PROCESS TYPES ON STUDENTS' PERSUASIVE TEXT: A SYSTEMIC FUNCTIONAL LINGUISTICS STUDY

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ARTICLE INFO	ABSTRACT
	This research is entitled Process Types on Students' Persuasive Text: A Systemic Functional Linguistics Study. The purpose of this research is to find out (1) what types of transitivity processes are found in student persuasion texts; and (2) what processes appear most dominant in the text. The theory used in this research is the Systemic Functional Linguistics (SFL) theory which refers to the thinking of Halliday (2014). The research method used is a qualitative descriptive method. The data obtained was based on the results of students' persuasive writing with the title "How to keep ourselves healthy inside and outside". The research results showed that there were 5 types of processes found, namely Material Process (36,7%), Relational Process (23,5%), Mental Process (17,6%), Behavioral Process (14,7%) and Existential Process (7,3%). There was no verbal process found in the persuasive text. Of the five processes, material process is the type of process that appears most dominantly.

1. INTRODUCTION

Transitivity, a fundamental concept in linguistic analysis, pertains to the ways in which verbs relate to their arguments in a sentence. It plays a crucial role in understanding how actions are expressed and interpreted within a language. This concept has been extensively studied across various linguistic frameworks, contributing to our comprehension of language structure and meaning. Transitivity is central to theories of syntax, semantics, and discourse, offering insights into the grammatical structures and semantic roles of constituents within sentences. In this research, we explore the diverse manifestations of transitivity and the theoretical frameworks that underpin its analysis.

Within the framework of Systemic Functional Linguistics (SFL), transitivity is analyzed in terms of the experiential metafunction, which concerns the representation of human experiences through language. Michael Halliday's work highlights the role of transitivity in construing processes, participants, and circumstances, elucidating how different types of verbs interact with

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their arguments to construct meaning (Halliday & Matthiessen, 2004). Discussions about participants, processes and circumstances are discussions about semantics that explains how real world phenomena are represented in the form of grammatical structures in clauses. At this level, clauses are grammatical resources that are used to build knowledge in the text by selecting the type of process used in it. Differences in the type of process chosen will cause differences in language which will ultimately mark differences in the areas of knowledge presented in the text. Six types of processes cover a wide range of actions, states, and relations that can be expressed in language, providing a systematic framework for analyzing the transitivity of clauses in texts. They allow linguists to describe how participants interact with each other and their environment within different contexts of language use. By examining transitivity patterns in text, we can explain how the field of situation is being constructed (Wahyudi, 2016). In a simple way, transitivity is the study of what people doing by which mainly discussed who does what to whom (Mayr & Machin, 2012)

Several previous studies on transitivity systems have been discussed, including research carried out by Emilia, Moecharam and Syifa (2017) relating to the topic of gender in EFL classes, especially in the Indonesian context. This paper focuses on gender discussions in classroom materials, namely English textbooks. Selected reading passages were analyzed using the Transitivity system framework. The processes in the text reveal that men are continually constructed as 'adventurous', 'risk takers', 'active', 'independent', and 'capable'. Meanwhile, women are constructed as more 'passive', 'expressive', 'nurturing', and 'indecisive' than their male counterparts (Blackstone, 2003; Evans & Davies, 2000). The findings show that gender roles are presented asymmetrically. This paper provides recommendations in terms of how teachers and students can develop gender awareness in classroom practice through the use of textbooks. Kashif, Farooqi, Tariq, Nusrat, Ashraf, and Raees (2022) discuss the language used in the United States Presidential debate between Hillary Clinton and Donald Trump in the final round before the 2016 general election. In its analysis this article explores and interprets various verbal processes using tools transitivity from the perspective of functional grammar. Leonardo O. Munalim (2017). discusses an exploratory study proposing the transitivity model in Systemic Functional Linguistics (SFL) to generate the mental processes from reflection papers. The initial corpus of reflection papers with 17,937 word tokens were used. Text producers were public and private school teachers, and college instructors who are pursuing Master of Arts in Education- English Language Teaching, and Master of Arts in Literature in a national center for teacher education in Metro Manila, Philippines. This exploratory study suggests that the Phenomenon in the mental processes may be an ideal situs of looking into teachers' human internal affairs as reflective practitioners.

The aforementioned three research have demonstrated how important the transitivity system is in helping readers decipher authors' intentions when employing language in particular genres. This study made an effort to duplicate earlier research in an alternative setting. One of the messages

that we come across on a regular basis and that anyone may come across is persuasive text. Transitivity in the context of text persuasion refers to the ability of a text to divert or influence the reader's thoughts, attitudes or actions. In an effort to convince readers, writers use certain strategies and techniques to build strong and convincing arguments.

