

A Transitivity Processes Analysis in Senior High School Textbook Entitled “English for Change” of Merdeka Curriculum

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Received: 29th August 2025

Accepted: 15th September 2025

Published: 23th September 2025

Abstract

This study conducts a transitivity analysis of reading texts in the “English for Change” textbook to examine the linguistic characteristics of Indonesian English language teaching materials. Using Halliday’s Systematic Functional Linguistics Framework, the author analyzes 23 reading passage to identify and classify the type of process, participants, and circumstances employed throughout textbook. The objective study to shows the most dominant transitivity system and explore their pedagogical implication in the educational context. The finding reveals that material process are most frequently, actor and goal as the primary actors in participants, accompanied by location and time that provide contextual for language use. The deliberate transitivity choices highlight efforts to build students’ English proficiency while keeping lessons grounded in their sociocultural context. These data, confirm the value of transitivity analysis for evaluating English teaching materials and provide insights for developing future resource, both linguistically appropriate and pedagogically effective.

Keywords: transitivity analysis; systematic functional linguistics; English textbook; language teaching materials; pedagogical implications

1. Introduction

In the Independent Curriculum, textbooks are considered to play a crucial role in education. They provide the main source of concepts and enrichment materials that help strengthen students’ abilities. This curriculum emphasizes independent learning, giving students’ the freedom to gain knowledge without being confined to others’ perspectives. As a result, they can study materials they need on their own and explore topics more deeply at their own pace. This process supports them in sharpening their skill more effectively (Susanti et al., 2023). A textbook should follow a systematic, well-structured, and academically valid learning framework (Alshumaimeri & Alharbi, 2024). This help ensure that the information is presented clearly, logically, and without causing confusion. The validity and quality of a textbook are supported by facts and data based on academic standards (Helaluddin et al., 2021). Despite the advantages, many students find it difficult to comprehend lengthy texts (Balqis, 2022; Innovation, 2024; Rianti et al., 2023; Sartin Tiwery & Tiwery, 2024; Sayekti et al., 2024). A solid grasp sentences and the ability to analyze how different part of a sentence connect are essential for fully understanding a passage. Some students continue to struggle with the complex sentence structures, which can hinder their focus and reduce learning effectiveness.

As mentioned by (Febrianti & Samsi, 2023) It has been stated that textbooks can shape how students perceive different subjects. One of the key aspects lies in word choice and sentence structure. The way words are arranged needs to be clear and precise so that each sentence delivers a direct and unambiguous meaning. In academic books, the sentence are often not only lengthy but also built with complex structures that involve multiple relationships between their elements. To fully grasp the intended message of the text, students must be able to understand these relationships properly. Without this skill, students tend to have difficulty grasping information accurately, which can hinder the process of independent learning and



the development of in-depth understanding (Nurhadi Maya et al., 2020). Therefore, mastering long sentence analysis is a crucial aspect to support students' success in reading and understanding dense and information-rich academic texts. In this study, author uses a Systematic Functional Linguistic Approach to understand who does what, why, and how an action occurs within a sentence.

Systematical Functional Linguistics (SFL) is a linguistics approach development by Halliday and his colleagues in the early 1960s. This linguistic approach studies the relationship between language and its communicative functions in social contexts (Fadiarachmanda, 2024). Which means that language used in social interactions aims to realize the role and function of language in building effective communication. Language is not just a tool pronouncing words, but an important means for conveying messages, ideas, emotions, and goals in a way that can be understood by others. In effective communications, language use must be clear and contextually appropriate so that the message conveyed can be well received and avoid misunderstandings (Lubisa et al., 2023). This approach involves social factors such as culture and identity that influence language use without changing its meaning. SFL is called a framework that includes several multi-functions that help interpreting various aspects of language, such as the ideal meta-functions that correlates the meaning of an expression (Dewi et al., n.d.). This approach developed from the idea of "language as social semiotics" which allows humans to exchange three fundamental types of meaning; ideational meaning (representation of experiences such as people, objects, and events), interpersonal meaning (related to experiences of social roles and attitudes), and textual meaning (correlation to convey meaning clearly) (Sutrisna, 2020). These three types of meaning in language are essential to fulfilling the social function of constructing experiential meaning which can be seen through the use of the transitivity system. Trough transitivity, researches explore how language encodes meaning and ideology straightforwardly to avoid implicit meaning (Sutrisna, 2020). In other side, it can help us understand how language is used to make meaning in various social contexts.

These meta-functions can be used to investigate texts to understand how text and meaning are produces (Putri et al., 2021). According to Halliday (1985a) in (Bustam, 2011) SFL have three major functions of language, namely; the ideational, the textual, and the interpersonal. Based on (Halliday, 2004), stated that transitivity is a linguistic framework that express the realm of live experiences into various kind of processes that can be organized. It views the clause as a way of representing human experience reality through different types of processes (Maharani, 2024).

According to (Maharani, 2024), the transitivity categorized into six different types. The first is material process that describe physical or material changes, such as throw, open, close, hit, etc. They express the notion that the same entity does something which may be done to some other entities. Two main participant function in the material are actor (participant that perform the action) and goal (participant that is affected by the action) (Nurwanti, 2022). The second is mental process that related of sensing. (Gerot & Wignell, 1995) list three types of sensing, namely feeling, thinking, and receiving. In mental process consist of two types of participants, there are senser (participant who can feel, think, or see) and phenomenon (is something which is sensed) (Apendi & Mulyani, 2020). The third is behavioral process that refer to process related to human behavior such as the physiological, namely treating, dreaming, smiling, and coughing. In behavioral, there is only one participant, that is behavior. Behavior is the person or entity that exhibits a particular action. The fourth is relational process that serves to characterize and to identify. (Gerot & Wignell, 1995) explain relational process in which state of being and having are involved. Relational process categorized into two parts, they are identifying process and attribute process (Khorina, 2020). Identifying process has two participants (token and value), meanwhile attributive also have two participants, namely (carrier and attributive). Also (Khorina, 2020) stated that the difference between the two parts is identifying describes or defines the identity of something specifically such as denote, represent, symbolize, etc. Whereas attributive describes the characteristic or qualities such as have, seem, etc. (Gerot & Wignell, 1995) utter the participant namely sayer (who is the doer of the process verbalization), receiver (participant which to whom the verbalization addressed), target (the one acted upon verbally), and verbiage (a name of verbalization itself) (Dewi et al., n.d.). The sixth is existential process represent the existence of something without the doer or action. (Gerot & Wignell, 1995) stated the existential process are showed by verbs of existing, such as be, exist, arise. This process only has one participant, there is existent. Circumstances elements refer to the surrounding conditions in which a process occurs. These elements may include; time, location, extent, cause, contingency, purpose, accompaniment, role, comparison, and agent (Lubisa et al., 2023).

