

A TRANSITIVITY ANALYSIS OF MALE AND FEMALE PRIMARY SCHOOL STUDENTS' OPINION ESSAY

Oleh :

Anni Rachmayani¹⁾, Didin Nuruddin Hidayat²⁾, Alek³⁾

^{1,2,3} Master of English Language Education, UIN Syarif Hidayatullah Jakarta

¹annirachmayani@gmail.com

²didin.nuruddin@uinjkt.ac.id

³alek@uinjkt.ac.id

Informasi Artikel

Riwayat Artikel :

Submit, 23 Januari 2024

Revisi, 23 Februari 2024

Diterima, 23 April 2024

Publish, 15 Mei 2024

Kata Kunci :

Critical Discourse Analysis (CDA),

Transitivity Process,

Opinion Essay,

Primary School Students.

ABSTRACT

This study aims to explore the transitivity process in elementary school students' opinion essays on environmental issues in the city. This study is a descriptive qualitative research that uses Fairclough's (1989, 2010) Critical Discourse Analysis (CDA) framework to analyze the data and Halliday's transitivity theory from Systemic Functional Linguistics (SFL) to analyze the students' opinion essays. The research findings show that the most dominant Transitivity Process is Material Process, where 29 clauses are found in female essays and 10 clauses in male essays, followed by Relational Attributive, Mental, and Existential Attributive Processes. Meanwhile, Behavioral and Verbal Processes did not appear in the writings. Female students produce more writing than male students. Then, based on Fairclough's theory, students use Material Process to narrate environmental issues in the form of physical objects and real actions; Existential Process to describe conditions and things that happen and exist in the city; Relational Attributive Process expresses more specific information about activities by explaining the characteristics of participants and circumstances; and Mental Process is used to describe how students feel and see environmental issues based on their perspectives and experiences as citizens.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Corresponding Author:

Nama: Anni Rachmayani

Afiliasi: UIN Syarif Hidayatullah Jakarta

Email: annirachmayani@gmail.com

1. INTRODUCTION

Humans utilize language as a tool for communication to interact, and exchange ideas, feelings, opinions, and other information with each other in daily life. Language is not a natural phenomenon, but it is a creation of man's social needs (Stork & Widdowson, 2014, p. 9). Language is important to human society and reflects every side of our attitude and behavioral needs (Stork & Widdowson, 2014). Therefore, the language used by humans to communicate with other people to convey their ideas and ideology and language also has an important role in human communication in structuring and creating both ideology and the reality of society.

English has several skills namely listening, reading, speaking, and writing (Mubarak, 2016, p. 69). Aydoğan & Akbarov (2014, p. 6673) explained that the discussions of four language skills should also refer to language acquisitions. Two factors connect the four fundamental language skills, are the direction of communication is either producing or receiving the message, and the form of communication is either oral or written (Aydoğan & Akbarov, 2014, p. 673). Many language theorists strongly believe that every aspect of language is interconnected and entwined (Aydoğan & Akbarov, 2014, p. 674). Furthermore, according to linguists, students should be able to employ all language skills—listening, reading, speaking, and writing—simultaneously in collaborative, practical

activities that are meaningful (Carrasquillo, 1993; Farris & Kaczmariski, 1988), and these activities usually concentrated on subjects that relied on what the pupils already knew (Edelsky, 1993; Freeman & Freeman, 1992).

Along with speaking, reading, and listening, writing is a crucial part of understanding the English language. Writing is the act of transforming thoughts into words on a piece of paper to clarify and provide structure and coherence to the main ideas (Brown, 2001). A writer needs to take into account a few things, including a clear objective, organization, word choice, language use, and comprehensible concepts to produce good writing (Setyowati, 2016). Further, there are lots of learners who think that writing is one of the most difficult skills to master and perform. Even for native speakers, writing is the most difficult and complex productive skill when it comes to written communication since it involves more than merely expressing ideas graphically—rather, it involves developing and presenting ideas systematically (Aydoğan & Akbarov, 2014, p. 674). Students struggled with language rules, handwriting, and spelling, and there weren't many ideas or facts that could be considered worthy of sharing (Jefiza, 2016, p. 197).

Even though English subject for primary school is considered a local content subject (*mata pelajaran muatan local*) or elective subject (*mata pelajaran pilihan*) in the Indonesian curriculum, both the 2013 curriculum and the Merdeka curriculum (Husna et al., 2022; Sepyanda, 2017; The Ministry of Education, 2022, p. 151). However, learning English for young learners is beneficial for the children to have English knowledge and skills at an early age, and to prepare for their studies at the secondary school level (Sepyanda, 2017, p. 207). Students in primary schools are considered children and the range of age is 6 to 12 years old (Mubarak, 2016, p. 69). Since writing is the ability to convey ideas, feelings, and thoughts into words, some students find writing to be a challenging skill to learn. Particularly among the younger students were writing challenges such as misspellings, grammatical mistakes, incorrect use of systemic structures, and issues with vocabulary or word choice (Cameron, 2001).

Then, some school that includes English in their school curriculum, teach pupils the language from the first to the sixth grade. The school introduces them to the basic competencies and skills of speaking, listening, reading, and writing in addition to other language competencies like grammar and vocabulary. Further some primary schools already teach students to write and even introduce the students to write an opinion essay to improve their writing skills and support the students' critical and logical thinking skills. An opinion is an idea or perspective regarding a certain topic, and authors provide evidence to support their thoughts and explain their beliefs (Zemach & Rumisek, 2006, p. 33). The author

expresses their thoughts through the use of grammatical elements such as modal auxiliary verbs and transition words, and both positive and negative modal verbs—such as could, should, ought to, has to, and must—are used (Zemach & Rumisek, 2006, p. 33), to indicate strong ideas and opinions. Additionally, the writers employ cause-and-effect connectors, such as “because” and “since” to introduce the cause or reason and “so” and “therefore” to introduce the impact or outcome, to convey viewpoints and link one thought to another (Zemach & Rumisek, 2006, p. 37).