One important aspect of transitivity in persuasive texts is the writer's ability to connect the ideas and information presented in a logical and coherent way. Writers must be able to present their arguments clearly and systematically so that readers can follow the train of thought easily. The use of tools such as linking sentences, detailed explanations, and an organized sequence can help achieve this.

Additionally, persuasive writers often use powerful language strategies to influence readers' emotions and beliefs. Using words that evoke emotions or values that are relevant to the audience can help create an emotional bond and strengthen the sustainability of the argument. For example, using strong words and images that excite the imagination can help capture the reader's attention and maintain interest. Transitivity in persuasive texts involves the writer's ability to connect ideas logically, influence the reader's emotions and beliefs, use rhetorical strategies, and use appropriate language. By utilizing these elements, writers can create strong and convincing arguments in an attempt to influence their readers' attitudes or actions. Based on the explanation above this research wants to investigate what types of processes are found in persuasive texts composed by students, and what types of processes often appear in these students' persuasive texts.

2. LITERATURE REVIEW

2.1 Systemic Functional Linguistics

The theory used in this research is the Systemic Functional Linguistics (SFL) theory which refers to the thinking of Halliday (2014). SFL theory examines the three main functions of language (language metafunctions) with text objects and context. The three main functions of language include (1) the presentation function consisting of a transitivity system (process, participant, circumstantial), (2) the exchange function consisting of a mode (mood) and modality system, and (3) the organizing function consisting of theme system analysis.

Transitivity analysis is a representation of the function of linguistic exposure in the text. Analysis of linguistic exposure units is based on three forms, namely process, participant, and circumstantial. Process is a unit of transitivity that includes a series of events that occur and is expressed with verbs. Process refers to an action, condition or state. Processes can be defined based on participants. Participants are those involved in a clause. The term circumstantial can be equated with information in traditional grammar. Circumstance contains information stating the process description. The circumstantial form includes time-place range, time-place location, method, cause, environment, accompanying, role, problem and view.

2.2 Types of Process

Material process

Material processes are a type of process that shows a human activity that involves physical activity and is real and can be observed with the senses. Material processes can bind two participants. Participant I was labeled as an actor and participant II was labeled as a goal (Halliday, 1985: 103).

Mental processes

Mental processes include processes related to feelings, the five senses, and thought processes. Participants in this process are sensers, namely those who think, feel something or do something related to the five senses and phenomena, namely what is thought, felt with the heart or with the five senses.

Relational Process

Relational processes are a type of process that functions to connect one entity with another entity (Halliday, 1985: 112). The relationship formed can be in the form of a relationship between the owner and the owner, which is called an ownership relationship. In the relational process, participant I is labeled with the name of the owner or bearer or also a form/mark, and participant II is labeled with the name of the owner or attribute/value.

Verbal process

Verbal process is a type of process that shows an activity or action involving communication between participants which is within the scope of verbal communication. In the verbal process, participant I is labeled with the speaker and participant 2 is labeled with the word. Participants bound by verbal processes can be human or non-human entities (Halliday, 1985:129).

Behavioral Process

Behavioral processes are processes that show physiological activity that expresses the physical behavior of an entity, in this case a human. The behavioral process can only bind one participant. Participants in this process are behaviorists (Halliday, 1985:128-129).

2.3. Persuasive Text

A persuasive text is a type of discourse that aims to convince, influence, or persuade the audience to adopt a particular viewpoint, belief, or course of action. Unlike informative or descriptive texts, which primarily seek to convey information or describe phenomena, persuasive texts are crafted with the explicit intent of eliciting a specific response from the reader or listener. Persuasion texts contain an invitation or persuasion (Rahma & Prestiwati, 2019; Yasa et al, 2021 in Yeni Fatmawati et al, 2022). The statements in the text encourage someone to follow the hope or desire of the author. Persuasion texts serves to convey persuasion or appeals, suggestions, invitations and considerations about various actual problems (environment, social condition, cultural diversity etc) in the form of letter speeches, political campaigns or an article. (Arida et al, 2020; Mayawati et al,

2014; Ramadania, 2016). Persuasive texts often conclude with a call to action - an explicit appeal for the audience to take a specific step or adopt a particular viewpoint.

