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A TRANSITIVITY ANALYSIS OF TERTIARY INDONESIAN EFL STUDENTS' ANALYTICAL EXPOSITIONS: A CASE STUDY

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Abstract
This paper presents the results of a study aiming to analyze analytical expositions written by tertiary Indonesian EFL students using TRANSITIVITY system of systemic functional linguistics (SFL). The texts were created by nine students of English Language Education Study Program cohort 2024 at a state university in West Java, Indonesia, for the course of Reading and Writing for Academic Purposes. This study employed a qualitative case study with data obtained from the text analysis and a questionnaire distributed at the end of the course. The results of the analysis demonstrate that the students employed all six processes throughout the texts, namely material, relational, verbal, and mental processes, which were relevant to the linguistic features of an analytical exposition. Noteworthy cases in this study are students' choices of process type for thesis statement and its placement, manners of utilizing verbal process as arguments, and alignments of process types between thesis and its restatement. The data from the questionnaire also support the text analysis. In light to the findings, a recommendation is proposed for more exploration involving more participants, longer time, academic text types, and all systems of grammar in SFL.

Keywords: analytical exposition, systemic functional linguistics, tertiary education, transitivity

Introduction
Tertiary students in Indonesia are expected to produce numerous text types, notably in English-related study programs (Fadhillah & Rahmadina, 2021). The range varies from expositions, discussions, explanation, to research papers as their final assignment to obtain the degree in accordance with their education levels. In a similar vein, there is an increasing focus in Indonesian education towards different text types based on the perspectives of systemic functional linguistics, henceforth SFL (Emilia & Hamied, 2015; Emilia & Martin, 2023), which will be discussed later. One of the text types is analytical exposition (Derewianka & Jones, 2016), which is also the focal point of this study and one of the academic text types taught in the research site.

In the research site of this study, academic texts are taught in different courses on language skills and research. One of the subskills is exposition, which is crucial

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for students' academic writing, particularly in declaring a stance and building arguments as support (Yuliana & Gandana, 2018). The courses on academic texts have been offered for several years, especially since 2013 in which the curriculum for English language education in the research site have been implementing a genre-based approach.

While there have been several studies delving into texts created by tertiary Indonesian students of English language education (see Aunurrahman et al., 2017; Emilia & Hamied, 2015; Emilia & Martin, 2023; Wigati & Norhasanah, 2021; Yolanda & Zaim, 2021; Zein et al., 2019), research on analytical exposition created in tertiary education from the perspective of SFL is still under-explored. Thus, to fill the gap, this study aims to investigate tertiary Indonesian EFL students' ability in writing academic texts by analyzing their analytical expositions. In the interest of space, this study focuses on exploring the texts' experiential meanings through TRANSITIVITY system.

From the previously mentioned aim, this study is significant from three perspectives, including theoretical, practical, and policy-related. Theoretically, the results of the study can enrich the literature related to research on SFL in EFL contexts, especially in Indonesia. Practically, the study can provide a model or practical matters in terms of analyzing a text using SFL, especially in terms of TRANSITIVITY. Finally, from the perspective of policy, this study is expected to lead to the release of a policy on English language teaching based on SFL, emphasizing texts as a point of departure in language studies.

Systemic functional linguistics

Systemic functional linguistics (SFL) is a language theory firstly flourished by Halliday (Halliday, 1961, 1994; Halliday & Matthiessen, 2014) alongside his associates (see also Christie & Derewianka, 2008; Christie & Martin, 2009; Martin, 1992; Martin & Rose, 2007). The theory itself perceives language as a tool of meaning making relevant to situational and cultural contexts, hence its emphasis on text as a source of meaning (Emilia, 2014; Halliday & Matthiessen, 2014). By the similar token, text is highlighted due to its function as a greater unit for notions, perspectives, and classifications compared to sentences (Kress, 1994).

In earlier studies, numerous texts observed through the lens of SFL, particularly ones created by tertiary Indonesian EFL students within (Aunurrahman et al., 2017; Emilia & Hamied, 2015; Emilia & Martin, 2023; Yolanda & Zaim, 2021) and beyond expositions (Wigati & Norhasanah, 2021; Zein et al., 2019). Within the realms of exposition, Aunurrahman et al. (2017), and Emilia and Hamied (2015) investigated Indonesian undergraduate students' analytical expositions based on SFL. Additionally, Yolanda and Zaim (2021) explored the experiential meanings of Indonesian undergraduate students' hortatory expositions via TRANSITIVITY. Beyond the expositions, Wigati and Norhasanah (2021) identified experiential meanings discovered in a university student's literary response. Emilia and Martin (2023) investigated students' responses to the teaching of functional grammar and their ability to analyze texts. To boot, Zein et al. (2019) utilized TRANSITIVITY analysis in their discoveries of process types in Indonesian EFL students' narrative texts.

In view of the aforementioned functionality of SFL, the theory upholds three metafunctions in every language (Halliday & Matthiessen, 2014), namely

ideational, interpersonal, and textual metafunction. However, this study focuses on experiential metafunction, a branch of ideational metafunction. Experiential metafunction concerns the representation of human experiences manifested as TRANSITIVITY system. In light of this study, more explanation on TRANSITIVITY will be presented in the subsequent sections alongside grammatical metaphor and analytical exposition.