When writing an opinion essay, the writer should keep a few aspects in mind: the writer's opinion or attitude should be presented to persuade the reader to agree with the writer's perspective; additionally, the writer's opinion should be supported by facts and evidence to convince the reader that the writer's perspective is reasonable and valid; these facts may come in the form of tables, data, or images (Freeley & Steinberg, 2008). Writing an opinion essay requires the writer to present a variety of arguments or viewpoints on the chosen subject to support their points of argument or thesis statement. To support the main idea, a point of argument or perspective should be followed up by facts or evidence from academic papers, studies, or other reliable sources and should give a reasoned and persuasive opinion (A. Setiawan & Mulyadi, 2021, p. 331). Thus, writing an opinion essay seems challenging for students, even for college students, because the student writers must share their thoughts and opinions on a specific topic clearly, and give reasons and examples to support their opinions and perspectives on the issues, because the opinion essay means to persuade the reader to agree with the writer's opinion.

Van Dijk (1997) explained that discourse must be in language use, involve the communication of beliefs, combine with interaction, and justify itself to other discourses. Eggins (2004, p. 24) states that discourse analysis is an approach to analyzing a text. It is an analytical tool that can be used to analyze both spoken and written text (Hadiyati et al., 2018). According to SFL theory, a text is transformed into spoken and written language, and one method that can be utilized to make this happen is Discourse Analysis (DA) as part of SFL (Hadiyati et al., 2018). In sum, Discourse Analysis (DA) is a part of Systemic Functional Linguistics (SFL), which is a grammatical framework that also captures the meaning of the text. In addition to serving as a grammatical model, SFL also helps to illustrate a method for discourse analysis (Eggins, 2004). In other words, SFL significantly influences discourse (Sugiarto et al., 2015).

Systemic Functional Linguistics (SFL) considers the context as an essential part and clause complex constructions and the transitivity in discourse allows the speaker or writer to choose any words to convey what they mean, or the words they won't use by offering a wide range of lexical and grammatical

options (Khan & Eid. Fahd, 2021, p. 110). Thus, we need to analyze the text under the study of transitivity patterns. Because transitivity in discourse generally refers to how meaning is represented in the clause and demonstrates how writers or speakers encode their mental picture of reality and how they explain their experience of the world around them in a language, it is used in a wider study than that of traditional grammar (Simpson, 1993, p. 82).

Transitivity in SFL reflects a human's perception of the world around him at the lexicogrammatical level both spoken and written language. Transitivity is one of the lexicogrammar categories that allows researchers to examine how people perceive the environment through language choice (Gallardo, 2006). The transitivity process considers the verbs chosen which refer to an action, and states where participants discuss the actor of the actions mainly nouns and pronouns, and circumstance related to when the time, how, and where the action takes place represented by adverbs, prepositional and adverbial phrases (Khan & Eid. Fahd, 2021, p. 110).

According to Halliday (1985), there are six different categories of transitivity systems: material, mental, verbal, behavioral, existential, and relational processes. Through the study of the transitivity process, the analysis of the transitivity system studies the material, mental, and relational processes to suggest who has greater power to do things and how this power is manifested (Gallardo, 2006). In sum, we can see the male and female roles through the study of transitivity.

Further, the identification of discourse topics is an essential aspect of textual interpretation, and this can be realized by an interdisciplinary discourse analysis known as CDA. (Laraswati & Ridhani, 2019, p. 2). The goal of CDA is to understand spoken and written language by examining and interpreting it to discover the ideas and meaning of the speaker. In CDA, power, history, and ideology are the three main elements that are studied (Wodak, 2001a, p. 3). It can be concluded that critical discourse analysis is in charge of explaining and theorizing the social processes that take place during interactions, which demonstrate the forming and structuring of texts as well as the social process within a group of people and build the meaning of the text during interaction.

SFL is regarded as the primary foundation of CDA since the ideational, interpersonal, and textual meaning of language can be discovered through the theory of three meta-functions of language (Martin & White, 2005, p. 7; Matthiessen et al., 2010, p. 76), and they play a part in representing the writer's experience, enacting their relationships, and creating discourse as meaningful writing (Martin & Rose, 2007, p. 4). To convey our ideas into the real world, people produce language to tell our goals either in written or verbal text.

Furthermore, gender identity may be revealed through SFL and CDA, two multidisciplinary studies

that help discover the meaning behind a text. Gender is now a topic of interest in linguistics study since it reveals differences between how men and women learn and use language. To create their social roles in a gendered manner, men and women typically use gendered linguistic strategies to perform the pragmatic and interactional functions of language rather than choosing language options to create masculine and feminine identities, and this is how people establish their identities when acting in a social role that is associated with their gender (Holmes & Meyerhoff, 2003, p. 13). It can be drawn, that there are differences in how males and females show their abilities and strategies in acquiring, learning, and using language.

Recent years have seen a change in the discourse within grammar from a sentence-based approach to the discourse-based perspective, which is more in line with Holliday's idea of Systemic Functional Grammar (SFG), also referred to as Systemic Functional Linguistics (SFL). Thus, many researchers and academicians have an interest in discussing this area. Several researchers have explored this issue in some fields such as news (Viscido, 2014; Zhang, 2013), movie scripts (W. Setiawan, 2015; Viana, 2013), advertisements (Patpong, 2008), newspapers (Fikmawati, 2012), politics (Angraini & Fidiyanti, 2018; Kursini, 2020), textbook (Arba, 2019; Rayman, 2014b), students' writing (Kurdali, 2012; Nasri et al., 2018; Nurohmah, 2013; Oliviera, 2015), essay (Rollins, 2012), etc. In addition, the researcher is interested in studying the transitivity process in opinion essays written by male and female elementary school students as a means of conveying thoughts and opinions regarding the city's environmental issues. Further, this study focuses on analyzing the opinion essays written by male and female primary school children offered novelty to the teaching of writing pedagogy by helping teachers better understand how pupils need to develop their writing skills.

Some previous studies could support this present research such as the study conducted by Oktaviani & Jauhara (2016) and Rasman (2014) that discuss the relevancy of gender identity with the CDA framework of Fairclough and transitivity theory of Halliday's SFL (Systemic Functional Linguistics). Oktaviani & Jauhara (2016) aim to investigate the gender identity within four male and female college students' academic essays and used Halliday's transitivity analysis, and the results showed that all of the written works produced by male and female writers indicate masculinity. These indications are common because people's identities tend to change based on a variety of factors, including their daily routine, the discourse they engage in, their environment, and the culture they are both influenced. Then, the study conducted by Rasman (2014) The study aims to identify the processes embodied in male and female characters within narrative texts, as well as explore if these processes indicate gender stereotypes. To achieve this objective, the research utilized both

quantitative and qualitative approaches within the framework of Fairclough's Critical Discourse Analysis (CDA) and Halliday's transitivity analysis in the description stage of CDA. According to Goatly's Hierarchy of Power Framework, the processes embedded in male characters are more powerful compared to those embedded in female characters. Additionally, the description, interpretation, and explanation under Fairclough's CDA theory conclude that the narrative texts are stereotypically determined and determinative, and his findings showed that the processes embedded in male characters about 813 processes outnumber the processes embedded in female characters about 279 processes.