Several studies have explored the use of transitivity in different educational contexts. For instances examined the "Bahasa Inggris" textbook for senior high school and identified the various transitivity processes. Among these, the relational process was found to be the most dominant, especially in descriptive texts where it serves to classify and identify items. Similarly, (Mulyanti et al., 2022) analysis narrative texts in junior high school textbook and their relevance for teaching. Their study revealed that material process is the most frequent. Followed by relational, mental, verbal, and existential process. While behavioral process is completely absent. This pattern suggested that narratives at this level are intentionally simplified to match students' cognitive development., through some grammatical limitations remain, underscoring the importance of transitivity analysis in pedagogy. In another study, (Febrianti & Samsi, 2023) investigated how narrative texts shape students' understanding of morality using transitivity analysis. Drawing on data from a junior high school

textbook, they found out that material, mental, and relational processes appeared most frequently, highlighting how narratives not only tell stories, but also subtly shape moral perspectives.

Meanwhile (Farhan et al., 2023) focused on descriptive writing by third-semester English Education at Lakidande Unaaha University. Analysis 153 clauses through Halliday framework, the author found all six types of transitivity processes, with the relational process appearing the most often and the verbal process least. This suggests that students learned more toward describing states and relationships rather than explicitly conveying speech. A related study by (Nugraha & Wihadi, 2024) examined the Pathway to English Textbook using a Systematic Functional Linguistics Approach. The results showed that not only transitivity types were presented. The material process dominated, while meteorological process is absent. This indicates that the places greater emphasis on action-oriented clauses rather than one description of weather or natural phenomena. Lastly (Utami et al., 2022) analysis the transitivity process in explanation texts written by eleventh-grade vocational high school students in Klaten. This finding revealed four types of processes; material (59.12%), relational (29.19%), mental (8.02%), and existential (3.65%), with material process being the most dominant. This indicates that students understand the function of explanation texts, which is to describe how a phenomenon occurs or works.

From the previous studies above have extensively examined transitivity patterns in various type of text, including literary works, media discourse, and academic materials. However, research gaps remain in the systematic analysis of transitivity systems within textbooks, particularly at the senior high school level. While studies have explored transitivity in individual text types, there is limited comprehensive research examining how transitivity processes are distributed across multiple text genres within a single textbook that serves as the primary learning resource for students.

This textbook was specifically selected because it represents the current Indonesian Merdeka Curriculum implementation for English language teaching and contains diverse text types including narrative, descriptive, analytical exposition, procedure, argumentative, and exposition texts. The eleventh-grade level was chosen as it represents a critical stage where students are expected to engage with more complex linguistic structures and diverse text types in preparation for advanced academic literacy. This research lies in the need conduct since textbooks serve as primary resources in educational contexts, analyzing transitivity patterns is essential to prevent unbalanced distribution that may limit students' exposure to varied experiential meanings. Such imbalance can affect students' meaning construction and critical thinking development. Consequently, this study aims to analyze the transitivity patterns in "English for Change" using Halliday's Systematic Functional Linguistics framework to identify and classify the types of processes, participants, and circumstances. By identifying the most dominant patterns, this research aims to provide insights into the characteristics of Indonesian English language teaching materials and their pedagogical implications.

2. Method

This study employed a quantitative research approach that relies on numerical data to answer research questions. It emphasizes objective measurement, standardized data collection, and the use of statistical analysis to test hypotheses or explain a phenomenon. This type of research is often employed to explore relationships between variables, measure frequencies, or identify patterns within a specific population (Waruwu et al., 2025). This study used quantitative to calculate and determine the types of findings that are most dominant. However, for the explanation of the result, it continues to use description due to the fact that through the describe, it can interpret the data comprehensively. The primary data source for this study was the textbook of the English subject for eleventh grade senior high school entitled "English for Change" ISBN 978-602-427-944-8. This textbook was published by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi in 2022. This textbook served as the sole data source, containing various text types, including narrative texts, descriptive texts, analytical expositions texts, procedure texts, argumentative texts, and exposition texts.

The data collection process involved systematic steps beginning with downloading the textbook through the official website of Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi <https://buku.kemdikbud.go.id/katalog/bahasa-inggris-english-for-change-untuk-smama-kelas-xi>. This textbook contains 288 pages and there are 5 sub-chapters. The author reads the textbook to determine the reading passage to be analyzed. The author found 23 reading passage section that will be analyzed. In each text, the author separates the sentence into clauses first. Then each clause containing a finite verb was then extracted from the selected texts and recorded with the appropriate page number, title of texts, and the text type for systematic documentation.

This analysis utilized (Halliday, 2004) Systematic Functional Linguistics (SFL) framework, which especially focuses on transitivity systems. These are six types of processes; material process (physical actions and events), relational process (states of being, having, and identifying), mental process (emotional, cognitive, and experiences), verbal process (acts of saying and communicating), behavioral process (physiological behavior), and existential process (process of existence).

Each clause was analyzed and classified according to process type, participants were identified and recorded, and circumstantial elements were documented. The occurrence of each transitivity process type was counted and calculated, with distributions converted to percentages to indicate relative frequencies.

3. Findings and Discussion

The information is extracted from all the reading activity in the English Textbook “English for Change” published by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. The English text in each clause is being analyzing into three components of the transitivity system: processes, participants, and circumstances. The author found 23 reading sections. The following presents the analysis results found in each reading passage as a sample;

Table 1. An Athlete and Chair of Athlete Commission

Clause	Processes	Participants	Circumstances
If someone ask	Verbal (ask)	Sayer (someone)	Contingency (if)
what is the benefit	Relational (is)	Attribute (the benefit)	-
becoming Chair of Athlete Commission?	Material (becoming)	Goal (Chair of Athlete commission?)	-
During my journey, there will be pros and cons	Existential (there)	Existent (pros and cons)	-

The analysis examined relational process (9 instances), followed by material process (4 instances). In addition, there was 1 mental process, 1 existential process, and 1 verbal process. In terms of participants, the relational process accounted for the largest share, with 7 carriers and 6 attributes. The material process involved 4 actors and 6 goals. Less frequent roles included 1 sayer in the mental process, 1 sayer in the verbal process, and 1 existent in the existential process. Circumstance elements also appeared with varying frequencies. The most common were manner 4 and extent also 4, followed by location 3. Less frequent included time 1, contingency 1, and the role 1

Tabel 2. Caption by Paola Meerill

Clause	Processes	Participants	Circumstances
I definitely love spring most	Mental (love)	Senser (I) Phenomenon (spring)	Extent (most)
I’m starting with a children’s book	Material (starting)	Actor (I) Goal (with a children book)	-
Have any recommendation	Relational (have)	Attribute (any recommendation)	-

The analysis identified most frequent type were material process and mental process, each appearing 6 instances. This was followed by relational process with 5 instances, while existential process appeared only once. Notably, there were no instances of verbal and behavioral process. In terms of participants, the distribution was fairly diverse. The most common role was senser 6, This was closely followed by goals, attributes, and phenomena 5 each and existent only 1. Other participant roles such as sayer, receiver, verbiage, and behavior did not appear in the text. Circumstantial elements also enriched the text in different ways. The most frequent was manner 3, This followed by location 2. Less frequent were time, cause, accompaniment, extent, and purpose, each occurring one. Interestingly, no instances of contingency, role. Comparison, or agent were found.