TRANSITIVITY *system*

Transitivity—henceforth stylized as TRANSITIVITY—is a system of choices manifesting the experiential metafunction of SFL, in which it represents human experiences (Halliday & Matthiessen, 2014), i.e. actions, phenomena, and connection (Dare & Polias, 2022). Additionally, it portrays reality (Bartley, 2018) and imagination (McCabe, 2021). Its cruciality in text investigation lies in the representation of the aforementioned human experiences in a clause (Halliday & Matthiessen, 2014), which adheres to one primary function of language, namely as a facilitation for people to represent their experiences to be shared to others (Derewianka & Jones, 2016). Table 1 presents the examples for each process type in TRANSITIVITY from the students' texts which will be explored later.

Table 1. Examples of each process type in TRANSITIVITY taken from the students' texts

Process Type	Clause with Its TRANSITIVITY Analysis			
Material	The human body	uses	ketone bodies	as an alternative fuel source
	Actor	*Pro: Mat*	*Goal*	*Circ: Role: Guise*
Mental	they	will prefer	[[being alone (Zain, et al., 2022).]]a	
	Senser	*Pro: Men: Desid.*	*Phenomenon*	
Relational: Intensive	Organic food	is	more popular	in modern times
	Carrier	*Pro: Rel: Int*	*Attribute*	*Circ: Loc: Time*
Relational: Circumstantial	Children [[who are addicted to gadgets]]a	are	at risk of depression and low self-esteem.	
	Carrier	*Pro: Rel: Circ*	*Attribute*	
Relational: Causative	… excessive use	can lead to	internet addiction,	
	Token	*Pro: Rel: Caus.*	*Value*	
Relational: Possessive	… water	has	very important benefits	for the human body,
	Possessor	*Pro: Rel: Poss.*	*Possessed*	*Circ: Cause: Behalf*
Verbal	These findings	highlight	the direct detrimental effects of internet addiction	on students' educational outcomes.
	Sayer	*Pro: Verb.*	*Verbiage*	*Circ: Matter*
Behavioral	children	learn	from adult lives,	
	Behaver	*Pro: Behav.*	*Circ: Loc: Place*	
Existential	… the impact	may occur	through epigenetic channels.	
	Existent	*Pro: Exist.*	*Circ: Manner: Means*	

As demonstrated in Table 1, the system of TRANSITIVITY lexicogrammatically consists of three elements, i.e. participants (realized as nouns/nominal groups), processes as the major system (realized as verbs), and circumstances as the minor system (realized as adverbial and prepositional phrases) (Eggins, 2004; Halliday & Matthiessen, 2014; McCabe, 2021). Participants refer to nouns/noun phrases related to the process of meaning, i.e. the doer of the process and its receiver or an agent's effect towards its recipient (François, 2018). Then, processes in the system describe the represented activities, hence its status as a major system. Another element in the system is circumstances which augment the process types (Chen, 2016; Derewianka & Jones, 2016) and enable audience/readers' better understanding on the represented meanings (Dreyfus & Bennett, 2017).

Process types in TRANSITIVITY comprise material, mental, relational, verbal, behavioral, and existential processes as representations of experience (Butt et al., 2000; Davidse, 2017; Eggins, 2004; Emilia, 2014; Halliday & Matthiessen, 2014; Humphrey et al, 2012). Material process construes concrete, observable actions, and is considered an essential process due to its construction of occurrences in most text types. Mental process portrays thoughts, emotions, and perception. Relational process describes a participant through attribution or intertwines its existence to others; within the process alone is four subcategories (intensive, circumstantial, causative, possessive). Verbal process is a process of saying and all its similar actions, remarkably visible in persuasion (Darani, 2014) and arguments (Danis, 2022) because of its ability to carry others' perspectives in the text (Eggins, 2004), e.g. experts' insights, which signifies intertextuality (Liardét & Black, 2019) and elevation of arguments' credibility (Emilia, 2005). Behavioral process typically represents physiological or psychological behaviors. Existential process demonstrates the mere existence of a participant (see Halliday and Matthiessen (2014) for the entire TRANSITIVITY system in encapsulation).

Grammatical metaphor

Grammatical metaphor in SFL is defined as a modification of meanings from one grammatical form to another, which enables writers to express experiences in more abstract and condensed manners (Halliday & Matthiessen, 2014). This study explores experiential grammatical metaphors, especially nominalizations and long nominal groups as the most frequently realized experiential metaphors (Eggins, 2004; Emilia, 2014) and key resources of experience representation in academic writing (Liardét, 2016a; 2016b; Mustofa & Gustine, 2025; To et al., 2020; Yang, 2020).

