Attribute" appear 6 times or 8%, respectively. Other functions such as "Recipient," "Client," "Senser," "Token," "Sayer," "Receiver," and "Verbiage" cannot appear at all or 0%. The "Value" and "Existent" functions appear 1 time or 1.33% of the total, respectively. In total, there were 75 occurrences for all functions of the participants.

Table 12. Circumstantial Elements of Procedural Texts

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	1	2%
Manner	3	6%
Cause	8	16%
Accompaniment	0	0%
Matter	23	46%
Role	15	30%
Total	50	100%

This table may give clues to the frequency and percentage of the various situational elements that exist. The element "Material" appears most often, with a record of 23 times or 46% of the total. It is followed by "Role" with a record of 15 times or 30% and "Cause" with 8 times or 16%. The "How-to" element appears 3 times or 6%, while "Location" with a 1 time or 2% record. The "Companion" element cannot appear at all or 0%. In total, this table contains 50 occurrences of situational elements.

Expository Texts

An analysis of an English for Nusantara textbook may provide good findings for expository texts. Some of these texts are dominated by material processes, providing an overview of an action and event, as well as from a relational process, providing explanations related to relationships, attributes, or defining concepts related to the topic of discussion. The participant's function is objective, emphasizing the outcome or impact of the action, and the material, which provides additional detail about the subject or topic being described. This analysis may discuss the type of process, participant functions, and circumstantial elements.

Table 13. Process Types of Expository Texts

Process	Frequency of Occurrence	Percentage (%)
Material	17	44,74%
Mental	3	7,89%
Relational	17	44,74%
Verbal	1	2,67%
Existential	0	0%
Total	38	100%

The table may provide a view of a frequency distribution of the process type in the expository text. A "Material" and "Relational" process appear most often, recorded 17 times or 44.74% of the total, respectively. The "Mental" process appears 3 times or 7.89%, while the "Verbal" process only registers 1 time or 2.67%. The "Existential" process cannot appear at all or its frequency is 0. In total, this table contains 38 occurrences of all types of processes that exist.

Table 14. Participant Functions of Expository Texts

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	13	17,33%
Goal	18	24%
Range	14	18,67%
Container	1	1,33%
Client	0	0%
Senser	0	0%
Phenomenon	7	9,33%
Carrier	10	13,33%
Attribute	11	14,67%
Token	0	0%
Value	0	0%
Sayer	0	0%
Receiver	0	0%
Verbiage	0	0%
Existing	1	1,33%
Total	75	100%

The table of participant functions gives clues to a "Goal" function that appears most often, with records 18 times or 24% of the total. Furthermore, "Range" with a record of 14 times or 18.67% and "Actor" with 13 times or 17.33%. The "Attribute" and "Carrier" functions have a medium frequency, 11 times or 14.67% and 10 times or 13.33%, respectively. Functions that appear less frequently include "Phenomenon" or 9.33% and "Recipient" or 1.33%, while "Existent" is only recorded to appear 1 time or 1.33%. Some functions such as "Client," "Senser," "Token," "Value," "Sayer," "Receiver," and "Verbiage" cannot appear at all, giving hints of a limited relevance in the text that has already been analyzed. In total, there are 75 occurrences of the function frequency.

Table 15. Circumstantial Elements of Expository Texts

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	5	8,62%
Manner	4	6,90%
Cause	4	6,90%
Accompaniment	2	3,45%
Matter	25	43,10%

Role	18	31,03%
Total	58	100%

This table of contextual elements gives an indication that a "Material" element most often appears with a record of 25 times or 43.10% of the total. The element "Role" is in second place with a record of 18 times or 31.03%, indicating an important contribution to the text. Meanwhile, "Location" with a record of 8.62%, "How" recorded 6.90%, and "Cause" with a record of 6.90% appeared less frequently, providing a detailed clue about the place, the way, and therefore have a secondary role. "Companion" is the rarest, appearing only 2 times or 3.45%, indicating a sign of minimal attention to the supporting elements of the participants. Overall, 58 instances of circumstantial elements are recorded, with "Matter" and "Role" being the most critical in providing contextual information.

The information above illustrates how the Transitivity System is categorized in the textbook's reading texts. This section talks about the analysis that was done to analyze the data using the Transitivity System. The data analysis is presented by the researcher using Halliday's transitivity system theory. To make the transitivity analysis easier to understand, the researcher lists all transitivity systems in a single sentence and provides additional information about where the clause is located within the reading texts of the data.