Clause	Processes	Participants	Circumstances
Choose an interesting topic	Material (chose)	Goal (an interesting topic)	-
Consider the reason for your point of view	Material (consider)	Goal (the reason)	Purpose (for your point of view)
Descriptive are narrow in focus	Relational (are)	Carrier (descriptive) Attribute (narrow in focus)	-

Tabel 3. Descriptive Text

The findings show that the text is largely driven by material process 26 instances. In addition, there are notable us of relational process 6 instances and mental process 5 instances. For participants, the most dominant roles are goals 20 and actors 15, Other significations roles include phenomenon 9 and senser 6. Then the attributes 6 and carrier 5. Circumstances add further depth, with manner 6 being the most frequent, followed by location 3, and the smaller numbers of accompaniment 2, purpose 2, contingency 2, role 2, extent 1, and time 1.

Tabel 4. Production of Plastics

Clause	Processes	Participants	Circumstances
China leads the pack by a huge margin at around 60 million tons	Material (leads)	Actor (China) Goal (the pack)	Extent (around 60 million tons)
(This increase) corresponds to more than one ton of plastic for each person alive as of the end of 2015	Relational (corresponds)	Carrier (-) Attribute (to more than one ton of plastic for each person alive)	Time (as of the end of 2015)

The analysis reveals that the text is largely shaped by material process 14 times, with additional support from relational process 5 times. Looking at participants, the most frequent are actor 14 times and goals 10 times. The presence of carriers 5 and attributes 5. Circumstantial elements, the most common are time 7 and extent 7, followed by location 3, manner 2, as well as single time of causes and accompaniment.

Tabel 5. Pawn Shops

Clause	Processes	Participants	Circumstances
China leads the pack by a huge margin at around 60 million tons	Material (leads)	Actor (China) Goal (the pack)	Extent (around 60 million tons)
(This increase) corresponds to more than one ton of plastic for each person alive as of the end of 2015	Relational (corresponds)	Carrier (-) Attribute (to more than one ton of plastic for each person alive)	Time (as of the end of 2015)

The transitivity analysis of the text reveals that material process appears most frequently, with 14 occurrences. Relational process occurs 8 times, while mental process found 6 times. From the perspective of participants, highly found are the goal 12 and actor 11. Carriers 8 and attributes also 8. Then for senser 5 and phenomenon 2. Circumstances are expressed mainly through location 3, manner 3, and cause 3., followed by time 2, accompaniment 3, and purpose 1.

Tabel 6. Waste Not, Want Not: "Easte Banks" in Indonesia

Clause	Processes	Participants	Circumstances
In Indonesia, your garbage gets mixed together with the garbage of millions of households	Material (get mixed)	Actor (your garbage) Goal (together)	Location (in Indonesia) Accompaniment (with the garbage of millions of household)
The basic principles of waste banks remain the same across provinces	Relational (remain)	Carrier: The basic principles of waste banks Attributes: the same across provinces	-

Based on the analysis, the material dominated with a total of 18 occurrences. For relational process appearing 4 times. In participant term, actor show the most with 14 times and goal 13 times. On Others participant that appear include attribute 3, as well as senser, phenomenon, and carrier only one. Meanwhile, the circumstances category, location is the most with 12 instances, followed by time 4, extent 2, and manner, cause, accompaniment, comparison, appearing once.

Tabel 7. "Waste Banks" in Indonesia

Clause	Processes	Participants	Circumstances
In Manado, North Sulawesi, a local high school adopted the lessons of cleanliness and prudent waste management early on.	Material (adopted)	Actor (a local high school)	Location (in Manado)
Garbage equal money	Relational (equal)	Goal (the lessons of cleanliness and prudent waste management)	Time (early on)
Says Sobirin	Verbal (says)	Carrier (garbage)	-
		Attribute (money)	
		Verbiage (Sobirin)	-

The dominant with occurring 13 instances is material process, then the relational appear 6 times. The mental process occurs once, while verbal process also appears once. Among the participants, goal appears the most with 12 times. For carrier and attribute, each occurring 6 times. Senser, Phenomenon, and Sayer appear once each. About circumstances, time is the most with 8 instances, location follow with 5 times. Then purpose 3, cause 2, and manner 1 time.

Tabel 8. The Easiest Way to Stay Healthy

Clause	Processes	Participants	Circumstances
Jogging is a sport	Relational (is)	Carrier (jogging)	-
		Attribute (a sport)	
On average, jogging burns about 100 calories every mile.	Material (burns)	Actor (jogging)	Manner (on average)
		Goal (about 100 calories)	Extent (every mile)

The finding in the text above material process is the high with appearing 13 times. Relational process occurs 10 times, while mental process found 4 times. In addition, there are 2 existential processes. For participants, the most dominant role is the actor with 15 times, followed by goal with 10. For carrier 9 times and attribute 8 times. Then the senser and phenomenon each occur 3 times. Existent appear twice. For circumstances, manner the most with 7 times, cause 6, purpose 3, while location and, extent, and comparison occur w in each. The last is contingency 1 time.

Tabel 9. The Importance of Sleep for Health

Clause	Processes	Participants	Circumstances
Your brain prepares to run the next day.	Material (prepares to run)	Actor (your brain)	Time (the next day)
There are a lot of benefits of sleep	Existential (There are)	Existent (a lot of benefits)	Manner (of sleep)
We should be concerned about for getting a healthy life	Mental (be concerned)	Senser (we)	-
		Phenomenon (about for getting a healthy life)	
Sleep is the activity	Relational (is)	Carrier (sleep)	-
		Attribute (the activity)	

The findings reveal that material process are dominate with 13 instances. Mental process appeared twice, meanwhile relational process surface 3. The existential process found once. At the participant, the most role is the actor, recorded 13 times followed by goal appearing 10 times. Both senser and phenomenon occur twice. For carrier and attribute appear e times each. Then the existent mentioned once.

Tabel 10. The Problem being too Fat

Clause	Processes	Participants	Circumstances
Obesity is a situation where humans are too fat.	Relational (is)	Carrier (obesity) Attribute (a situation where humans are too fat)	-
obesity can raise blood cholesterol and blood pressure.	Material (can raise)	Actor (obesity) Goal (blood cholesterol and blood pressure)	-
We could clearly	Mental (could)	Senser (we)	Manner (clearly)

The type of material process taking the leading for 8 times. For the relational process surface 4 times, while mental process and existential process appeared once each. At the participant, the most frequent role is the actor, recorded 9 times, following by goal appearing 7 times. Senser occurs once. Both carrier and attribute appear 4 and 3 times respectively. Then existent is mentioned 2 times. In the terms of circumstances, manner occurs 3 times, cause 2 times, and purpose once.