Nominalization comes as word condensation, e.g., from a clause to a noun group (*the internet is used excessively* → *the excessive use of internet*), to condense the meaning, signifying linguistic maturity (Halliday & Mattiessen, 2014; Martin, 1992), particularly on written language. Long nominal groups are built around nominalization in which experiential meanings are compressed by layering modifiers and qualifiers as a participant (Eggins, 2004). Together, these resources indicate a writer's success in persuasion as they reflect understanding on their topic (To et al., 2020) and creativity in linguistic expression (Yang, 2020). In academic writing, Liardét (2016a, 2016b) emphasizes a student's manner of structuring the nominalization is as equally important as the existence of nominalization itself in

determining students' success in academic writing. As a recent example, Mustofa and Gustine (2025) have discovered ideational metaphors in analytical expositions within Indonesian EFL textbooks. In this study, nominalization is identified as an indicator of students' ability to write a sound arguments (see also Humphrey et al., 2012) as will be shown in the text analysis.

Analytical exposition

Analytical exposition is an argumentative (Martin & Rose, 2007) and persuasive (Humphrey et al., 2012) text type with an aim of persuading its readers/audience to the appeal of a standpoint through a series of arguments (Derewianka & Jones, 2016). It encapsulates three elements, namely thesis statement, series of arguments, and reiteration/restatement of the thesis (Derewianka & Jones, 2016; Emilia, 2016; Emilia et al., 2021). Thesis statement is a writer's standpoint on a particular topic, delivered in the beginning of the text. Then, the writer provides a series of arguments as justification of the said standpoint. At its end, the thesis is restated to reinforce the thesis mentioned earlier.

The importance of analytical exposition in students' academic writing lies in its argumentative and persuasive natures. An analytical exposition enables a writer to present an apparent stance and argue in favor of the said stance through a range of notions, which is associated to academic (Emilia et al., 2018; Yuliana & Gandana, 2018) and argumentative writing (Nurlatifah & Yusuf, 2022). As a result, such skills can assist students' academic accomplishments and reasoning skills in tandem to writing (Jackson, 2024). Furthermore, the development of students' skills in writing analytical expositions can enhance several skills such as critical thinking (Emilia, 2005).

Experientially, an analytical exposition displays several key language resources. It includes a broad range of processes (Emilia & Hamied, 2015; Humphrey et al., 2012) as a depiction of the occurrences experienced by participants, both within and beyond their inner states. Several instances are material processes as portrayals of concrete actions and examples (Yolanda & Zaim, 2021), mental processes as manifestations of a writer's viewpoints and thesis statements (Derewianka & Jones, 2016; Emilia, 2016), relational processes as intertwinements of identifications and cause-and-effects (Humphrey et al., 2012), and verbal processes as persuasion (Darani, 2014) through arguments (Danis, 2022) and academic voices (Donohue, 2012). Moreover, nominalization is apparent in analytical expositions—and broadly academic writing—as a specific domain of writing (Humphrey et al., 2012; Mustofa & Gustine, 2025) and persuasion (To et al., 2020).

Method

This study was a qualitative case study as it allowed the researchers to establish its contexts (Cohen et al., 2018), e.g., boundaries, institutional structures, and characteristics of the participants, all of which will follow later. In addition, the analysis of language use in this study linked its results to other potentially relevant contexts through a rich description of the settings or individuals (Creswell & Creswell, 2018).

The participants of this study were 29 students of English language education undergraduate program cohort 2024 at a state university in West Java, Indonesia.

Precisely, they attended the course of Reading and Writing for Academic Purposes in the even semester of 2024/2025 academic year with the second writer of this study as its lecturer. The course consisted of 16 meetings with each lasting approximately for 100 minutes. It implemented a genre-based approach similarly conducted prior in another study (Emilia & Martin, 2023; see also Dreyfus et al., 2016), encompassing four stages: (1) Building Knowledge of the Field, (2) Modelling, (3) Joint Construction, and (4) Independent Construction. However, in the interest of space and focus, this study delved into text analysis instead of teaching-learning implementation. The participants provided their informed consent for this study by filling a consent form through Google Form, authorizing the first writer to analyze their works and prepare the manuscript in consultation with the second writer, who served as the course instructor and contributed to the analysis and refinement.

Nine analytical expositions written by nine students for the course were selected as the primary data of this study, with each three representing texts with high (93–100), middle (86–92), and low (75–85) grades, similar to the purposeful selection by Emilia and Martin (2023). The texts themselves had undergone three to four rounds of revisions. This decision of applying purposive sampling enables the selection of the cases based on the pursued characteristics (Cohen et al., 2018), understanding of the setting (Creswell & Creswell, 2018), and the fulfillment of the aim (Andrade, 2021). Table 2 entails the details of the texts with all the names onwards as pseudonyms.

Table 2. Details of the examined texts

Grade	Text Number	Student's Name	Title of Analytical Exposition
High (93–100)	1	Asri	The Negative Influence of Internet Addiction on Students' Emotional Stability and Academic Performance
	2	Bintang	The Importance of Intermittent Fasting on Maintaining Body Health
	3	Rahma	The Negative Impact of Gadget on Children
Middle (86–92)	4	Eka	Why CoComelon is Bad for Your Kids
	5	Mila	The Importance of Digital Literacy in Teenagers' Lives
	6	Aulia	The Health Benefits of Water
Low (75–85)	7	Ariel	Why We Should Break Intergenerational Trauma
	8	Deska	The Importance of Organic Food for Your Body Health
	9	Chandra	Why Social Media Can Be Harmful for Kids?