3. METHODOLOGY

3.1 Research Design

The term "research design" describes a method for cohesively and coherently integrating the many parts of research initiatives. Divergent views exist among specialists regarding the definition of study design. Creswell (2009:3) defines research design as the plans and procedures for conducting research, including specific techniques for gathering and analyzing data.

3.2 Method

In this study, a descriptive qualitative method was employed. The 'who, what, and where of events or experiences' are described in subjective terms by the data produced by this study methodology (Kim et al., 2017, p. 23). Descriptive qualitative method was used to collect the data because numerical and statistical information was not required. This approach aims to be as accurate and descriptive of participants' experiences as possible without requiring a highly theoretical background. The most popular justification for using a descriptive technique is to give plain accounts of experiences and views, especially in the areas that the study was concentrated on. This research focuses on analyzing persuasive text represented by clauses into types of transitivity processes. The clauses are analyzed based on the roles of participant, process and circumstances involved that explain how real world phenomena are represented in the form of grammatical structures in clauses. Using data gathered and processed in the field, this study provides meaning and interpretation about persuasive texts created by students (Creswell, 2013 p.9).

The steps of the research are as follows: students are assigned to write one topic about persuasive texts entitled ***"How to keep ourselves healthy inside and outside".*** This topic was chosen because it was included into a persuasive text which is a form of non-fiction writing which aims to convince the reader of a certain point of view. This idea is good to encourage the readers to keep healthy inside and outside so that they can live healthier in their life; they collect the written texts which consist of 200-300 words essay covering introduction, content or body of paragraph and concluding paragraph. Besides they collect their writing text, students prepared power point material to be presented in front of the class.

3.3 Data

The data are taken from some persuasive texts written by students taken *Academic Presentation* subject. They are English students who are in the 5th semester. The procedure of analysis the data includes (1) collecting the data; (2) categorizing the data based on types of process; (3) labelling the words, phrases or clauses; (4) analyzing them and (5) making conclusion. The two research partners were required to review the process of analysis so that the result will be accurate and credible. Starting by reading the student's writing, then sorting and determining the clauses to be analyzed. Continue by classifying the clauses based on the type of process and analyzing them to

obtain the meaning contained in the clause. Finally, after all the data has been analyzed, continue with conclusions and see what types of processes dominate.

4. RESULTS AND DISCUSSION

The findings regarding the types of processes in transitivity are as in table 1 below:

Table 1: Types of Transitivity Process

No	Process Types	Frequency of Occurrence	Percentage
1.	Material Process	25	36,7%
2	Relational Process	16	23.5%
3.	Mental Process	12	17.6%
4.	Behavioral Process	10	14.7%
5.	Existential Process	5	7.3%
6.	Verbal Process	0	0
	Total	68	100%

4.1 Material Process

From the findings, process material appeared 25 times or 36.7% in student persuasive texts. In persuasive texts written by students, material processes are realized with verbs that indicate physical activity such as: work, improve, develop, carry out, do, go, play, make, choose, reach and so on. The correlation between material processes and persuasive text lies in how they both aim to influence an audience. Material processes involve the creation, manipulation, or transformation of physical objects or substances, while persuasive text is crafted to convince or persuade readers or listeners to adopt a particular viewpoint, take a specific action, or change their beliefs or behaviors.

Table 2: Material Process

Everybody	can improve	the quality of life	by doing healthy activities
Participant: Actor	Process: Material	Participant: Goal	Circumstance

In table 2, the process used in the sentence is material process. The verb 'improve' can be used to illustrate an action by using physical activity to reach the target/goal. The participant (everybody) called an actor indicates physical activity (improve) to the 'quality of life' as the goal or target to be healthy by doing healthy activities. The sentence wants to convince the reader by doing healthy activities, everybody can improve the quality of life. Conversely, understanding material processes can also help writers create more persuasive arguments by providing insights into how healthy diets and exercises are made and done, how they function, or how they impact our health

inside and outside. This knowledge can be leveraged to craft more compelling and convincing messages that resonate with the target audience.

4.2 Relational Process

Relational process appeared 16 times or 23.5% in students' persuasive text. A relational process is a state of being (Halliday, 1994), connecting a participant to its identifying or descriptive references. Furthermore, the relational processes re divided into two types: relational attributive, which refers to the general characteristics or description of a participant, and relational identifying, which refers to the identity, role, or meaning of a participant (Halliday, 1994; Butt et al, 2000). While the verb 'be' is commonly used in relational process, other verbs such as look, seem, appear, feel, and remain may be used to relate a carrier to an attribute.