This research is interested in knowing how the students construct ideas through a written text and in this case how male and female student express their opinions about the environmental issue in the city through an opinion essay. Many scholars have examined the relationship between gender and language as well as the difference in language use between males and females. The majority of gender research has used Critical Discourse Analysis (*henceforth* CDA) as the framework. Analyzing structural linkages of dominance, discrimination, power, and control that are manifested in the language employed in institutional, political, gender, and media discourse is the focus of CDA (Wodak, 2001b). This research also includes Halliday's Systemic Functional Linguistics (*henceforth* SFL) within their CDA. Additionally, by connecting with the CDA and employing transitivity analysis, this study aims to discover the gender identity contained inside the texts and in the context of opinion essays written by primary school students under the title "*A Transitivity Analysis of Male and Female Primary School Students' Opinion Essay: A Critical Discourse Analysis*". Thus, the researcher is interested in analyzing the transitivity analysis in the opinion essay written by male and female primary school students.

2. RESEARCH METHODS

Research Design

This research used qualitative study as the research method. The goal of qualitative research is to investigate the human aspects of a subject matter, such as how people perceive and interact with the world, investigate new phenomena, and observe people's ideas, emotions, or interpretations of meaning and process. The qualitative study works effectively for identifying intangible aspects that are likely unclear about the research issues, such as gender roles, social norms, socioeconomic position, ethnicity, and faiths (Mack et al., 2005, p. 1).

Further, this study employed descriptive qualitative analysis as the purpose of this study is a detailed description of daily experiences of certain incidents in person or group of people (Lambert & Lambert, 2012). Then, this descriptive qualitative study is based on the critical discourse analysis

framework of gender identity in the students' opinion essay. In this case, the researcher investigated the gender identity in the students' opinion essay since qualitative research comprises various methodologies such as discourse analysis, and it helps to interpret and understand the data. In this study, the most applicable framework for understanding gender and language differences is CDA. (Jones & Myhill, 2007). Furthermore, CDA using Fairclough's theory is carried out by systemic processes that include description, interpretation, and explanation (Fairclough, 1989, p. 26, 2010, p. 132).

The researcher obtained the data from September 13th – 29th, 2023, and the documents used to address the research question are the chosen opinion essays of a male and a female sixth-grade primary school student whose curriculum includes English. The researcher and the teacher used the ESL Composition Profile criteria by Jacobs et al. (1981) scoring rubrics to assess the student's writing with a 100-point scale that consists of content (30 points), structure (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points) (Setyowati et al., 2020, p. 173), and the best-written work with the highest score is chosen under specific guidelines. It is unique in terms of the student's thoughts and opinions about environmental issues, two students received 96 out of 100 points for their writing, out of 32 students.

The Technique of Data Collection

This study used documents as the data collection technique and the researcher herself as the instrument. In qualitative research, document analysis is a type of analytical technique that requires the examination and interpretation of data to discover meaning, gain comprehension, and produce empirical knowledge (Corbin & Strauss, 2008). The researcher used two opinion essays of sixth-grade primary school students by male and female students in the same class, to know the language differences used by male and female students and used transitivity analysis to examine the text. Further, the primary instrument in qualitative research is the human instrument (Ary et al., 2010), with her interpretation of the studies.

The Technique of Data Analysis

The researcher used Fairclough's framework (1989, 2010) to analyze the data. Then, the use of transitivity analysis based on Halliday's theory and CDA based on Fairclough's theory means that the researcher analyzed macro and microstructure theory, in which how the macrostructure of a text is achieved through the analysis of micro features of the text. Text's linguistic components, such as phrases, clauses, and sentences, are the subject of microanalysis, which focuses on vocabulary and grammar, including coherent relations and grammatical rules (Al-Araji, 2016, p. 271; Bellert, 1970, p. 336; Van Dijk & Kintch, 1983, p. 52), and in this case, the researcher analyzed the clause level by using transitivity analysis. Further, the higher level of semantic or conceptual structure that organized the microstructure is referred

to as the macrostructure, which also refers to the overall meaning of the text (Van Dijk, 1980), and its construct making explicit the discourse topic and theme (Van Dijk, 1981). This means that the researcher used Fairclough's theory of CDA to identify the idea and topic of discourse in the text.

The three stages of CDA are interpretation, explanation, and description (Fairclough, 1989, p. 26, 2010, p. 132). The first stage of data analysis is coding and describing, which uses Halliday's transitivity system of the SFL framework to decode all of the texts' semantic meanings (Oktaviani & Jauhara, 2016, p. 1132), and the inclusion and exclusion theories were used to decide on the relevant information in the last step of the description. When the sentences' social components were a part of the text, the inclusion was made (Fairclough, 2003), yet the reader or the analyst will consider the clauses excluded when they seem irrelevant (Karimaghei & Kasmani, 2013, p. 30). Clauses were included or excluded during the analytic process according to the gendered participants; clauses were excluded in cases where no participant identified as a single gender (Oktaviani & Jauhara, 2016, p. 1132). The second stage of evaluating and understanding the data comes next: interpretation. The interpretation stage determines the relationship between the text and the discursive processes, taking into account that the text is a result of production and serves as a resource for interpretation (Fairclough, 1989, p. 26, 2010, p. 132), and a comparison of the data analysis outcomes between texts written by men and women will be made. The final stage of data analysis is the explanation. The text qualities were clarified by the researcher as an aspect of social activity (Adendorff, 2004, p. 205), and the researcher explained the text's representations of the transitivity process of gender identities.

3. RESEARCH AND DISCUSSION

Using Halliday's transitivity process theory (1985) and the CDA framework's description, interpretation, and explanation, the researcher conducted a qualitative analysis of the data. The opinion essays on environmental issues written by sixth-grade male and female pupils as the data source.