The texts were explored using TRANSITIVITY system as a means of investigating their experiential meanings (Halliday & Matthiessen, 2014) with the analyzing style corroborating Emilia (2014). The text analysis involved two steps (Emilia, 2005), namely (1) analyzing the texts according to the structure and social

aim of analytical exposition and (2) dividing the clauses to determine the participants, process, and circumstance types. Subsequently, the analysis was presented according to the structure of an analytical exposition: (1) thesis statement, (2) series of arguments, and (3) reiteration of the thesis (Derewianka & Jones, 2016; Emilia, 2016; Emilia et al., 2021).

Alongside text analysis, the study also used a questionnaire distributed to the students at the end of the course. These data were analyzed thematically to support the data from the text analysis (see also Emilia & Martin, 2023).

Findings and Discussion

This section attempts to exhibit and discuss the analysis of nine analytical expositions written by nine Indonesian undergraduate students majoring in English language education contingent on the structural organization and language features of the text. In the interest of space, only one text (T1) is presented as an appendix while the remaining eight texts in their entirety are not displayed in this article. As the analyzing style adheres to Emilia (2014), embedded clauses are signified by brackets. Together with the text analysis, the data from the questionnaire in relation to the students' experience in writing analytical exposition is explored to enrich the analysis.

Structural organization and social function of the text

The initial stage of analysis for this study was analyzing the nine examined texts according the structure of an analytical exposition. It comprises three elements: (1) thesis statement, (2) series of arguments, and (3) restatement of the thesis (Derewianka & Jones, 2016; Emilia, 2016; Emilia et al., 2021).

Through each text, all nine students clearly presented their standpoint on a topic alongside their arguments. Specifically, each proposed a standpoint in the initial one or two paragraphs, justified it argumentatively, then concluded with a paragraph of restatement to strengthen their standpoint. Such an aim correlates to an analytical exposition's social function, namely as convincement towards readers/audience to a standpoint (Derewianka & Jones, 2016; Emilia et al., 2021). Moreover, the clear structure and social aim of the nine texts signify the students' ability to create an analytical exposition, which to an extent is the result of reading model texts beforehand as testified by two students, Aulia and Ariel.

> *Reading the model text before creating the text really helps me understand each text structure and makes me understand how to make the flow of my writing.* (Aulia, T6)

> *Reading model text helps a lot in making text for me because I had a hard time figuring out the format and how a good text looked like overall, so reading model text inspires me to write*. (Ariel, T7)

The students provided testimonies of enhanced understanding of structural organization and writing flow after exposure to text types. Although teaching-learning implementation is not the focus of this study, this finding reinforces earlier evidence that reading model texts promotes clearer structure and stronger social objectives in students' analytical exposition. This effect has also been reported in

the Indonesian EFL context (Emilia & Hamied, 2015; Emilia & Martin, 2023). As success in writing is interdependent to genre achievement (Kress, 1994), the nine texts were considered successful according to the structural organization and social function of an analytical expositions as mentioned earlier.

TRANSITIVITY *analysis*

After the structural organization and social function of the text, the analysis then moved to TRANSITIVITY system to unravel the texts' experiential meanings. In the interest of this study, the arrangement of following subsections follows the structure of an analytical exposition, namely thesis statement, series of arguments, and reiteration of thesis (Derewianka & Jones, 2016; Emilia, 2016; Emilia et al., 2021).

Thesis statement

Thesis statement in an analytical exposition presents a writer's standpoint to the readers (Christie & Derewianka, 2009). In all nine works exhibited here, most of the texts displayed their thesis statement in the first paragraph (8 out of 9), which contained information serving to familiarize the readers with the topic as it could be new knowledge for them (Mar et al., 2021).

Table 3. Total number of process types in the thesis statement paragraph of each text

Process	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Material	5	23	3	1	8	2	5	2	8	57
Mental	-	1	-	1	4	2	1	-	-	9
Verbal	1	3	2	-	1	1	-	1	3	12
Behavioral	-	-	-	-	-	-	-	-	2	2
Relational	5	9	4	4	6	5	5	3	7	48
Existential	-	-	-	-	-	-	-	-	-	-
Total Number	11	36	9	8	19	10	11	6	20	

Table 3 encompasses the total number of processes realized in the thesis statement paragraph for each text alongside the broad range of process types. In the thesis-statement paragraph of the nine texts, material process was realized the most dominantly (57 occurrences), followed by relational processes (48 occurrences). On the less dominant side were verbal (12 occurrences), mental (9 occurrences), and behavioral (2 occurrences) process. The only process not realized in the thesis statement paragraph in the nine texts was existential.

The presence of material processes in all introductory paragraphs demonstrates students' emphasis on action and portrayal as an introduction for the readers (Halliday & Matthiessen, 2014). This trend toward reader familiarization with potentially foreign topics (Mar et al., 2021) occurred through the presentation of information as main and embedded clauses, including relevant time and/or major figures (Christie & Derewianka, 2009), thereby functioning as persuasion toward acceptance of the viewpoint introduced as thesis statement. This trend constitutes confirmation of this theoretical claim within the context of tertiary Indonesian EFL students.