Tabel 11. The Benefit of Vegetable

Clause	Processes	Participants	Circumstances
Vegetables prevent unwanted signs of aging and keep skin young.	Material (prevent)	Actor (Vegetables) Goal (unwanted signs of aging and keep skin young)	-
Some vegetables also have these same nutrients in addition to bone-building vitamin K, magnesium, potassium, and prebiotic fiber.	Relational (have)	Carrier (some vegetables) Attribute (these same nutrients)	Accompaniment (in addition to bone-building vitamin K, magnesium, potassium, and prebiotic fiber)
Mushrooms contain vitamin D	Material (contain)	Actor (mushrooms) Goal (vitamin D)	-

The finding reveals that Material process are dominant with 8 instances, followed by relational process appear 2 instances. In the participant, the most highlighted role are goal and actor, each recorded 8 times, with carrier and attribute appearing once each. For circumstances, the manner occurs 3 times, while cause and accompaniment appear once each.

Tabel 12. Debating Rules

Clause	Processes	Participants	Circumstances
A debate is an organized argument or contest of ideas	Relational (is)	Carrier (a debate) Attribute (an organized argument or contest of ideas)	-
When the two sides agree	Mental (agree)	Senser (the two sides)	Time (when)
Each side will show in an organized and clever way	Material (show)	Actor (each side)	Manner (in an organized and clever way)

The analysis shows that material processes are present 6 times, mental process appear 4 times, and relational process are recorded 7 times. Among participants, actors occur 6 times, goal 3 times, senser 4 times, Phenomenon 2 times, and both carrier and attribute appear 7 time each. Regarding the circumstances, location and time each occur 4 times, manner appears once, purpose twice, and comparison once.

Tabel 13. Pros and Cons: Should Junk Food be Banned or Allowed in School?

Clause	Processes	Participants	Circumstances
We have to admit junk food	Mental (admit)	Senser (we) Phenomenon (junk food)	-
Junk food is easier and cheaper.	Relational (is)	Carrier (junk food) Attribute (easier and cheaper)	-
Junk food leads to obesity.	Material (leads)	Actor (junk food) Goal (to obesity)	-

The analysis that material processes are dominant with 9 instances, followed by relational process with 4 instances. Among participants, actor 9 times and goal 8 times are the most prominent, while 4 times carrier also appear frequently. The term of circumstance, location stands out with 6 occurrences, making the dominant context, followed by cause with 2 times.

Tabel 14. Laetania Belai Djandan

Clause	Processes	Participants	Circumstances
her age is 19 years old.	Relational (is)	Actor (her age) Goal (19 years old)	-
She felt lucky	Mental (felt)	Senser (she) Phenomenon (lucky)	-
She grew up with an understanding	Material (grew up)	Actor (she)	Accompaniment (with an understanding)

The analysis shows that material processes are dominant with occur 20 times, followed by relational process with 16 times and mental process with 8 times. For participants, carrier 15 times and goal 13 times are the most largely. Attributes appearing 12 times and actors 7 times. Then senser occur 8 times. For circumstance, location is the most mentioned at 7 times, followed by time, cause, accompaniment, purpose, and roles each appearing 3 times.

Tabel 15. Salsabila Khairunnisa

Clause	Processes	Participants	Circumstances
Salsabila Khairunnisa was born in 2003	Material (born)	Actor (Salsabila Khairunnisa)	Time (in 2003)
She is an Indonesian environmental activist.	Relational (is)	Carrier (she) Attribute (an Indonesian environmental activist)	-
She said	Verbal (said)	Sayer (she)	-

The analysis shows that material processes are dominant with 21 occurrences, followed by mental process with 5, and relational process with 4. Regarding participants, goals appear most frequently with 19 occurrences, followed by actor with 13, while carrier and attributes appear 3 times each. Senser and phenomenon occur twice. Concerning circumstances, location is mentioned 7 times, time 6 times, cause twice, accompaniment and purpose -3 times and extent one.

Tabel 16. Aeshnina Azzahra Aqilani

Clause	Processes	Participants	Circumstances
Seeing this sad condition,	Mental (seeing)	Phenomenon (this sad condition)	-
to get the world's attention.	Material (to get)	Goal (the world's attention)	-
They promised	Verbal (said)	Senser (they)	-

The analysis indicates that material process occurs with 17 instances, followed by relational process at 9, mental process at 5, and verbal process twice. Looking at participants, goals appear 15 times, actor 11 times, and both carriers and attributes 8 times each. Then senser and phenomenon each appear 3 times. In terms of circumstances, location is mentioned 9 times, time and manner 3 times each, purpose twice, and cause once.

Tabel 17. Tasya Kamila

Clause	Processes	Participants	Circumstances
Tasya Kamila has a foundation engaged in environmental education.	Relational (has)	Carrier (Tasya Kamila) Attribute (a foundation engaged in environmental education)	-
She believes	Mental (believes)	Senser (believes)	-
The efforts and initial steps that have been made can produce a more sustainable environment in the future.	Material (can produce)	Actor (The efforts and initial steps that have been made) Goal (a more sustainable environment)	Time (in the future)

The analysis indicates that material processes are the most common, appearing 15 instances, followed by mental process with 5 instances, relational process with 4 instances, and verbal process twice. For participants, actors appear 8 times, goals 7 times, carrier 4 times, attribute 3 times, senser 3 times, sayer twice, and phenomenon once. Looking at circumstances, location and time occur 3 times each, manner twice, and purpose 3 times.

Tabel 18. An inspiring Story of Health Living

Clause	Processes	Participants	Circumstances
My weight loss journey began in June 2013.	Material (began)	Actor (my weight loss journey)	Time (in June 2013)
My day-to-day life was fairly miserable.	Relational (was)	Carrier (My day-to-day life) Attribute (fairly miserable)	-
I contemplated driving to the ER.	Mental (contemplated)	Senser (I) Phenomenon (driving to the ER)	-
I called my parents in a panic	Verbal (called)	Sayer (I) Verbiage (my parents)	Manner (in a panic)

The findings shows that material processes are the key, occurring 45 times, then relational process occur 25 times, mental process with 21 times, while verbal process occur twice. In the participants, actor appear 34 times, goal 32 times, carrier 25 times, attributes 20 times, senser 18 times, phenomenon 13 times, and sayer twice. Looking at circumstances, time occurs 8 times, manner 6 times, and both location and cause once each.

Tabel 19. Melati and Isabel Wijisen

Clause	Processes	Participants	Circumstances
They also briefly spoke at the United Nations World Ocean Day event in New York City, United States in 2017.	Material (briefly spoke)	Actor (they)	Location (at the United Nations World Ocean Day event in New York City, United States Time (in 2017)
One of them is the Bye-Bye Plastic Bag campaign	Relational (is)	Carrier (one of them) Attribute (the bye-bye plastic bag campaign)	-

The analysis shows that material process occurs 9 instances, followed by relational process with 4 instances. Regarding participants, actor and goal each appear 7 times, while carriers and attributes appear 4 time each. For circumstances, location and time each occur 6 times, purpose twice, and cause once.