1. Transitivity Processes and Participants Element

a) Material Process

Text 1

Table 16. Example of Material Process in Textbook

Clause	Procces Type	Actor	Procces	Goal
He bring his fishing rod, a bucket, and a fishing net.	Material	He	Brings	His fishing rod, a bucket and a Fisihing net

He delivers a fishing net, a bucket, and a fishing rod in data 1 above; these items are part of the material process. The person performing the activity, who is referred to as the participant, is mentioned in the sentence *He*. In this instance, the involved party is called an actor. The verb *brings*, which characterizes the actual actions leading to the goal, is discernible as part of the material process. *His fishing rod, bucket, and fishing* are therefore identified as goals, signifying the objects to which the actor is subjecting them.

b) Mental Process

Text 9

Table 17. Example of Mental Process in Textbook

Clause	Procces Type	Senser	Procces	Phenomenon	Circumstance
If we look closely, we can see a drawer under her bed	Mental	Sinta and Ibu Posma	go	a restaurant	Under her bed (Location), if we look closely (Condition)

It alludes to the mental process of perception in data 1 above. The word "can see," which denotes a feeling experience, illustrates the perception process. The phrase "We that called the Senser" represents the person who has sense, and the object that is being sensed is a drawer. The phenomenon of the structure is a drawer. Next, the following is another example of a mental type:

c) Relational Process

Text 9

Table 18. Example of Relational Process in Textbook

Clause	Procces Type	Carrier	Procces	Attribute
No wonder her room is very neat and clean	Reational	Her room	is	very neat and clean

It is a part of the attributive relational procedure in data 1 above. This particular kind of relationship process is intensive. An attribute, an attributive relational process, and a carrier make up its components. While "her room" serves as a carrier and "very neat and clean" refers to the attribute of the structure, "No wonder her room is very neat and clean" deals with the to-be "is" which is categorized as an intensive process.

d) Verbal Process

Text 16

Table 19. Example of Verbal Process in Textbook

Clause	Procces Type	Sayer	Procces	Receiver	Verbiage
The, the teacher tells him to turn off his camera when it is not used	Verbal	The teacher	tells	him	to turn off his camera when it is not used

In the aforementioned data 1, The sentence "the teacher tells him to turn off his camera" is part of the verbal process. The sentence consists of verbiage, a sayer, a receiver, and a process. The word "tells" was shown to involve a process of saying. "The teacher" is the sayer in this clause, and the verb "tells" is employed to express the verbal process. "Him" is the receiver of the process of saying, and the verb "to turn off his camera" is the verbiage. Below is an additional example of a verbal process:

e) Existential Process

Text 13

Table 20. Example of Existential Process in Textbook

Clause	Procces Type	Existent
There are two kinds of competitions	Existential	two kinds of competitions

This is an example of the existential process in the data above. The sentence "There are two kinds of competition" combines the concept of existence with the existential process. The verb "are" serves as the process of existence, and "two kinds of competition" represents the existent, indicating the existential process. However, since "there" does not refer to any representation of the existential process, it does not act as a participant in this instance.

2. Circumstance Elements

a) Location

Text 13

Table 21. Example of Location in Textbook

Clause	Procces Type	Existent	Location
A group of students also sell craft in the stalls	Material Process	Actor: A group of students	in the stalls

The phrase "in the stall" describes the location within the place category. A prepositional phrase "in" that expresses the location of the process it. It means pointing out the location of the process. It reacts to the location unit "where?" in its interrogative form. Here is another illustration of this type of circumstance:

- b) Manner
Text 18

Table 22. Example of Manner in Textbook

Clause	Procces Type	Participant	Manner
Papers should be put in the recycle bin neatly	Material Process	Actor: Papers	neatly

In this form, it is about responding to interrogative form about the process that will occur, so data 1 is a form of manner circumstance. In the quality category, the phrase "Papers should be put in the recycle bin neatly" describes the quality category in situation of manner. However, the sentence designates "neatly" as representing the quality of manner in the circumstance. Typically, an adverbial group with the "-ly" suffix, which corresponds to an adjective + "-ly," is used to describe the quality category. In this case, "neatly" is shown as an adverbial group with the "-ly" suffix added.