Table 1 The Transitivity Analysis on Female and Male Opinion Essay

| Process Types | Female Essay | | Male Essay | | |
|---------------|--------------|----------------|------------|----------------|-----|
| | Freq. | Pct. | Freq. | Pct. | |
| 1 | Material | 29 | 59% | 10 | 34% |
| 2 | Mental | 6 | 12% | 5 | 17% |
| 3 | Verbal | 0 | 0% | 0 | 0% |
| 4 | Behavioral | 0 | 0% | 0 | 0% |
| 5 | Existential | 3 | 6% | 7 | 23% |
| 6 | Relational | | | | |
| | Attributive | 11 | 23% | 7 | 23% |
| | Identifying | 0 | 0% | 1 | 3% |
| Total | | 49 | | 30 | |
| | | Clauses | | Clauses | |

Table 1 shows the differences between male and female students' essays in the representation of the transitivity process types in the text. The female student wrote about air pollution and littering in

Depok, while the male student wrote an opinion essay regarding pollution in Depok specifically. Every data sentence was categorized into its three constituents: circumstance, participant, and process in the transitivity system. The transitivity analysis of the two opinion essays was written by primary school students to investigate the ideational meaning.

The researcher found that 79 clauses contain a transitivity process between two opinion essays that have been analyzed. Female students wrote 49 clauses and male students wrote 30 students. It is clear that in both the male and female essays, the material process comes first, in which 29 clauses occur in female and 10 clauses occur in male essays. The second place is the relational attributive process in which in the female essay it occurs 11 times, and in the male essay, it is 7 times. Then, the female essay has a mental process of about 6 clauses, meanwhile, in a male essay it's 5 clauses. Existential process gains 3 times in female essay and 7 times in male essay. Meanwhile, the relational identifying essay occurs in male essays 1 time, and there is no one found in female essays. It can be seen that both male and female students didn't use behavioral and verbal processes. The opinion essay written by the sixth-grade students has the purpose of making students able to express their opinions about the environmental issue in Depok, in which the students will express their concern about the problem in their city and how to solve the problem. In this state, the students will use the verb that indicates action and suggestion.

The Material Process

The act of doing or acting in a way that results in changes or actions—whether they be real or abstract—is known as the material process. Two Participants are involved in the material process: the actor, who acts, and the goal, which is the entity that experiences the process or receives the action.

Table 2 The Material Process in Male Opinion Essay

| | | |
|---------------|---------------|--------------|
| The town hall | can make | green areas. |
| Actor | Pr.: material | Goal |

Table 3 The Material Process in Male Opinion Essay

| | | |
|-------|---------------|-------|
| We | can plant | trees |
| Actor | Pr.: material | Goal |

Based on the data, the clause indicates the material process since it uses the verbs "can make" and "can plant", which suggest that the actor, the town hall administration and the Depok people could act.

The Mental Process

The four main subtypes of the mental process are perceptive (seeing, hearing, feeling, etc.), desire (wanting, wishing, hoping, etc.), cognitive (thinking, knowing, understanding, learning, etc.), and emotion (liking, loving, fearing, wondering, etc.). The mental process is the process of sensing. Senser and Phenomenon are the two Participants involved in the mental process. A phenomenon is an entity that is not simply an object but also an act or a reality, whereas a senser is formed as a conscious being.

Table 4 The Mental Process in Female Opinion Essay

| | | | | |
|--------|----------------|------------------------------|-------------|------|
| People | tend to forget | the issue of the environment | round | them |
| Senser | Pr.: Cognitive | Phenomenon: the fact | Cir.: place | |

Table 5 The Mental Process in Male Opinion Essay

| | | |
|----------|--------------------|--------------------------------------|
| Everyone | knows | there is too much pollution in Depok |
| Senser | Process: Cognitive | Phenomenon: The Fact |

Since the words “knows” and “forgets” convey cognition and thought, the data shows the mental process, which involves the process of cognition. Afterward, the environmental problems that are specifically pollution, that the people of Depok are already aware of—are the Phenomenon discussed in the essays by the men and women.

The Relational Process

The relational process is a way of being and having that helps identify and characterize. Identifying and Attributive relational processes are the two different types. Attribute process which consists of a Carrier and an Attribute as the two participants, happens when one entity is utilized to identify another. Token (Identified) and Value (Identifier) are the two Participants of the Identifying process, which takes place when one entity is utilized to identify another. Relational processes come in three varieties: intense, possessive, which indicates ownership of one thing toward another, and circumstantial.

Table 6 The Relational Process in Female Opinion Essay

| | | |
|-------------|--------------------------------|---------------------------|
| Green areas | have | clean air and many trees. |
| Carrier | Relational Process: Possessive | Attribute |

Table 7 The Relational Process in Male Opinion Essay

| | | |
|-------------------|-------------------------------|--------------------|
| Polluting the air | is | a dangerous thing. |
| Carrier | Relational Process: Intensive | Attribute |

The data above showed the relational process and specifically the Attribute mode, the female and male students used Attribute and Possessive mode in their essays. The Intensive mode is indicated by the use of ‘is’ to tell how air pollution is a dangerous issue in Depok. The Possessive mode is indicated by the use of ‘have’ to indicate the need for green areas to promote clean air and many trees to respond to air pollution in Depok.

The Existential Process

In the existential process, something that exists or happens is expressed. Commonly used words that signify the existence of something include “there,” “occur,” “happen,” and “exist.” Participants in the existence process include the Existant, who can be any of the following: a person, animal, plant, object, thing, action, or event. All of these words have no representational function.

Table 8 The Existential Process in Male Opinion Essay

| | | | |
|-------|----------------------|---------------------|---------------------|
| There | are | too many pollutions | in Depok |
| | Process: Existential | Existent | Circumstance: Depok |

Table 9 The Existential Process in Female Opinion Essay

| | | |
|-------|----------------------|---|
| There | is | so much pollution, endangered animals, environmental destruction, deforestation, global warming, and littering. |
| | Process: Existential | Existent |

The data illustrates the existential process, which is signed by the words “are” and “is,” which represent the process of existing; the word “there” and has no representational function. Then, male student’s essay refers to “too many pollutions” and male student wrote “so much pollution, endangered animals, environmental destruction, deforestation, global warming, and littering.”, which in this case indicates the existence of the object.

The researcher would like to portray the discourse in the male and female students’ opinion essays as it’s the main purpose of this study. In expressing their opinion in their essay, the students express their concern about the environmental problem in their city and how to solve the issue. One of the analytical methods used by CA to interpret texts and explain social behaviors like power dynamics, gender inequality, injustices, and racism is called systemic functional linguistics, or SFL (Flowerdew, 2008).