Table 3: Relational Process

Unhealthy eating patterns and lack of physical activity	Are	major global health risk factors
Participant: Identified	Process: relational	Participant: Identifier

The use of 'are' demonstrates that this type of relational clause falls into the relational identifying category. It is the identifying process since there is a participant (token/identified) and a value or identifier (value/identifier). If tokens/identifiers are expressed with A and values/identifiers are expressed with B, the relationship between A and B is a symbolic relationship. It can be said that if A is/contains meaning/acts as/functions as/means B (Martin, Matthiessen, & Painter, 2010:105). In line with this, Halliday (1994, p. 119) stated that the what differentiates between the identifying and attributive modes is the identifying is reversible while attributive is not. Since the identifying ones are reversible, the participant and the attribute are interchangeable.

The data in table 3 shows that participants in the form of 'token/identified', namely 'Unhealthy eating patterns and lack of physical activity', are participants in the form of 'value/identifier', namely 'major global health risk factors'. Identified and identifier have the same position so they can be reversed.

4.3 Mental Process

Mental process appeared 12 times or 17,6%. According to Eggins (1994), the mental processes or sensing verbs represent meanings of feeling or thinking. The meanings link to the conscience or our experience in the world (Halliday & Matthiessen, 2014).

Table 4: Mental Process

All people	Know	that exercise regularly is good for our life.

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Participant: senser	Process: Mental	Participant: Phenomenon

Gerot & Wignell (1994), Halliday (1994), and Halliday and Matthiessen (2004) classified mental processes into three types: cognition (verbs of understanding, thinking, and knowing), affection (the process of wanting & fearing), and perception (the activities of hearing & seeing). Data in table 4, 'All people' is known as Senser, the ones who experiences the process of feeling, thinking or knowing. There are two participants in a mental process (Eggins, 1994, p. 242); a Senser and a Phenomenon. A Senser is realized by a human or a conscious participant while a Phenomenon is represented by a nominal group or embedded clause indicating what is wanted, thought, perceived, or liked/disliked). In this data phenomenon is in the form of embedded clause 'that exercise regularly is good for our life'indicating what is thought. This clause is the idea in question. Therefore, the expressions of giving arguments should be added, as stated by (Emilia, 2014, p. 155), that sensing process used in argumentative texts when the writer presents arguments for an issue.

4.4 Behavioral Process

Behavioral process appears 10 times or 14,7%. Behavioral processes are processes that demonstrate behavior, both physical and psychological. Behavioral processes are similar to material processes in that participants carry out actions, similar to mental processes in that participants deal with consciousness, and similar to verbal processes in that participants behave by saying words. In English the behavioral process can be expressed with the present-in-present tense, which in Indonesian can be expressed with 'is'. Some example verbs which are used in behavioral processes are create, grow, continue, encourage, love and etc.

Table 5: Behavioral Process

My father	Loves	hiking
Participant: Behaver	Process: Mental Behavioral	Participant: Behavior

In the data in table 5, the process that occurs is the mental behavioral process, namely the process that shows a combination of expression of feelings in the mental process and action in the material process (in this case the verb 'Love'). 'My father' which is a behaver that has feelings of love towards something like "hiking". The implication is that with what the behaver feels, he expresses it by carrying out his activities well according to the target, namely 'hiking'.

4.5 Existential Process

Existential process appears 5 times or 7,3 %. Existential processes are processes that show the existence of something. Existential processes only involve one person, referred to as an existent, and serve the purpose of understanding being as plain existence. This kind of procedure usually

begins with the word "there" and takes place at the beginning of a text or before a new section of a text (Butt et al., 2000).

Table 6: Existential Process

There	are	many benefits of eating vegetables	everyday
	Process: Existential	existent	Circumstance

The word 'there are' from the clause on the table 6 above functioned as existential process and the rest words recognized as existent (many benefits of eating vegetables). The samples above show that the structure of existential involve "there" and typically employ to be that have similar meaning to exist or occur. There is no representational function served by the word there. However, there is still essential a subject is needed, particularly in English (Emilia, 2014, p. 166).

5. CONCLUSION

From the results of the analysis, it can be concluded that there are 5 types of transitivity processes found in student persuasion texts, namely material process, relational process, mental process, behavioral process, and existential process. Only verbal process is not found in this persuasion text. Of the five processes, the material process is the one that appears most dominantly in persuasion texts. This happens because the material process functions to describe concrete and clear actions or events in an effort to convince the reader. Material process can provide clear and specific arguments so that the arguments can be accepted by readers easily. Apart from that, material process can also influence readers emotionally and persuasively than more abstract statements

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