Alongside material processes, relational processes majorly occurred in this section (48 occurrences). Notably, each text presented its introductory paragraphs with items, acts, and ideas being related to each other as description of appearances and characteristics of relevant participants and phenomena (Darani, 2014). This finding aligns with the analysis in Emilia and Martin's (2023) study in which relational processes functioned as an introduction of topics and backgrounds. It also adds another insight from Indonesian EFL student writing.

Intriguingly, relational process also appeared to be a trend across the texts as the thesis statement of seven texts was realized as relational. All thesis statements of the nine texts can be seen in Table 4.

Table 4. Thesis statement of each text alongside its process type

Text Number	Clause	Process
T1	*This text examines its impact on students' emotional stability, the link between emotions and academic performance, and its direct effect on academic achievements.* **(Clause 7)**	Material
T2	*I believe* || *that Intermittent Fasting offers several benefits for the body,* || *as it has been shown* [[*to help treat certain serious diseases according to several experts.*]]a **(Clause 14–16)**	Mental
T3	*... excessive use of gadgets among children has negative impacts (Sahriana, 2019).* **(Clause 6)**	Relational: Possessive
T4	*... actually CoComelon can have a bad impact for children's development.* **(Clause 5)**	Relational: Possessive
T5	*it is important* [[*to increase digital literacy education to the community, especially teenagers,*]]a *so that* [[*they have good skills in* [[*analyzing information*]]c *(Darimis, Sumihatul, Agus, Aat, dan Nunung, 2023).*]]b **(Clause 4)**	Relational: Intensive
T6	*...* [[*drinking water*]]a *has several benefits for health.* **(Clause 5)**	Relational: Possessive
T7	*...* [[*breaking intergenerational trauma*]]a *is crucial.* **(Clause 3)**	Relational: Intensive
T8	*Organic food is important for body health from several perspectives including chemical free, higher level of antioxidants, and environmentally friendly, and of* [[*which will be discussed below.*]]a **(Clause 4)**	Relational: Intensive
T9	*... social media can cause severe negative behavioral, physical, and mental health issues.* **(Clause 10)**	Relational: Causative

The trend of relational process as thesis statement observed in this study reflects the students' effort to present their stance as description, since this process type serves allows the description of entities and/or phenomena through identity or attribution (Butt et al., 2000; Humphrey et al., 2012). While expressions of belief and stances are typically realized as mental processes (Halliday & Matthiessen, 2014), this finding provides evidence on the objective delivery of students' personal viewpoints, corroborating Aunurrahman et al. (2017) who reported a similar pattern of relational processes in analytical expositions. Despite the discovery of the previously observed pattern, this study contributes to the new evidence on the use of relational processes as a thesis statement.

With regard to the process type of thesis statement, the remaining two texts display uniqueness. T1 (Asri) presented its thesis statement as a material process, while T2 (Bintang) introduced its thesis statement as a mental process in the second paragraph of the text.

T1 suggested its thesis statement as a material process through Actor *This text* and the verb *examines*. This implies Asri's attempt of objectivity due to the focus of material process on concrete actions and results (Halliday & Matthiessen, 2014; Humphrey et al., 2012) compared to a writer's viewpoint. The choice of utilizing a material process for the thesis statement was supported by Asri's response in the questionnaire:

> *... I learned how to structure my reasoning better, anticipate what others might say, and build stronger, more balanced points in my writing.* (Asri, T1)

Additionally, mental process was apparent in the thesis statement of T2 (Bintang). It employed the verb *believe* to represent the writer's stance, adhering to mental process as a key source of analytical exposition functioning to express a writer's standpoint for audience/readers to agree upon (Derewianka & Jones, 2016; Emilia et al., 2021). Surprisingly, T2 was the only one out of the nine texts comprising two introductory paragraphs, with the thesis statement being placed in the second paragraph. The expansion of introduction indicates Bintang's advanced writing skill. Furthermore, Bintang revealed in the questionnaire:

> *... I learned how to see things from different sides, not just from my own opinion. I started thinking more about reasons and evidence, and not just writing what I "feel." That really helped me build stronger and more logical arguments.* (Bintang, T2)

T2 (Bintang) accentuates the role of understanding text-type structures in placing thesis statement, which demonstrates the effect of Indonesian EFL students' structural understanding on thesis positioning and provides another insight into this learner context. Particularly, this finding underlines the development of ideas and understanding of structures as two of issues in composing an analytical exposition by Indonesian EFL students (Nurlatifah & Yusuf, 2022). Earlier studies also emphasized students' understanding on structural organization as a crucial aspect in building as well as analyzing expositions (Emilia & Hamied, 2015; Emilia & Martin, 2023).