Three functions (metafunctions), such as ideational or experiential (field), interpersonal (tenor), and textual (mode), could be used to analyze the meaning (Briones, 2016; Darong, 2022, p. 573; Eggins, 2004; Gunawan et al., 2023; Jitpranee, 2018; Martin & Zappavigna, 2019; Potter, 2016). The ideational function explains the human experience of the external world by using language, the interpersonal function investigates how a person interacts with other individuals at the social level, and the thematic function evaluates how the use of linguistic forms connects each other and in the context of the particular situation or the way of communication being used or the mode and the medium (Derewianka & Jones, 2012, p. 5; Eggins, 2004). Additionally, the researcher discovered that the discourse’s field, tenor, and mode all have a role in the process of meaning-making within the context. The field in the data relates to the study’s topic, which is Depok’s pollution and littering as an environmental problem. The writer, a resident of Depok City, then serves as the study’s tenor as they observe and voice their concerns about the environmental problems in their community. An opinion essay is the type of written material used in this study.

The research findings then showed that the material, mental, and relational attributive processes were the dominant processes in the opinion essays written by both male and female students. It explainable because it turns out that these three processes become the domination processes in a variety of English text genres, including exposition, narrative, and recount texts, as well as in medical research articles (Aini, 2021; Emilia, 2005; Gintings, 2015; Matthiessen, 2004; Salsabil, 2014; Sari, 2013;

Zheng et al., 2014). The influence of the social function and the text's general structure demonstrates the dominance of material, mental, existential, and attributive-relational processes. Opinion essays generally consist of three basic parts: an introduction that outlines the issue and the writer's perspective a main body that is two or more paragraphs in length and presents the writer's arguments; and a conclusion that emphasizes the main points of the essay in different words (Evans, 2000, p. 72), and the social function of opinion to agree with the writer's perspective on certain issues and a solution to solve the issues, which mostly consists of the author's perception of what has to be done and, of course, their perspective and opinion about the issues.

Moreover, based on Fairclough's critical discourse analysis and macrostructure. The students used the Material method to narrate the city's environmental issues and what the people can do to solve the problems in the city (Eggins, 2004). The environmental issues in this case are the conditions and things that happened and exist in the city according to the Existential Process. The Attributive Relational Process describes the circumstances and participant characteristics to express more specific information about the events (Aini, 2021; Emilia, 2005). Then, the mental process was used to demonstrate the students' subjectivity in the text by expressing a personal opinion and explaining how they experienced and interpreted the environmental issues based on their perspective and experiences as citizens (Zheng et al., 2014).

The relationship between language and gender, as well as how men and women communicate their opinions and thoughts through language, have been extensively studied in recent years. It is commonly believed that men and women use language in different ways. Men and women often have different brain physiologies, and women most likely have more structured language systems (Dingwall, 1998). According to Larsen-Freeman & Long (1991), women are generally more skilled at learning first languages (L1) and second languages (SLA). The differences in second language (L2) proficiency between male and female learners are linked to the differences in L2 skills which lead to the varieties in writing quality and accuracy between males and females (Almusharraf & Alotaibi, 2021; Al-Saadi, 2020; Bijami et al., 2013; Furtina et al., 2016; Ginting, 2018; Kamari et al., 2012; Mutar & Nimehchisalem, 2017; Nair & Hui, 2018; Ng, 2010; Nosrati & Nafisi, 2015; Saeed et al., 2011). When defining the relationship between the writer and reader in the sentence, paragraph, and text levels, men and women employ different strategies (Yazdani & Ghafar, 2010). The gender will also influence on the writing length (Pratama et al., 2020). The finding also shows that the female students produced and wrote more sentences than the male student, in which the female student wrote 49 clauses and the male student produced 30 clauses even though

the teacher gave instructions to write and explain the structure of the paragraph and not specifically instruct the amount of sentence to be written. However, the study by Verspoor et al. (2012) argues that writing abilities and competency level are the main factors that determine sentence length, lexical advancement, and errors, rather than gender.

Furthermore, the writer uses the transitivity process to syntactically illustrate the decisions they make about the different types of processes and participant, as well as the different roles that the participants may choose to play (Mills, 1995). Understanding the basic concepts of transitivity in English texts allows the reader or listener to examine various kinds of English texts as well as the speaker's and writer's worldview, social ideologies, and the crucial elements of the ideational part of the linguistic system, and transitivity also plays a role in understanding social processes and redefining gender roles. (Yu, 2015). To examine how the characters in the text understand their positions in the world and their relationships with others, it is possible to study the transitivity choices by counting the ratios of process types that the writer or speaker uses. Feminist stylistics is concerned with how much a character is an unconscious victim of their circumstances or how much control they have in controlling their environment, choosing their actions, and making decisions (Mills, 1995, p. 144). Furthermore, exploring the power dynamics between female and male characters and representing the character may be best performed through the transitivity process. When a character in a text actively controls the world around them or maintains control over their own choices and actions, and when there are a comparatively large number of material processes to characterize the character in a text (Yu, 2015). Further, it is shown by the research findings and the perspectives of the male and female students that none of them actively participated in regulating the environment; rather, they played passive roles as citizens who were aware of environmental issues in the city.

Hadiyati et al. (2018, p. 116) explained how the use of a material process—in which the male figure performs more practical actions than the female—and the mental process—in which the female is moved by her emotions—are how males and females differ from each other in the transitivity process. As a result, the study of these two processes suggests that while the female perceives more, the male acts more. Even though female students write more clauses than male students, the research findings indicate that both genders normally use very similar sorts of transitivity processes in opinion essays. This is demonstrated by the amounts of processes used in the text.

Furthermore, gender issues do not arise in the use of processes within opinion essays because of text genre, social function, and generic structure, and the absence of gender issues in this present study is also due to the limitation and different scope of the

study. For instance, this research has only discussed the whole process types area without examining the linguistic realizations of the process. Thus, to find gender issues in the student texts, especially in the current study, linguistic realizations on the semantic level should be discussed further.

4. CONCLUSION

The findings of this study by using transitivity analysis show that the students expressed their ideas about the environmental issues in the city and how to solve the problem as the citizen was represented by the use of material, mental, relational, and existential processes, and of the four transitivity processes, the material process was the most dominant process found, followed by relational attributive process, mental process, and existential process. It can be drawn that the male and female students indicate their suggestions for the government and people in the city to take some action to solve the environmental issues, specifically air pollution and littering.