Tabel 20. Swietenia Puspa Lestari

Clause	Processes	Participants	Circumstances
Swietenia Puspa Lestari is an inspiring environmentalist	Relational (is)	Carrier (Switanie Puspa Lestari) Attribute (an inspiring environmentalist)	-
This Bogor Institute of Technology graduate focuses on tackling plastic waste in the ocean	Mental (focuses)	Senser (This Bogor Institute of Technology graduate) Attribute (on tackling plastic waste)	Location (in the ocean)
he founded with his partner	Material (founded)	Actor (he)	Accompaniment (with his partner)

The analysis indicates that material process appears 11 times, relational process 5 times, and mental process once. For participants, goals occur 6 times, actors and carriers 5 time each, attributes 4 times, and phenomenon once. In terms of circumstances, location appears 6 times, time 4 times, manner twice, then accompaniment and role once each.

Tabel 21. Xiye Bastida

Clause	Processes	Participants	Circumstances
Bastida was born in Atlacomulco, Mexico	Material (born)	Actor (Bastida)	Location (in Atlamilco Mexico)
Her father is Otomi-Toltec descent	Relational (is)	Carrier (her father) Attribute (Otomi-Toltec descent)	-
She recently spoke at the Leadership Summit on Climate hosted by the Biden Administration,	Material (spoke)	Actor (she)	Location (at the Leadership Summit on Climate hosted by the Biden Administration) Time (recently)

The finding shows that material process is dominant with 21 occurrences, followed by relational process 7 rimes, and mental process once. Regarding participants, actors occur 16v times, goal 14 times, carrier 7 times, attributes 6 times, and both senser and phenomenon once ach. For circumstances, location and time each appear 11 times, pupose 4 times, manner and accompaniment twice each.

Tabel 22. How to Wire Money Online

Clause	Processes	Participants	Circumstances
You should now see a screen	Mental (see)	Senser (you) Phenomenon (a screen)	Time (now)
You will need to call or visit your bank to get this facility set up	Mental (need) Material (to call or visit)	Senser (you) Goal (your bank)	- Purpose (to get thois facility set up)

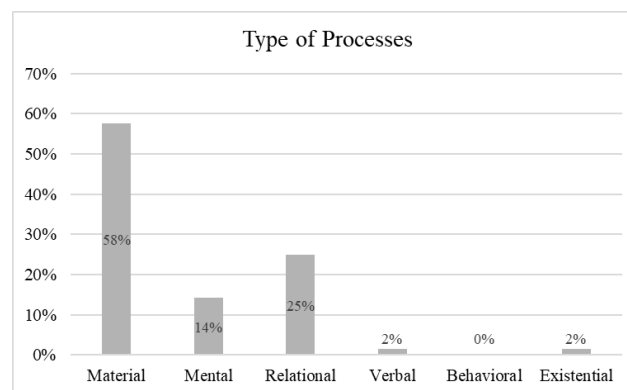
The findings indicates that material process appear 17 times, mental process 6 times, and relational process 2 times. Among participants, goals occur 14 times, actor 8 times, sensors 5 times, phenomenon 2 times, carriers and attributes w time each. Looking at circumstances, time appears 4 times, manner and purpose 3 times each, accompaniment twice, and location once.

Tabel 23. How to Change your PIN

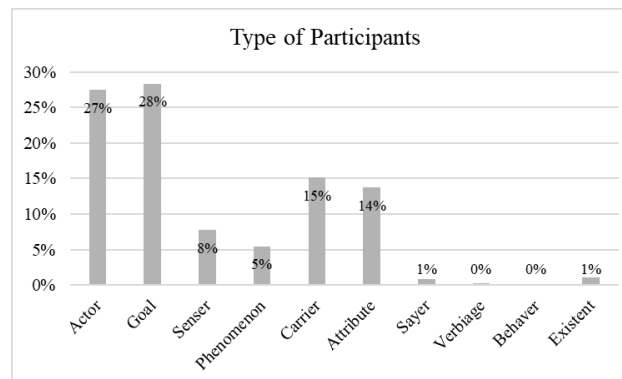
Clause	Processes	Participants	Circumstances
Visit the nearby ATM	Material (visit)	Goal (the nearby ATM)	-
A new screen appears with a text	Material (appears)	Actor (new screen) Goal (with a text)	-
Your PIN has been changed successfully	Material (has been changed)	Actor (your PIN)	Manner (successfully)

The analysis shows that material occur 13 times and mental process once. In terms of participants, goals occur 10 times and actor 3 times. Regarding the circumstances, location appears 5 times, time twice, and both manner and accompaniment once.

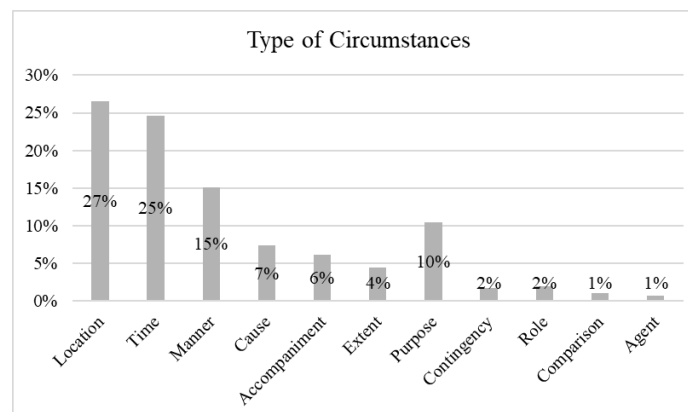
Tabel 1. Transitivity Analysis Processes



The chart above demonstrates the distribution of process types within the transitivity framework. The findings reveal that material process are predominate with 58%, indicating that the majority of clauses highlight concrete actions or physical activities. According to other researchers, material processes are found to be the most dominant (Anggun Khairina, 2016; Farhan et al., 2023; Lubisa et al., 2023; Nugraha & Wihadi, 2024; Wengrum, 2020) Relational process followed with 25%, reflecting a substantial emphasis on describing relationships, attributes, or state of being. Mental process at 14%, indicate a moderate presence of cognitive, perceptual, or affective elements. Verbal and existential process are minimally represented, each at 2%, while the behavioral process entirely 0%. Overall, the analysis suggest that the text prioritizes action-oriented and relational representation of experience, while communicative, existential, and behavioral aspects remain marginal.

Tabel 2. Analysis Type of Participants

The table above shown that the distribution of participant types in the transitivity analysis. The most frequent role goal 28% and actor 27%, indicating that the text places strong emphasis on the relationship between performer of an action and the object of that action. In addition, carrier 15% and attribute 14% appear quite prominently, suggesting that the text also gives considerable attention to describing identities, qualities, or characteristics. Senser accounts for 8%, while phenomenon contributes 5%, showing that the mental experiences and perceptions are present but not dominant. By contrast, participants such as sayer 1% and existent occur only rarely, and verbiage as well as behavior do not appear at all 0%. This indicates that process involving communication, existence, behavioral aspects receive little to no representation in texts. Overall, the findings highlight that the text primary focuses on concrete actions involving clear actors, and goals, along with descriptions of identity and attributes, while mental, communicative, and existential dimensions are comparatively marginal.