- c) Cause
Text 7

Table 23. Example of Cause in Textbook

Clause	Procces Type	Participant	Manner
Galang drew pictures for the stiker	Material Process	Actor: Galang	for the sticker

In the clause "Galang drew pictures for the sticker," the phrase "for the sticker" indicates the circumstance of cause. It specifically represents the purpose, clarifying the reason behind the action described in the clause. The prepositional phrase "for" encodes this circumstance. In the context of the cause on purpose category, the phrase "for the sticker" refers to the circumstance. According to Halliday, an action's purpose is conveyed through the intention that led to it.

- d) Accompaniment
Text 10

Table 24. Example of Accompaniment in Textbook

Clause	Procces Type	Participant	Accompaniment
She also explained the materials	Material Process	Sayer: She	
She has a discussion with her students	Mental Process	Senser: She, Phenomenon: discussion	with her students

The phrase "She also explained the materials and has a discussion with her students" refers to the accompaniment circumstance. The expression "with her students" represents the comitative category of accompaniment, as it addresses the interrogative form "with?". Who the "discussion" should be held with is explained by the circumstance element in data 1. However, the prepositional phrase "with her students" signifies the presence of another participant who has joined the process.

- e) Matter

The prepositional phrases *sometimes of*, *concerning*, and *about* are used to convey the circumstance of Matter. It only appears twice in the textbook's reading materials. The mental

process is the one at play in this kind of situation. Below is an example of matter:

Text 18

Table 25. Example of Matter in Textbook

Clause	Process Type	Participant	Manner
We can think about some tips	Mental Process	Sense: We, Phenomenon: some tips	about some tips

The phrase "we think about some tips" in data 1 alludes to the kind of matter circumstance. In response to the interrogative form of "what about?" the phrase "about some tips" was found to include the matter circumstance.

f) Role

Text 5

Table 26. Example of Role in Textbook

Clause	Process Type	Participant	Role
It uses palm sugar as a dressing	Material Process	Actor: It, Goal: palm sugar	as a dressing

As it addresses the interrogative question "what as?" the circumstance in data 1 is categorized under the role circumstance. The expression "as a dressing" specifies the role's situation within the guise category and conveys the role circumstance. The prepositional phrase "as a dressing" means something serving as the responsible factor in a particular situation.

5. Discussion

From the result above, Halliday's transitivity theory analyses how experiences are represented in language through different types of processes, participants, and circumstances (Halliday, 1967). Based on the data of process types in the English for Nusantara textbook, material processes dominate with a frequency of 141 occurrences or 50%. These processes describe tangible actions or physical activities performed by an actor. This dominance indicates that the analysed text likely emphasizes the depiction of concrete, relevant, and applicable actions for learners. This aligns with Halliday's theory, which states that material processes are commonly used to represent real-world human experiences.

Mental processes, which include thoughts, feelings, or perceptions, occur 36 times or 13% of the total. While important, this indicates that cognitive and emotional aspects are not the text's primary focus. Mental processes usually involve a sensor (the subject who perceives) and a phenomenon (what is perceived), which can help learners develop reflection or a more profound understanding. However, the lower frequency compared to material processes suggests that the text's objectives lean more toward practical application than cognitive reflection.

Relational processes, which emphasize relationships or attributions between entities, appear 80 times or 28%. These processes allow the text to explain logical connections, attributes, or identities. In the context of language learning, relational processes help describe concepts, provide definitions, or connect ideas. This relatively high proportion shows that English for Nusantara focuses on practical actions and supports understanding the relationships between concepts.

Verbal communication processes, such as speaking, stating, or questioning, appear only 8 times or 3%. This low frequency indicates that the text does not emphasize dialogue or direct verbal communication. In Halliday's theory, verbal processes are essential for conveying ideas, arguments,

or dialogue. However, the dominance of material and relational processes suggests that the book prioritizes action descriptions and relationships over verbal interactions.

Existential processes, which declare the existence of something, occur 16 times or 6%. Although their frequency is low, these processes are essential for indicating the existence of particular entities or phenomena. In language learning, existential processes can introduce new concepts or affirm the presence of something relevant to the material. The low frequency indicates that the text more frequently relies on other processes, such as material or relational, to convey ideas.