Additionally, there were some methodological issues with the current study. It would be better if future researchers could examine the research study if a larger sample of participants had been investigated. In particular, this research only addressed the process types without discussing the circumstances and the roles of the participants. Further, it only addresses a relative sample of students' opinion essays. Investigations into gender-related issues should also look into other factors including age, background, class, etc. (Tannen, 1992), that may influence the data source, and the reason gender issues are invisible is because word choices and their semantic meanings are not fully understood. Therefore, to fully investigate gender issues, more researchers should examine participant elements of transitivity and critically discuss the meanings of the language choices made in the text. Despite these shortcomings, research findings should have significant implications for teachers, learners of English as a second language (EFL), and material developers who wish to investigate the transitivity process as part of a Critical Discourse Analysis (CDA) study.

5. REFERENCES

- Adendorff, R. (2004). The Principal's Book: Discursively Reconstructing a Culture of Teaching and Learning in an Umlazi High School. In L. Young & C. Harrison (Eds.), *Systemic Functional Linguistics and Critical Discourse Analysis: Studies in Social Change*. Continuum.
- Aini, W. N. (2021). Do Male and Female Students Represent Their Experiences Differently? *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 1(2), 88–105. <https://doi.org/10.32627/jepal.v1i2.36>
- Al-Araji, B. F. (2016). The Micro and Macro Analysis of English and Arabic Religious Texts. *Advances in Language and Literary Studies*, 7(6). <https://doi.org/10.7575/aiac.all.v.7n.6p.271>
- Almusharraf, N., & Alotaibi, H. (2021). Gender-Based EFL Writing Error Analysis Using Human and Computer-Aided Approaches. *Educational Measurement: Issues and Practice*, 40(2), 60–71. <https://doi.org/10.1111/emip.12413>
- Al-Saadi, Z. (2020). Gender differences in writing: The mediating effect of language proficiency and writing fluency in text quality. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1770923>
- 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>
- Arba, B. N. (2019). *A Transitivity Analysis on Children's Narrative Texts in English Picture Books of Ladybird Traditional Tales for Girls* [Thesis]. Walisongo State Islamic University.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to Research in Education* (8th ed.). Thomson Wadsworth.
- Aydoğan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & integrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672–280. <https://doi.org/10.5901/mjss.2014.v5n9p672>
- Bellert, I. (1970). Conditions of the Coherence of a Text. *Semiotica* 2, 335–363.
- Bijami, M., Kashef, S. H., & Khaksari, M. (2013). Gender differences and writing performance: A brief review. *International Journal of Education and Literacy Studies*, 1(2), 8–11.
- Briones, R. R. Y. (2016). Textual Analysis through Systemic Functional Linguistics. *Journal of English Language Teaching and Linguistics*, 1(2). <https://doi.org/10.21462/jeltl.v1i2.27>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman Inc.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Carrasquillo, A. L. (1993). Whole native language instruction for limited-English-proficient students. In A. Carrasquillo & C. Hedley (Eds.), *Whole Language and the Bilingual Learner* (pp. 3–19). Ablex Publishing Company.
- Corbin, J., & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Sage Publications.

- Darong, H. C. (2022). Register Categories (Field, Toner, Mode) of the Text. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 572–581. <https://doi.org/10.24071/llt.v25i2.4724>
- Derewianka, B., & Jones, P. (2012). *An Appropriate Model of Language*. Oxford University Press.
- Dingwall, W. O. (1998). The biological bases of human communication behavior. In J. B. Gleason & N. B. Ratner (Eds.), *Psycholinguistics* (pp. 51–105). Harcourt Brace College Publishers.
- Edelsky, C. (1993). Whole Language in Perspective. *TESOL Quarterly*, 27(3), 548–550. <https://doi.org/10.2307/3587486>
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). Continuum.
- Emilia, E. (2005). *A Critical Genre-based Approach to Teaching Academic Writing in a Tertiary EFL Content in Indonesia* [PhD Thesis, University of Melbourne]. <https://minerva-access.unimelb.edu.au/items/105e2ace-b963-5329-8753-7155d3e9dda2>
- Evans, V. (2000). *Successful Writing: Upper Intermediate*. Express Publishing.
- Fairclough, N. (1989). *Language and Power*. Longman.
- Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. Routledge: Taylor & Francis Group. <https://www.routledge.com/Analysing-Discourse-Textual-Analysis-for-Social-Research/Fairclough/p/book/9780415258937>
- Fairclough, N. (2010). *Critical Discourse Analysis: The Critical Study of Language* (2nd ed.). Longman.
- Farris, P. J., & Kaczmarek, D. (1988). Whole language, a closer look. *Contemporary Education*, 59(2), 77–81.
- Fikmawati. (2012). *An Analysis of Speech Function in the Script of Confession of a Shopaholic Movie By P.J. Hogan* [Thesis]. Muria Kudus University.
- Flowerdew, J. (2008). Critical discourse analysis and strategies of resistance. In V. Bhatia, J. Flowerdew, & R. H. Jones (Eds.), *Advances in discourse studies* (pp. 195–208). Routledge.
- Freeley, A. J., & Steinberg, D. L. (2008). *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*. Wadsworth Cengage Learning.
- Freeman, Y. S., & Freeman, D. S. (1992). *Whole Language for Second Language Learners*. Heinemann.
- Furtina, D., Fata, I. A., & Fitriasia, D. (2016). Grammatical errors in writing task: Males vs. females. *Proceedings of EEIC*, 1(1), 251–258.
- Gallardo, B. C. (2006). Analysis of Literary Work Using Systemic Functional Grammar. In *33rd International Systemic Functional Congress* (pp. 735–762). PUCSP, Brazil.
- Ginting, S. A. (2018). Lexical Complexity on Descriptive Writing of Indonesian Male and Female EFL Learners. *International Journal of English Linguistics*, 8(3), 297. <https://doi.org/10.5539/ijel.v8n3p297>
- Gintings, M. F. M. (2015). *An Analysis of Students' Analytical Expositions: A Case Study of a Public Senior High School in Cimahi* [Undergraduate Thesis]. Indonesia University of Education.
- Gunawan, F., Kuraedah, S., Amir, A. M., Ubaidillah, M. F., & Boulahnane, S. (2023). Transitivity and critical discourse analysis on a testament: A woman's involvement in jihad. *Studies in English Language and Education*, 10(1), 517–536. <https://doi.org/10.24815/siele.v10i1.26330>
- Hadiyati, N. S., Said, I., & Sugiarto, B. R. (2018). A Transitivity Analysis of Male and Female Students' Final Draft of Critical Response Paragraph to Literature. *JALL: Journal of Applied Linguistics and Literacy*, 2(2), 113–124.
- Halliday, M. A. K. (1985). *An Introduction to Functional Grammar* (1st ed.). Edward Arnold.
- Hastuti, E., Setiawati, A., & Oswari, T. (2021). Transitivity Analysis of Lydia Machova's Speech in Ted Talks: A Systemic Functional Linguistic Study. *Journal of Language and Literature*, 9(1), 12–25. <https://doi.org/10.35760/jll.2021.v9i1.4041>
- Holmes, J., & Meyerhoff, M. (2003). *The Handbook of Language and Gender* (1st ed.). Blackwell Publishing Ltd. <https://doi.org/10.1002/9780470756942>
- Husna, N., Genta, G., Habibah, R., Hamid, F., Hidayat, D. N., & Widiastuty, H. (2022). The Urgency of English Teaching in Private Primary School: Stakeholders' Perceptions. *Jurnal Basicedu*, 6(4), 6796–6804. <https://doi.org/10.31004/basicedu.v6i4.3094>
- Jacobs, H. L., Zingraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL Composition: A Practical Approach. English Composition Program* (Vol. 1). Newbury House. <https://doi.org/10.1177/026553228400100210>
- Jefiza, A. (2016). Young Learners' Problems in English Writing. *Jurnal Tarbiyah UIN Sumatera Utara Medan*, 23(1), 196–209. <https://doi.org/http://dx.doi.org/10.30829/tar.v23i1.102>
- Jitpranee, J. (2018). A Study of Systemic Functional Linguistics Phenomena in Thailand. *HUNIC*, 1–18.
- Jones, S., & Myhill, D. (2007). Discourses of Difference? Examining Gender Differences in