Table 5. Circumstance realized in the thesis statement paragraph of each text

Circumstances	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Extent	-	1	1	-	-	1	-	-	-	3
Location	1	5	1	-	2	2	1	3	3	18
Manner	-	2	3	-	1	1	1	2	2	12
Cause	1	8	1	4	3	3	-	1	3	24
Contingency	-	1	-	-	-	-	1	-	1	3
Role	-	1	-	-	-	-	1	-	-	2

Circumstances	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Accompaniment	-	2	2	-	-	-	-	-	2	6
Matter	-	3	1	-	1	-	-	1	-	6
Angle	-	1	2	-	2	2	-	-	1	8
Total Number	2	24	11	4	9	9	4	6	11	

According to Table 5, all nine texts featured a variety of circumstances. Three circumstances dominated the thesis-statement paragraphs, i.e. cause (24 occurrences), location (18 occurrences), and manner (12 occurrences). As circumstance is considered a minor process (Halliday & Matthiessen, 2014), this finding corroborates the widespread use of processes as one characteristic of an analytical exposition (Humphrey et al., 2012) and illustrated the enhancement of processes by circumstances (Dreyfus & Bennett, 2017). Broadly, this reflected the students' ability to expand the additional information (Derewianka & Jones, 2016) around the process involving (Chen, 2016; Halliday & Matthiessen, 2014) their respective topics. The varied manifestation of circumstances across the nine texts also provided the clarity of information in expositions and confirmed this trend in Indonesian EFL student writing, corroborating the findings by Emilia and Hamied (2015).

Series of arguments

The series of arguments in an analytical exposition presents justifications as persuasion for gaining readers' agreement to a writer's thesis statement (Emilia, 2016) discussed earlier. The length of arguments in each text varied, ranging between 3–6 paragraphs. All nine texts appeared to have all processes in different manners. Table 6 below contains the total numbers of process types discovered in the nine texts' argument sections.

Table 6. Total number of Process occurred in the argument section of each text

Process	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Material	14	16	18	10	18	22	23	31	29	181
Mental	1	2	9	3	2	1	3	6	3	30
Verbal	7	4	7	6	2	2	9	1	16	54
Behavioral	-	2	3	4	1	1	2	-	1	14
Relational	7	17	26	33	7	5	12	13	26	135
Existential	-	2	-	1	1	-	2	1	2	9
Total Number	29	43	63	47	31	31	51	52	77	

From Table 6, all nine texts illustrated a wide range of processes, which is a criterion of analytical exposition (Humphrey et al., 2012). The processes identified as the most frequently realized throughout the nine texts were material (181 occurrences), relational (135 occurrences), verbal (54 occurrences), and mental (30 occurrences). The less frequently realized processes were behavioral (14 occurrences) and existential (9 occurrences). Broadly, this adheres to previous studies on Indonesian EFL students' ability to use a wide range of processes in their writing to concretely portray phenomena (Wigati & Norhasanah, 2021; Zein et al.,

2019), especially in expositions as the text types' primary language resource (Aunurrahman et al., 2017; Emilia & Hamied, 2015; Yolanda & Zaim, 2021). This discovery extends evidence from a new data set strengthening this established pattern.

Of particular interest is the pattern of material and relational processes in the arguments. Material processes here served as a sequence of events (Humphrey et al., 2012) in argumentation. In addition, relational processes in the arguments across the nine texts underlined the relationships between items or ideas to describe, characterize, and assess phenomena (Humphrey et al., 2012). These findings indicate that the students are able to elaborate their arguments to justify their thesis statement and persuade the readers in multiple manners. Previous studies emphasized material processes as writers' effort of argumentation (Aunurrahman et al., 2017) and persuasion through portrayals of concrete action (Emilia & Martin, 2023; Yolanda & Zaim, 2021). Additionally, relational processes were reported to deliver phases of arguments (Emilia & Martin, 2023) and writer's personal opinion through objectivity (Aunurrahman et al., 2017).

Another aspect worth noting on process types in series of arguments is the students' employment of verbal processes (54 occurrences), which represented their experiential manners of argumentation and persuasion by reporting other scholars (Danis, 2022; Halliday & Matthiessen, 2014). All nine texts revealed the students' employment of verbal processes as a strength of credibility in argumentation (Emilia, 2005) and intertextuality by quoting scholars or reports (Liardét & Black, 2019). Each level of achievement displayed distinctive manners as presented in Table 7 below with three texts as comparison.

Table 7. Several verbal processes representing each level of students' achievement

Text	Clause	Statement in Questionnaire
T3 (Rahma)	Moreover, Dela (2023) <u>added</u> || that the radiation rays of gadgets are very bad for children's eyes. **(Clause 20–21)**	*"I think critically because I look for arguments that are suitable for my writing topic, I also look for a lot of references or quotes to support the argument … I got to know a lot of different opinions about the topic I chose."*
T5 (Mila)	Firstly, it <u>is said</u>, || digital literacy needs to be instilled among teenagers, especially in today's ever-evolving technological era, **(Clause 8–9)**	*"… I don't favor one opinion, because that's what trains me on how to express my opinion without cornering others."*
T7 (Ariel)	This statement <u>is also supported</u> by a study that [[Valeii (2024) <u>shows</u>]]a || that trauma can be inherited through genetic changes [[that alter how [[the gene functions (epigenetic change).]]b]]a **(Clause 8–9)**	*"I learned how to check about the fact of the text, the accuracy, and how it suits my text on progress. ... By including reference, it helps me to learn more about many perspectives about my text and to evaluate which text should go into my text."*