Tabel 3. Analysis Type of Circumstances

The table above shown the distribution of circumstance types in the transitivity analysis. The most frequent are location 27% and time 25%, showing that the text strongly emphasizes where and when actions take place. This suggests that context-both spatial and temporal plays a central role in shaping meaning. The next most common is manner 15%, which reflects descriptions of how actions are carried out. Purpose 10% also appears, indicating that the text often provides reason or intended goals behind actions. Othe circumstances occur less frequently; cause 7%, accompaniment 6%, and extent 4%. The least represented are contingency 2%, roles 2%, comparison 1%, and agent 1%, suggesting that conditions, comparisons, and agent are only marginal highlighted. Overall, the chart shows that the text is highly oriented toward situating actions in space and time, while giving some attention to manner and purpose, but match less to conditional, comparative, and agent.

The data below summarizes the complete findings of the transitivity analysis, represented in numbers across processes, participants, and circumstances.

No	Type of Processes						Type of Participants										Type of Circumstances										
	Mat	Re	Men	Ver	Be	Ex	Ac	Go	Car	Att	Sen	Phe	Say	Ver	Bev	Exs	Loc	Ti	Man	Cz	Acc	Ext	Prp	Cty	Rl	Com	Ag
1	5	9	1	1	0	1	4	6	7	6	1	0	1	0	0	1	3	1	4	0	0	4	0	1	1	0	0
2	6	5	6	0	0	1	3	5	4	5	6	5	0	0	0	1	2	1	3	1	1	1	1	0	0	0	0
3	26	6	5	0	0	0	15	20	5	6	6	9	0	0	0	0	3	1	6	0	2	1	2	2	2	0	0
4	14	5	0	0	0	0	14	10	5	5	0	0	0	0	0	0	3	7	2	1	1	7	0	0	0	0	0
5	14	8	6	0	0	0	11	12	8	8	5	3	0	0	0	0	3	2	3	3	3	0	1	2	0	0	0
6	18	4	0	0	0	0	14	13	1	3	1	1	0	0	0	0	12	3	1	1	1	2	0	0	0	1	0
7	13	6	1	1	0	0	11	12	6	6	1	1	1	0	0	0	5	8	1	2	0	0	3	0	0	0	0
8	13	10	4	0	0	2	15	10	9	8	3	3	0	0	0	2	2	4	7	6	0	2	3	1	0	2	0
9	13	3	2	0	0	1	13	10	3	3	2	2	0	0	0	0	2	4	5	2	0	0	5	0	0	0	0
10	8	4	1	0	0	1	9	7	4	3	1	0	0	0	0	2	0	0	3	2	0	0	1	0	0	0	0
11	8	2	0	0	0	0	8	8	1	1	0	0	0	0	0	0	0	0	3	1	1	0	0	0	0	0	0
12	6	7	4	0	0	0	6	3	7	7	4	2	0	0	0	0	4	4	1	0	0	0	2	0	0	1	0
13	9	4	2	0	1	2	9	8	4	3	2	1	0	0	0	2	6	1	0	2	0	0	0	0	1	0	0
14	20	16	8	0	0	1	7	13	15	12	8	3	0	0	0	1	7	3	0	3	3	0	3	0	3	0	0
15	21	4	5	1	0	0	13	19	3	3	2	1	1	0	0	0	7	6	0	2	1	1	3	0	0	0	2
16	17	9	5	2	0	0	11	15	8	8	3	3	1	1	0	0	9	3	3	1	0	0	2	0	0	0	0
17	14	4	5	2	0	0	8	7	4	3	3	1	0	0	0	0	3	3	2	0	0	0	3	0	0	0	1
18	45	25	21	2	0	0	34	32	25	20	18	13	2	1	0	0	1	8	6	1	0	0	0	0	0	0	0
19	9	4	0	0	0	0	7	7	4	4	0	0	0	0	0	0	6	6	0	1	0	0	2	0	0	0	0
20	11	5	1	0	0	0	5	6	5	4	0	1	0	0	0	0	6	4	2	0	1	0	0	0	1	0	0
21	21	7	1	0	0	0	16	14	7	6	1	1	0	0	0	0	11	11	2	0	2	0	4	0	0	0	0
22	17	2	6	8	14	2	2	5	2	0	0	0	0	0	0	0	1	4	3	0	0	2	0	3	0	0	0
23	17	2	6	0	0	0	8	14	2	2	5	2	0	0	0	0	1	4	3	0	2	0	3	0	0	0	0

Note:

No	: number of text	Ac	: actor	Loc	: location
Mat	: material process	Go	: goal	Ti	: time
Re	: relational process	Car	: carrier	Man	: manner
Men	: mental process	Att	: attribute	Cz	: cause
Ver	: verbal process	Sen	: senser	Acc	: accompaniment
Be	: behavioral process	Phe	: phenomenon	Ext	: extent
Ex	: existential process	Say	: sayer	Prp	: purpose
		Ver	: verbiage	Cty	: contingency
		Be	: behavior	Rl	: role
		Exs	: existent	Com	: comparison
				Ag	: agent

1. The first text is about “*An Athlete and Chair of Athlete Commission*”, the material process centers on tangible actions, emphasizing activities like learning a new skill, offering guidance, sharing opinions, negotiating, and representing collective aspirations. The speaker is the key participant, driven by goals to grow, serve others and support the badminton community. The circumstance of manner and extent are highlighted through the sincere, wholehearted approach the speaker takes and the determination to continue despite an obstacle. These elements are dominant because the passage reflects personal commitment and a strong sense of responsibility, illustrating how meaningful roles require both action and dedication. For students, this text encourages leadership and community-minded thinking, showing that contributing to a group involves learning, persistence, and genuine care for the impact one creates.
2. The second text is about “*Caption by Paole Meerill*” is dominated by material and mental process, indicating both the writer’s actions, like reading and deciding which books to explore and their thoughts and feelings. The main participants are the writer as the sensor experiencing emotions and thoughts, and the phenomenon, including snow and spooky books which trigger these experiences. Manners are also reflected in the playful and cautious approach and vividly imagining the magical winter. These elements dominate because the text blends actions with internal reflection. To students, this passage encourages imaginative thinking, self-expression, and empathy, showing how personal experiences and emotions can be effectively communicated through writing and story-telling.