Overall, process types of transitivity analysis show the dominance of material processes (50%), followed by relational (28%), mental (13%), existential (6%), and verbal (3%) processes. This highlights the focus of English for Nusantara on representing tangible actions and logical relationships, with less emphasis on cognitive reflection, verbal communication, or existential statements. This is in line with research conducted by Anggraini & Fidiyanti (2018). This distribution suggests that the text is designed to meet the needs of action-based learning and conceptual understanding, which are relevant to the contextual educational approach in Nusantara.

Based on the findings above, the results show the frequency distribution and percentage of participant functions within the transitivity system based on Halliday's theory. The transitivity system is a part of Halliday's functional grammar used to analyse how experiences and actions are represented in language through processes, participants, and circumstances. The findings reveal that the Actor function holds the highest frequency (90 occurrences or 20%), followed by Goal (78 occurrences or 17%). This indicates the dominance of material processes in the data, where Actor, the performer of the action, and Goal, the target of the action, play central roles. This is in line with research conducted by Halima (2019), material processes describe physical actions or real world events involving primary participants (Actor and Goal). The high frequency of these functions suggests a focus on concrete activities in the data, showing that the analysed text tends to depict explicit actions and the results achieved.

Range appears 42 times (9%), while Recipient occurs only 2 times (1%). Range represents the scope or an additional outcome of the action in material processes, expanding the meaning of the action without becoming a direct target. Conversely, the low frequency of Recipient, which refers to the receiver in material or verbal processes, indicates that this function receives minimal attention in the data. This may reflect a lack of focus on interactions involving giving or receiving within the text.

The Senser function appears 33 times (7%), while Phenomenon occurs 21 times (5%). These two functions are related to mental processes, where Senser represents the participant who experiences cognitive, emotional, or perceptual events, and Phenomenon is the object of that experience. These frequencies suggest that while the data pays some attention to internal or reflective representation, the dominance remains with material processes. This indicates that, although there is some exploration of thoughts and feelings, the data primarily focuses on external actions rather than internal reflections.

Carrier and Attribute appear 57 times (13%) and 53 times (12%), respectively. These two functions are related to relational processes that describe attributive or identifying relationships. In such processes, the Carrier represents the described entity, while the Attribute provides characteristics or qualities to the Carrier. The relatively high frequencies of these functions indicate that the text emphasizes the description or explanation of the properties of entities, consistent with the focus on representing static relationships within Halliday's transitivity system.

The functions Token (19 times, 4%) and Value (14 times, 3%) indicate involvement in identifying relational processes, although less frequently than attributive ones. The low frequencies

of Sayer (6 times, 1%), Receiver (4 times, 1%), and Verbiage (6 times, 1%) suggest that verbal processes are not dominant in the data. This indicates that verbal communication is not a primary theme in the text. The frequency of Existent (16 times, 4%), associated with existential processes, reflects the representation of the existence of certain entities, which also plays a minor role.

Overall, the dominance of Actor and Goal underscores the primary focus on material processes, followed by a significant presence of relational processes (Carrier and Attribute). This aligns with Halliday's theory, which places material processes at the center of experience representation in language. The low frequencies of functions such as Sayer, Receiver, and Verbiage indicate that the verbal communication dimension is less explored. Meanwhile, although mental processes are present, their role is relatively minor compared to material and relational processes.

The distribution of participant functions in the table reflects a primary focus on material and relational processes, emphasising physical actions, outcomes, and static relationships between entities. This is consistent with Halliday's theory, which considers material processes the most dominant representation of real-world experiences. Mental and verbal processes, though present, play a minor role, indicating that the text prioritizes tangible actions over internal reflection or verbal communication. Thus, this analysis provides an in-depth understanding of how human experiences are represented through language in the analysed data.

According to the findings above, the data presents the distribution of frequency and percentage of circumstantial elements in the transitivity system based on Halliday's theory. These elements include location, manner, cause, accompaniment, matter, and role. In the transitivity system, circumstantial elements provide additional information that enriches the process and participants, such as place, manner, reason, and relationships. The location element has the highest frequency, with 77 occurrences (64%). This indicates the dominance of information about place or time in the data. This is in line with research conducted by Kurnia (2018), which states that location is one of the most common circumstantial elements because information about place and time often forms the core of describing the context of a process. This high frequency reflects the data's focus on depicting location or time as the primary backdrop for actions or events.