- Linguistic Characteristics of Writing. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 30(2), 456–482. <https://doi.org/10.2307/20466646>
- Kamari, E., Gorjian, B., & Pazhakh, A. (2012). Examining the effects of gender on second language writing proficiency of Iranian EFL students: Descriptive vs. opinion one-paragraph essay. *Advances in Asian Social Sciences*, 3(4), 759–763.
- Karimaghei, Z., & Kasmani, M. B. (2013). The Representation of Social Actors in Top Notch 2A and 2B. *Asian Journal of Social Sciences & Humanities*, 2(1), 27–38.
- Khan, A. A., & Eid. Fahd. (2021). Analysis of Transitivity in the News Texts Discourse: Stories Beyond the Lines. *AMU Journal of Language and Media Discourse*, 3(1–2), 109–120. https://www.researchgate.net/publication/349179513_ANALYSIS_OF_TRANSITIVITY_IN_THE_NEWS_TEXTS_DISCOURSE_STORIES_BEYOND_THE_LINES
- Kurdali, B. (2012). Systemic Functional Analysis of EFL University Students' Writing Across Disciplines. *International Journal of Law and Social Sciences*, 2(1), 289–295.
- Kursini, D. (2020). *Transitivity Analysis in Malala's Speeches: A Critical Discourse Analysis* [Thesis]. UIN Sunan Ampel Surabaya.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4).
- Laraswati, A., & Ridhani, TM. (2019). *Critical Discourse Analysis in Media Studies: The Application in 1990s Era of Indonesia*. 1–7. <https://doi.org/https://doi.org/10.31227/osf.io/sy72k>
- Larsen-Freeman, D., & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. Longman.
- Mack, N., Woodson, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*. Family Health International (FHI). https://pdf.usaid.gov/pdf_docs/PNADK310.pdf
- Martin, J. R., & Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause* (2nd ed.). Continuum.
- Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan.
- Martin, J. R., & Zappavigna, M. (2019). Embodied meaning: a systemic functional perspective on paralinguistic. *Functional Linguistics*, 6(1), 1. <https://doi.org/10.1186/s40554-018-0065-9>
- Matthiessen, C. M. I. M. (2004). *Language Typology: A Functional Perspective* (A. Caffarel, J. R. Martin, & C. M. I. M. Matthiessen, Eds.; Vol. 253). John Benjamins Publishing Company. <https://doi.org/10.1075/cilt.253>
- Matthiessen, C. M. I. M., Teruya, K., & Lam, M. (2010). *Key Terms in Systemic Functional Linguistics*. Continuum.
- Mills, S. (1995). *Feminist Stylistics*. Routledge.
- Mubarok, H. (2016). English for Young Learners Teachers Strategy in Teaching Reading. *Lensa*, 6(1), 68–83. <https://jurnal.unimus.ac.id/index.php/lensa/article/view/1921/0>
- Mutar, Q., & Nimehchisalem, V. (2017). The Effect of Gender and Proficiency Level on Writing Strategy Use among Iraqi High School Students. *Arab World English Journal*, 8(2), 171–182. <https://doi.org/10.24093/awej/vol8no2.12>
- Nair, S. M., & Hui, L. L. (2018). An Analysis of Common Errors in ESL Descriptive Writing among Chinese Private School Students in Malaysia. *International Journal of Education and Practice*, 6(1), 28–42. <https://doi.org/10.18488/journal.61.2017.61.2.8.42>
- Nasri, M., Biria, R., & Karimi, M. (2018). Projecting Gender Identity in Argumentative Written Discourse. *International Journal of Applied Linguistics and English Literature*, 7(3), 201. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.201>
- Ng, S. (2010). *Gender differences in learning English writing in Hongkong* [Unpublished Master Degree]. University of Hong Kong.
- Nosrati, V., & Nafisi, M. (2015). Contrastive analysis of male and female candidates' errors in writing and speaking modules of IELTS. *International Journal of Language Learning and Applied Linguistics World*, 9(2), 77–91.
- Nurohmah, I. (2013). An Analysis of Student's Recount Text by Using Systemic Functional Grammar. *Passage*, 1(2), 89–98.
- Oktaviani, C., & Jauhara, D. (2016). Gender Identity of Male and Female Indonesian EFL College Students' Academic Essay: A Critical Discourse Analysis (CDA). *The 61 TEFLIN International Conference, UNS Solo 2014*, 1131–1136.
- Oliviera, L. C. (2015). *A Systemic-Functional Analysis of English Language Learners' Writing* [Thesis].
- Patpong, P. J. (2008). Language of Persuasion: An Analysis of Selected Samples from Talisman Advertisements. *Odense Working Papers in Language and Communication*, 29, 633–664.
- Potter, L. (2016). Ideological representations and Theme-Rheme analysis in English and Arabic news reports: a systemic functional approach. *Functional Linguistics*, 3(1), 5. <https://doi.org/10.1186/s40554-016-0028-y>