In exerting verbal processes, the findings demonstrate a unique pattern in which each student showcased distinctive traits. As a high-grade text, T3 clearly highlighted its structure of a clause containing a scholar as Sayer, its verbal verb (*added*), and the reported content in Clause 21. This choice was further supported by Rahma's statement on seeking suitable arguments and references for her topic. Then, T5 as a representative of mid-grade texts exhibited an indirect reporting via an unspecified Sayer *It* and a lack of scholarly evidence in the clause, resulting in a seemingly weaker argument (Emilia, 2005). This neutrality aligned to Mila's testimony in the questionnaire i.e., not favoring any opinions, signifying a need of authorial stance (Liardét & Black, 2022). As for the low-grade text, T7 presented two projecting clauses for scholarly evidence instead of supposedly one (Halliday & Matthiessen, 2014), blurring the actual claim and reference. This captured Ariel's attempt to insert another perspective into her writing as acknowledged by her own remark in the questionnaire.

Across the three cases, verbal processes unpacked a progression in academic voices (Donohue, 2012): from the low-grade text's flourishing attempt, to the middle-grade text's less source-dependent employment, then to the high-grade text's strategic and clear command of voices. This suggests that, in addition to verbal process implying intertextuality, i.e. including others' perspectives (Danis, 2022), it represented the students' capability of generating strong arguments and providing evidence (Emilia, 2005; Humphrey et al., 2012), which could further enhance their reasoning skills (Jackson, 2024).

The exertion of verbal process in arguments—particularly as intertextuality—adheres to Emilia and Hamied's (2015) findings on tertiary EFL students' analytical expositions. On the other hand, the result on the dominant verbal processes—third most frequently occurred—highlight a different pattern in the previous research (Emilia & Martin, 2023; Yolanda & Zaim, 2021) which discovered several students' less frequent use of verbal processes in expositions despite the process being one major linguistic source for argumentation, possibly due to different instructional emphases.

Table 8. Circumstances in the argument sections of each text

Circumstance	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Extent	2	-	1	1	2	1	3	1	4	15
Location	3	12	8	5	3	7	9	3	12	62
Manner	9	1	1	8	3	4	5	4	8	43
Cause	3	4	2	2	3	5	1	11	7	38
Contingency	-	-	-	-	-	1	1	-	-	2
Role	1	2	-	-	2	-	2	-	-	7
Accompaniment	-	1	-	-	-	-	1	2	3	7
Matter	1	5	4	2	1	1	1	3	2	20
Angle	-	2	1	1	3	2	2	-	4	15
Total Number	19	27	17	19	17	21	25	24	40	

Table 8 accentuates a trend of circumstances similar to the thesis-statement sections, namely the emergence of location, manner, and cause. However, location was the most dominant circumstance in this section. This hinted the students' endeavors in providing clearer pictures of processes (Emilia & Hamied, 2015) by

exploiting location to represent the space and time of said process (Halliday & Matthiessen, 2014), e.g. *after age 45*, *in the liver*. Cause and manner emerged in this section as well, illustrating the manners and impetuses of related processes. The numbers of matter and angle increased here, signifying students' expansion on the proposed topics and varied ways of delivering multiple perspectives as argumentation (Chen, 2016). In other words, this study adds evidence on the utilization of matter and angle in argumentation.

Reiteration of thesis statement

In the section of reiteration, an analytical exposition is concluded by reaffirming the thesis, which is likely more direct compared to its introduction (Emilia, 2016). This is in line with the reiteration section in all nine texts which tended to be shorter and more concise.

Table 9. Total numbers of processes in the reiteration of thesis statement for each text

Process	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Material	7	3	4	5	5	8	4	3	11	50
Mental	-	1	4	-	3	1	1	1	-	11
Verbal	-	-	1	-	-	1	-	-	-	2
Behavioral	-	-	1	2	-	-	-	-	-	3
Relational	5	3	12	7	3	2	5	6	15	58
Existential	-	-	1	-	-	-	-	-	-	1
Total Number	12	7	23	14	11	12	10	10	26	

Table 9 presents a different trend on process types in the section of reiteration compared to the thesis restatement and argumentation. In closing the texts, most students (T3, T4, T7, T8, T9) primarily employed relational (58 occurrences), while others (T1, T5, T6) chose material (50 occurrences). Intriguingly, T2 balanced material and relational processes equally with an addition of one mental process. This pattern indicates that the students possessed a tendency to reaffirm their stance by pinpointing definitions and relations (relational) or by accentuating concrete actions and results (material) to strengthen their arguments. The trajectory of relational processes in the reiteration across nine texts adheres to the evaluative nature of relational process itself (Humphrey et al., 2012).