The manner element appears only 6 times (5%). This element includes a process's way, means, or degree of intensity. The low frequency of manner indicates that descriptions of how an action is carried out are not the primary focus of the data. From Halliday's perspective, manner is often used to provide details about a process. Still, its absence in this data may indicate a greater emphasis on results or context rather than on the manner of execution. The cause element occurs 20 times (17%), making it the second most frequent. This element encompasses the reason, purpose, or consequence of a process. The relatively high frequency of this element suggests a significant focus on cause-and-effect relationships within the data. In Halliday's theory, cause provides insights into the motivation or consequences of an action, highlighting logical connections in the narrative or argument.

The frequency of accompaniment, appearing 8 times (7%), reflects its use to indicate the presence of other participants or objects involved simultaneously in a process. In Halliday's framework, accompaniment is often employed to denote collective or supportive relationships. While not dominant, this frequency indicates that collaborative or accompanying aspects still receive attention in the data. The matter element appears only 2 times (2%), making it the least frequent aspect. This element relates to the subject or issue being discussed in verbal or mental processes. According to Halliday, matter is used to clarify the focus of conversation or thought. The low frequency suggests that the topic or subject under discussion is not a significant element in the data.

The role element, occurring 7 times (6%), describes the function or role of participants in a process. In Halliday's theory, role helps to clarify the contribution or status of entities in the relationships being described. This frequency suggests some emphasis on the roles of participants, although it is not significant. The analysis of circumstantial elements shows that location dominates the data, indicating a primary focus on place and time in the representation of experiences. The cause element holds the second most significant position, emphasizing cause and-effect relationships in the processes. Other elements, such as manner, accompaniment, matter, and role, are complements but with much lower frequencies. These findings align with Halliday's theory, which underscores the importance of circumstantial elements in enriching the meaning of processes in language. Thus, it can be concluded that the analysed data emphasises the context of place and time and cause-and effect relationships while giving less attention to process details or discussed issues.

6. Conclusion

The results of the study provide clues to a transitivity pattern in an *English for Nusantara* reading text designed with teaching to be in accordance with the purpose of communicative each type of text. The dominance of material processes in a narrative, recount, and procedural text emphasizes focusing on real actions and events, which are so important for building a storyline, narrating past events, and providing step-by-step instructions. In contrast, an emphasis on relational processes in a descriptive and expository text provides a clue to the purpose for explaining attributes, building a relationship, and presenting ideas. Some of these patterns are deliberate language choices to support the function of the text, thus ensuring that the texts have an active role in the context of language learning.

A use of participant elements and situational elements gives depth and precision to the text. Frequent participants, such as "Actor" and "Goal" in a narrative and recount text, emphasize the focus of the action, while "Carrier" and "Attribute" in a descriptive and expository text support the objective in order to present a detailed and informative description. Situational elements, such as "Matter" and "Roles" are very important to highlight a topic and explain the function of an action or concept. Attempts to adapt these linguistic features to text functions deliberately hint at a pedagogical approach that has been designed in such a way that it provides an increase in understanding and engagement in terms of the EFL learner.

This research emphasizes the importance of an application of language theory, such as Halliday's Systemic Functional Linguistics, in terms of the development of EFL teaching materials. By aligning a structure in language with its communicative purpose, textbooks such as *English for Nusantara* provide a language learning experience that is so authentic and meaningful for the student. This approach not only facilitate a language learning process, but will also equip the student to provide interpretation and produce texts that are conceptually and functionally relevant. These findings highlight the importance of deliberate linguistic design in terms of creating effective learning resources while improving an understanding of language as a tool to build its own meaning in various educational contexts.

References

- Alwasilah, Y. A., & Gunawan, W. (2023). A Systemic Functional Linguistic Study on Language Use of Indonesian Students in Writing. *Jomantara: Indonesian Journal of Art and Culture*, 3(2), 110-124. <https://doi.org/10.23969/jjjac.v3i2.3>
- Anggraini, N., & Fidiyanti, M. (2018). Transitivity Process and Ideological Construction of Donald Trump's Speeches. *NOBEL: Journal of Literature and Language Teaching*, 9(1), 26-44.