3. The third text finding is about “*Descriptive text*” writing emphasizes material process, by focusing on tangible actions like selecting of topic, reflecting the ideas, and crafting a clear thesis statement. The central of participants is Actors and Goals, with students taking the lead and aiming to capture readers attention and convey emotions vividly. The circumstance of manners is central, showing that the way students approach their writing (creatively, thoughtfully, and imaginatively) matters. This dominance because the texts is designed to guide the students for making the writing understandable and achievable.
4. The fourth text is about “*Production of Plastics*” shows that material processes are by focusing on real action like producing plastics, disposition them in landfills, recycling, and accumulating waste over decades. The participant of Actors and Goals take canter stage, with countries, industries, and people as the main participants, and objectives such as manufacturing products, handling waste, or reducing environmental impact as the outcomes. The circumstances of time and extent are shown, as the discussion spans from 1950s to 2015, growth of plastic use, and pollution. This text aims to showing how human and industrial activities have long-term effects on the planet. The message for students can inspiring to encourages awareness, critical thinking, and practical actions.
5. The fifth text about “*Pawnshop*” highlight material process, the actions like selling, pawning, buying, and reselling items. The Actors and Goals are shown higher, with individuals who bring items to pawn, or sell, and the pawnshop staff as the key participant. The goals such as earning money, or generating profits. The circumstances including location, manner cause, accompaniments are exist. With Brisbane pawnshop serving as the setting, reason for doing, and the items themselves being part of the process. The dominance illustrated how pawnshops operate and the practical benefits they provide. For students can take valuable reason, its showing that even things no longer useful to one person can hold value of another.
6. The sixth text on “*Waste Not, Want Not: “Easte Banks” in Indonesia*” emphasized material process, focusing on tangible actions like separating organic and non-organic waste, composting recyclables, and earning money from it. The participant of Actors and Goals take a central role, with household, waste bank participants, and waste collectors as the actors, and aims such as effective waste management, financial benefits, and maintaining cleaner neighborhoods as the goals, showing the positivity outcomes of these actions. The circumstance of location highlighted as these initiatives take place in neighborhoods across Indonesia, grounding the practice in real-life, relatable settings. This dominance seeks to provide practical examples of how communities can take environmental responsibility. Inspiring the learners about awareness and hands on participation, showing that even small habits can create meaningful benefits.
7. The seventh text about “*Waste Banks in Indonesia*” highlight material process by showing concrete actions, such as composting, collecting plastic and other organic waste, saving it, and selling it to support school fees or community projects. For participants, Actors and Goal stand out, with students, local resident, and community members as the actor aims like funding education, supplementing household income, or creating communal spaces as the goals, demonstrating the clear benefits of their efforts. The circumstance of time and location also emphasized, such as Manado in 2007 and Balikpapan in 2012. This dominance exists because the text shows practical of how environmental care can create positive outcome for everyone. The learners can inspire a sense of environmental responsibility.
8. The eighth text about “*The Easiest Way to Stay Healthy*” emphasized material process, focusing on tangible action such as jogging, burning calories, boosting her health, preventing strokes, and improving mental well-being. The circumstance highlighted the Actors and Goals, with individuals who jogging as the actor and the benefit like physical fitness, mental clarity, and cardiovascular strength as the goals, showing the direct impact of this simple activity. In the term circumstance, manner play a key, explaining that jogging can be done anytime, anywhere, and the intensity. This dominance has meaning aims to provide practical, accessible guidance for maintaining health without relying of expensive or complicated methods. The section has valuable impact for student, encourages them adopting a proactive lifestyle, understanding the real benefits of consistent exercise to support both their body and mind.
9. The ninth text on “*The Importance of Sleep*” highlights material process, showing how sleep actively benefits the body and mind, improving brain function, boosting learning and problem-solving skills, repairing the heart and blood vessels, and keeping hormones balanced. Then, the finding in participants conclude that Actors and Goals are high cases., with sleep and the human body as the actors, mental health, cognitive abilities, and hormone regulation as the goals, indicates the direct effects of rest on overall well-being. Then in the circumstance, also emphasized explaining how and why sleep matters, such as resting at the proper time to prepare the brain the next day and maintaining hormonal balance to control hunger. This highly case exist because the text give practical, actionable advice, showing they sleep is not just a passive activity but a vital contributor to health. For learners, it underscores the importance of prioritizing rest, helping them understand how good sleep supports learning, encouraging them to integrate healthy sleep habits.

10. The tenth text of “*The Problem being Too Fat*” emphasizes material process, highlighting the real consequences of obesity, such as putting extra strain on the heart, increasing blood sugar and cholesterol, and raising the risk of serious illnesses like diabetes. The participant of Actors and Goals are central with overweight individuals or the body as the actors and health aspects like the heart, blood, and physical appearance as the goals, showing how the condition directly impacts both health and self-image. This dominance exists because the texts present the dangers of being overweight in a clear. For students, it is provided a meaningful lesson on the importance of healthy habits.
11. The eleventh text about “*The Benefit of Vegetables*” emphasizes material process by showing the real effects they have on the body, such as keeping skin youthful, easing stress, and building stronger bones. Actors and Goals are highlighted because vegetables work directly on different parts of the body, skin, bones, and mental health illustrating the tangible link between what we eat and how we feel. The circumstance of manner explains the best ways to enjoy vegetables, like choosing vibrant red and orange varieties or cooking leafy greens to boost calcium intake. This dominance appeared because the purpose of the text is to provide practical, it encourages them to make thoughtful food choices, understand the real benefits of nutrition, and build healthy habits.
12. The twelfth text about “*Debating Rules*” emphasizes material process, highlighting actions like presenting ideas, exchanging arguments, providing evidence, and persuading opponents, which shows that the debating is an active and practical skill. Actors and Goals are dominant because students or debaters perform the actions, with their arguments and evidence serving as the focus of activity. The circumstance of location and time are also prominent, with phrases such as “in front of the public”, and “when agreement is reached” grounding the debate in real situation and stages. This pattern occurs because the text seeks to explain that debating requires active engagement, awareness of roles, and strategic thinking, helping them build confidence, sharpen critical thinking, and communicate effectively.
13. The thirteenth debate text on “*Whether Junk Food should be Banned or Allowed in Schools*” is largely shaped by material process, as it focuses on real actions and their outcomes, for example, children eating junk food, parents packing it in lunch boxes, school providing it through vending machines, and the health consequences that follow, such as obesity or diabetes. Actors and Goals are equally central, with children, parents, schools, and junk food itself appearing as the key players who carry out or are affected by these actions. At the same time, location in circumstances stand out because the issue is consistently framed in familiar spaces like classrooms, lunch boxes, and school vending machines. This pattern is dominant because the text aims to weigh the pros and cons in a concrete and accessible way, showing what happens, and who is involved, and where it takes place. For students, the effect is they gain a clearer awareness of how language reflects real life issues and they are encouraged to think critically about their own food choices, and also the responsibility of schools and families in shaping healthier habits.
14. The fourteenth text about “*Laetania Belai Djendam*” is dominated by material processes because it highlights her concrete actions in environmental initiatives such as river cleanups, recycling, and community support. Carrier and Attribute participants are also prominent, as they construct her identity as a young environmentalist, students, and Dayak descendant, which reinforces her credibility and role model status. In addition, location appears frequently to situate her activism across different places, from Bogor to Kalimantan and even the UK, emphasizing the wide reach of her efforts. This dominance reflects the text’s purpose of showcasing both her practical contributions and the values guiding her journey. For students, it provides a clear example of how identity, action, and context work together to inspire meaningful change.
15. The text fifteenth about “*Salsabila Khairunnisa*” highlights how her activism is built around real actions, making material process the most dominant feature of the text. From co-founding the Jaga Rimba youth movement to leading campaigns against deforestation and advising student initiatives across Indonesia, her journey shows that protecting the environment is about taking concrete steps. The participants that standing out is Khairunnisa herself, the Jaga Rimba movement, and the indigenous people are central because the narrative emphasizes both the power of young individuals and the collective struggle of local communities in defending their land and forests. On circumstance such as specific places mentioned (Borneo, Papua, Kalimantan) and moments in time (her activism at 15, her recognition in 2020), which anchor her efforts in real and relatable contexts. For students, her story serves as an inspiring reminder that age is not a barrier to making change, that caring for the environment starts with everyday choices, and their voices can grow to influence both local and global actions.
16. The sixteenth text about “*Aeshnina Azzahra Aqilani*” is dominated by material process, as it highlights concrete actions such as fighting against river pollution, raising international awareness, joining demonstrations, writing letters to foreign leaders, and directly engaging in environmental activities. These actions illustrate that her concern is expressed through real effort. The main participants are Nina herself, positioned as the central actor and river warrior, her parents as mentors and role models, foreign governments such as Germany and the Netherlands, and institutions like embassies that respond to her advocacy. Their dominance highlights that environmental change needs individual initiative, family

support, and global response. The circumstance dominance refers to places, manner, and time. These types dominant because they give context and clarity to her actions, showing that Nina's fight for the environment is real. This text has a strong impact on students because it shows that even a young person can make a difference in protecting the environment.