- Pratama, I. P. Y., Dwiyantri, K. E., & Manik, N. P. I. M. C. (2020). Gender differences in the length of writing. *Lingua Scientia*, 27(1), 13–23.
- Rasman. (2014a). *A Critical Discourse Analysis of Gender Stereotype in Buku Sekolah Elektronik (BSE) Using Halliday's Transitivity Analysis* [Thesis]. Universitas Negeri Yogyakarta.
- Rasman. (2014b). *A Critical Discourse Analysis of Gender Stereotype in Buku Sekolah Elektronik (BSE) Using Halliday's Transitivity Analysis* [Undergraduate Thesis, State University of Yogyakarta]. <https://eprints.uny.ac.id/17236/>
- Rollins, A. J. (2012). *Systemic Functional Linguistic Discourse Features in the Personal Essay* [Thesis].
- Saeed, A., Ghani, M., & Ramzan, M. (2011). Gender differences and L2 writing. *International Research Journal of Arts & Humanities*, 39, 29–40.
- Salsabil, S. (2014). *A Transitivity Analysis of English Texts in Bahasa Inggris when English Rings the Bell* [Undergraduate Thesis]. Universitas Negeri Yogyakarta.
- Sari, D. P. (2013). Exposition and Recount Texts Analysis: Schematic Structures and Linguistics Features. *Jurnal Ilmiah ESAI: Jurnal Ekonomi Dan Bisnis Politeknik Bandung*, 7(3), 1–12. <https://doi.org/https://doi.org/10.25181/esai.v7i3.979>
- Sepyanda, M. (2017). The importance of English subjects in elementary school curriculum. *ELTAR: English Language Teaching and Research*, 1(1), 206–216.
- Setiawan, A., & Mulyadi, D. (2021). The Portfolio Assessment to Teach Writing of Opinion Essay. *Language Circle: Journal of Language and Literature*, 15(2), 329–336. <https://doi.org/10.15294/lc.v15i2.28807>
- Setiawan, W. (2015). *An Analysis of Speech Function on Monsters University Movie Script By Dan Scanlon, Daniel Gerson, and Robert L. Baird* [Thesis].
- Setyowati, L. (2016). Analyzing the Students' Ability in Writing Opinion Essay using Flash Fiction. *Journal of English Language Teaching and Linguistics*, 1(1), 79–92. <https://doi.org/10.21462/jeltl.v1i1.1>
- Setyowati, L., Sukmawan, S., & El-Sulukkiyah, A. A. (2020). Exploring the Use of ESL Composition Profile for College Writing in the Indonesian Context. *International Journal of Language Education*, 4(2), 171–182. <https://doi.org/10.26858/ijole.v4i2.13662>
- Simpson, P. (1993). *Ideology and Point of View*. Routledge.
- Stork, F. C., & Widdowson, J. D. A. (2014). *Learning about Linguistics (RLE Linguistics A: General Linguistics)*. Routledge. <https://doi.org/10.4324/9781315880334>
- Sugiarto, B. R., Sofwan, A., & Sutopo, D. (2015). Mood Realization of the Learning Activities in the Grade VII English Textbook Published by the Ministry of Education and Culture. *English Education Journal*, 5(1), 1–6. <https://journal.unnes.ac.id/sju/index.php/eej/article/view/6844>
- Tannen, D. (1992). How Men and Women Use Language Differently in Their Lives and in the Classroom. *The Education Digest*, 57(6), 3–6.
- The Ministry of Education, C. R. and T. (2022). Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. In *Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*. Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Van Dijk, T. A. (1980). *Macrostructures: An interdisciplinary Study of Global Structures in Discourse, Interaction and Cognition*. Lawrence Erlbaum Associates Inc.
- Van Dijk, T. A. (1981). *Studies in the Pragmatics of the Discourse*. Mouton.
- Van Dijk, T. A. (1997). The Study of Discourse. In T. A. Van Dijk (Ed.), *Discourse as Structure and Process* (pp. 1–34). Sage Publication.
- Van Dijk, T. A., & Kintch, W. (1983). *Strategies of Discourse Comprehension*. Academia Press.
- Verspoor, M., Schmid, M. S., & Xu, X. (2012). A dynamic usage based perspective on L2 writing. *Journal of Second Language Writing*, 21(3), 239–263. <https://doi.org/10.1016/j.jslw.2012.03.007>
- Viana, T. N. (2013). *Mood and Speech Function in "Toy Story 3" Movie Script by Michael Arndt* [Thesis]. Muria Kudus University.
- Viscido, Francesca. (2014). *Any Port in a Storm: A Systemic Functional Analysis of Linguistic Choices of Representation in News Text* [Thesis]. University of Tampere.
- Wodak, R. (2001a). The Discourse of Historical Approach. In R. Wodak & M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (pp. 63–94). SAGE Publication.
- Wodak, R. (2001b). What CDA is about - a summary of its history, important concepts and its developments. In R. Wodak & M. Meyer (Eds.), *Methods of Critical Discourse Analysis: Introducing Qualitative Methods*. Sage Publications.
- Yazdani, P., & Ghafar, S. R. (2010). Involved or informative: A gender perspective on using

- pronouns and specifiers in EFL students' writing. *MJAL*, 2(5), 354–378.
- Yu, D. G. (2015). Constituting Gender Roles through the Transitivity Choice in Commodity Advertising. *Asian Social Science*, 11(28), 58. <https://doi.org/10.5539/ass.v11n28p58>
- Zemach, D. E., & Rumisek, L. A. (2006). *Academic Writing: From Paragraph to Essay* (7th ed.). Macmillan.
- Zhang, X. (2013). *The Third U.S. –China Strategic and Economic Dialogue: A Contrastive Study of Chinese and American Newspaper News Reporting* [Thesis]. University of Florida.
- Zheng, S., Yang, A., & Ge, G. (2014). Functional Stylistic Analysis: Transitivity in English-Medium Medical Research Articles. *International Journal of English Linguistics*, 4(2), 12–25. <https://doi.org/10.5539/ijel.v4n2p12>