- <https://doi.org/10.15642/nobel.2018.9.1.26-44>
- Bakken, J., & Andersson-Bakken, E. (2021). The textbook task as a genre. *Journal of Curriculum Studies*, 53(6), 729-748. <https://doi.org/10.1080/00220272.2021.1929499>
- Banegas, D. L. (2021). *Understanding the impact of teaching systemic functional grammar in initial English language*. March, 492-507. <https://doi.org/10.1111/ijal.12346>
- Bezemer, J., & Kress, G. (2010). Changing text: A social semiotic analysis of textbooks. *Designs for Learning*, 3(2), 10-29.
- Butt, D. (2000). *Using functional grammar*. Macmillan Education AU.
- Bloor, T., & Bloor, M. (2013). *The functional analysis of English: A Hallidayan approach*. Routledge.
- Chomsky, N. (2021). Simplicity and the form of grammars. *Journal of Language Modelling*, 9.
- Creswell, J. W. (2014). RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches 4rd.
- Emilia, E., Moecharam, N. Y., & Syifa, I. L. (2017). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1), 206-214.
- Gee, J. P. (2014). *Literacy and education*. Routledge.
- Gerot, L., & Wignell, P. (1995). *Making sense of functional grammar: An introductory workbook* (2nd ed.). Antipodean Educational Enterprises.
- Halima, S. A. (2019). *The transitivity process in the short story "He" by Katherine Anne Porter* (Undergraduate thesis, Name of University).
- Halliday, M. A. K. (1967). Notes on transitivity and theme in English: Part 2. *Journal of Linguistics*, 3(2), 199-244. doi:10.1017/S0022226700016613
- Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. Routledge.
- Hoang, V. V. (2021). "Metafunctions of language" in systemic functional linguistics: A framework for the interpretation of meaning of text in social context. *VNU Journal of Foreign Studies*, 37(4).
- Febraningrum, M. I. N., & Suroso, B. (2023). A content analysis of English textbook *English for Nusantara* for 7 grade junior high school in Kurikulum Merdeka. *Proceedings Series on Social Sciences & Humanities*, 13, 145-152. <https://doi.org/10.30595/pssh.v13i.897>
- Krippendorff, K. (1989). Content analysis. *International encyclopedia of communication*, 1(1), 403-407.
- Kurnia, D. (2017). *The transitivity analysis of short story "No Witchcraft for Sale" by Doris Lessing* (Undergraduate thesis, UIN Walisongo).
- Legutke, M., & Thomas, H. (2014). *Process and experience in the language classroom*. Routledge.
- Martin, J. R. (2021). Systemic functional linguistics. *The Bloomsbury Handbook of Discourse Analysis, Second Edition, April*, 79-96. <https://doi.org/10.4324/9781315739342-11>
- Emodi, L. N. (2021). *Transitivity analysis of proverbs in Achebe's A Man of the People*. *International Journal of English Linguistics*, 11(5), 77-86. <https://doi.org/10.5539/ijel.v11n5p77>
- Quadri, S. (2024). The conceptualization of critical literacy and its historical development. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheuses et chercheurs en éducation*, 15(1), 124-132.
- Rohmat, N., Nurhaeni, N., & Anggraeni, A. (2018). Transitivity analysis of tenth grade students' descriptive text. *Professional Journal of English Education (PROJECT)*, 1(3), 295-302.
- Sari, F. Z., & Ma'rifatulloh, S. (2024). A Content Analysis of Character Education in "English for Nusantara" Textbook for Seventh Grade Students. *Bilingua*, 2(1), 18-24.

<https://doi.org/10.33752/bilingua.v2i1.6411>

Singh, G. (2015). *Systemic functional linguistics - The methodology of meaning*. Research Journal of English Language and Literature (RJELAL), 3(4).

Thompson, G. (2013). *Introducing functional grammar*. Routledge.

Velasco, E. (2021). Promoting ESL Students' Critical Thinking Skills Through a Transitivity Analysis of Authentic Materials. *TESL Canada Journal*, 38(1), 81-95.
<https://doi.org/10.18806/tesl.v38i1.1350>

Umiyati, M., & Yanti, N. P. M. P. (2022). Language Metafunction in Cosmetic Advertisement. *International Journal of Systemic Functional Linguistics*, 5(1), 13-22.

Zhang, Y. (2017). Transitivity analysis of Hillary Clinton's and Donald Trump's first television debate. *International Journal of Applied Linguistics and English Literature*, 6(7), 65-72.