17. The seventeenth analysis shows that the text about "*Tasya Kamila*" is dominated by material process, as it emphasizes tangible actions like founding a foundation, providing facilities, engaging in fieldwork, practicing farming, and cultivating crops. These activities highlight that environmental education should go beyond abstract ideas and be rooted in real life experiences. The main participants, Tasya is the initiator, students as the direct learners, and institutions like the Greenhouse Foundation and Suntory Garuda Beverage as supporters. The circumstances, expressed through location, manner, and time, highlight learning in real context. Altogether, these elements show that the texts emphasize environmental education as a practical and collaborative. For the students, it offers opportunities to deepen their knowledge, develop practical skills, and their sense of responsibility toward environmental preservation.
18. The eighteenth analysis of the text on "*An Inspiring Story of Healthy Living*" shows that the material process (45 instances) dominates. Underscoring its strong focus on concrete actions like exercising, preparing healthier meals, joining a gym, and consistently tracking food intake. These processes make it clear that the narrative highlights visible efforts and real lifestyle change. The most common participants are actors (44 times) and Goals (32), which draw attention both to the individual making the changes and to the objectives or results being pursued. This balance suggests that the story emphasizes not only the person's determination but also the tangible outcomes achieved through her efforts. Furthermore, circumstances of time 8 times and manner 6 provide essential contexts by showing when the changes take place and how they are carried out, making the journey more concrete and relatable. This dominance is especially meaningful because it frames the weight loss journey as a practical, step by step process rather than as an abstract idea. It demonstrates how steady, can build up to significant results.
19. The nineteenth analysis of the text on "*Melati and Isabel Wijisen*" shows that it is strongly shaped by material process, since the narrative focuses on their concrete efforts. Their actions such as initiating the Bye-Bye Plastic Bag Campaign, staging a hunger strike, and pushing for government policies that eventually led to a plastic banned in Bali, illustrate their role as active drivers of environmental change. The participants that appear most frequently are Actors and Goals, highlighting the chose connection between what they did and the outcomes that followed. In addition, the circumstances of time and location are play a key role, situating their activism in specific contexts such as Bali and New York and marking significant milestones in 2013 and 2018. This dominance has impactful for students. It demonstrates how language can capture real achievement in ways that are easy to understand.
20. The twentieth analysis of the text on "*Swietania Puspa Lestari*" reveals that it is primarily shaped by material process (11 instances), which bring attention to her tangible actions such as establishing organizations, mobilizing volunteers, and spearheading environmental campaigns. The dominant participants are Goals and Actors, reflecting both Swietania as the driving force behind the actions and the various targets of her activism. The text is also enriched with circumstances of location and time, grounding her accomplishments in specific places and moments. This emphasizes the biographical nature of the narrative and her contributions within a meaningful social and environmental context For students, the material process makes the text more dynamic and accessible.
21. The twenty-first analysis of the passage on "*Xiye Bastida*" reveals that the most prominent is the material process, which appears 21 times. This dominance takes on a biographical form and centers on Bastida's concrete actions and accomplishments. It highlights moments such as her move to New York City, her participation in climate protest, her speeches, the recognition she has received through awards and her leadership in global climate strikes. All of these emphasize that Basitda's identity as a climate activism defined and strengthened through her actions. On the participants, with Actor 16 instances and goals 14 instances standing out. Indicates that the biography is constructed around Bastida as the active doer while also paying attention to the objects and targets of her activism. The dominance of circumstance of location and time 11 times each. These situational details ground the narrative, specifying where and when her activism unfolds. The results also have valuable impacts. Material process help them trace Bastida's life journey through concrete actions, making the text engaging to follow. Overall, the text not only develops reading comprehension but also demonstrates how grammar and transitivity can reveal the way language constructs a person's identity and social role.
22. The twenty-second text analysis of "*How to Wire Money Online*" demonstrates that material process dominated the text, reflecting its orientation toward concrete, actionable steps. Verbs such as sign up, call, visit, log in, enter, and send underscore the procedural nature of the passage, as they direct readers to perform specific tasks. This prevalence is further reinforced by the distribution of participant, where Goal for example "internet banking accounts, recipient details, and funds appear more frequently than Actors, thereby shifting the focus onto the objects of action rather than

the doer. In addition, circumstances of location such as the online interface and temporal sequencing through ordered steps highlight the text's instructional function. The impact for learners they can fosters analytical thinking because the process of following instruction presenting as clear imperatives.

23. The twenty-third text “*How to Change Your PIN*” analysis that the most dominant process type in the procedural text is the material process, which appears 13 times. Indicates the procedural text primarily perform such as visit, insert, select, enter, type, and make sure. Procedural texts are designed to provide practical introductions; therefore, the use of material verbs is more prominent than other processes types. This also supported by the presence of participants, with goal 10 instances appearing more frequently than Actor 3 instances, indicating that the text emphasizes the objects of the actions (such as ATM card, PIN, language, scree) rather the doer. In addition, the circumstances particularly location 5 times and time 2 times, reinforce the instructional nature of the text since each action is linked to a specific and sequence in time. The impacts on students makes the text easier to understand because students are guided by clear and systematic action verbs.

4. Conclusion

The study analysis twenty-three reading texts from the English for Change textbook to identify and classify processes, participants, and circumstance using Halliday's Systematic Linguistics framework. The findings reveal clear patterns. Material process appear most often, showing the book's emphasis on practical and oriented-action learning. The participants of actor and goal highlight an effort to connect content with students. The circumstance of location and time elements reflect a focus on contextualized learning. These results demonstrate that “English for “Change” combines linguistic complexity with cultural relevance, enabling students to build English proficiency while staying connected to their local experiences. Pedagogically, the findings suggest that teacher should apply contextual learning strategies to strengthen engagement. Comprehension, and the ability to express complex ideas. The study contributes to understanding the linguistic structure of English textbooks and underscores the value of transitivity analysis for evaluating both language appropriateness and teaching effectiveness. For the nest research, suggest to compare patterns across different textbook levels or examine their alignment with curriculum goals and learning outcomes.

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