Table 10. Several comparisons of thesis statements and restatements

Text	Thesis Statement	Thesis Restatement
T4 (Eka)	*... actually CoComelon can have a bad impact for children's development*. **(Clause 4)**	*… actually it has bad impacts that* [[*should be a concern*.]]a **(Clause 33)**
T6 (Aulia)	*...* [[*drinking water*]]a *has several benefits for health.* **(Clause 5)**	*… that water has very important benefits for the human body,* **(Clause 21)**
T8 (Deska)	*Organic food is important for body health ...* **(Clause 4)**	From the arguments above, I believe || that organic food can help keep the body healthy. **(Clause 26–27)**

Text	Thesis Statement	Thesis Restatement
T9 (Chandra)	*… social media can cause severe negative behavioral, physical, and mental health issues.* **(Clause 10)**	*For children, the negative effects can be severe if* [[*they are left unsupervised.*]]a **(Clause 57)**

Another trend visible in this section is the alignments of process types between the thesis statement of each presented text with its restatement (see Table 10). T4 and T6 exhibited the equal employment of possessive relational process for both thesis statements and restatements. T4 became more direct by restating *can have* in the thesis as a simple *has*. T6 maintained the verb *has* for both of its thesis statement and restatement, but diminished any embedded clause for the restatement.

On the other hand, there were discrepancies in the restatements as well. T8 had an intensive relational process as its thesis. However, the thesis was restated as a mental process, which suggested reinforcement of belief. T9 restated its originally causative relational process as intensive relational. Nevertheless, the Attribute *severe* remained and the restatement added more information through two circumstances (*for children* and *if they are left unsupervised*), reducing the directness. These alignments and discrepancies revealed the students' diverse ability to deliver and reinforce their thesis supposedly by a more direct (Emilia, 2016) and evaluative (Humphrey et al., 2012) restatement. In this regard, this study serves evidence on students' varied employment of processes for their thesis restatement, whether to align or to differ.

The complexity of process types realized in the reiteration of thesis throughout the nine texts signaled their ability to reaffirm their respective thesis by depicting and justifying more directly (Derewianka & Jones, 2016; Emilia, 2016; Humphrey et al., 2012). Additionally, it echoes previous studies on students' capability of delivering ideas through a wide range of processes (Aunurrahman et al., 2017; Emilia & Hamied, 2015; Yolanda & Zaim, 2021) and strengthening them in finality.

Table 11. Circumstances in the reiteration of thesis statement sections of each text

Circumstance	T1	T2	T3	T4	T5	T6	T7	T8	T9	Total Num
Extent	-	-	-	-	-	-	-	1	-	1
Location	-	-	3	-	-	2	1	2	3	11
Manner	2	1	2	4	2	-	-	3	4	18
Cause	3	3	2	4	1	1	2	-	6	22
Contingency	-	1	-	1	-	1	1	-	1	5
Role	2	-	-	1	-	-	-	-	-	3
Accompaniment	-	-	1	-	1	-	1	-	1	4
Matter	-	-	3	1	-	1	1	1	1	8
Angle	-	-	-	-	-	-	-	-	-	0
Total Number	7	5	11	11	4	5	6	7	16	

In addition to process types, the analysis of circumstance in the reiteration can be seen in Table 11. It discloses that, in strengthening their thesis statements,

the students substantiated their stance through reasoning (cause, 22 occurrences), detailing how a notion holds true (manner, 18 occurrences), and positioning their claims in specific contexts (location, 11 occurrences). This variety supports a notion that, through circumstances, each student provided insightful, additional information that expanded (Derewianka & Jones, 2016) and surrounded the suggested ideas (Chen, 2016; Halliday & Matthiessen, 2014). This rings true as well to Emilia and Hamied's (2015) findings, in which they revealed that employing circumstances aided students to provide clearer information regarding the proposed notion.

Nominalization and long nominal groups

In addition to process types, nominalization and long nominal groups as experiential metaphors and a key resource of experiential meaning in the students' analytical expositions were analyzed. Table 12 presents participants' nominalization and long nominal groups in all nine texts.

Table 12. Participants found in each text

Text	Topic	Participants
T1	Internet addiction and its negative effect on students' emotions and academics	*Internet addiction*; excessive internet use; problematic internet use; *emotional instability*; poor academic performance; *procrastination*; poor time management
T2	Intermittent fasting and health maintenance	*Intermittent fasting*; *maintaining health*; *obese people*; an alternative method of medication therapy; *blood glucose level*; *enzyme activity*
T3	Gadgets and children	*Gadgets*; *gadget addiction*; the first impact of the excessive use of gadgets on children; the radiation rays of gadgets; their development period
T4	CoComelon and its negative impact on kids	*CoComelon*; *constant stimulation*; *aggressive scenes*; the emergence of constant simulation; the frequent changes of scenery
T5	Digital literacy and teenagers	*Digital literacy*; *negative influence*; the negative impact of psychology, attitudes, and behavior of adolescents; *improving digital literacy*
T6	Water and health benefits	*Water*; *the digestive system*; hydration and cell function; serious health problems
T7	Intergenerational trauma and reasons to break the cycle	*Intergenerational trauma*; an endless vicious cycle; the cycle of this intergenerational trauma; the transmission of trauma
T8	Organic food and health	People's awareness of the importance of a healthy body; *organic farming*; *organic food*; higher level of antioxidants; lots of vitamins and nutrients
T9	Social media and harms to kids	*Concentration problems*; *cyberbullying*; excessive or unhealthy use of social media; another serious risk for children

All nine texts centered around their proposed topics as perceived from the nominalization (indicated by italics) and the longer nominal groups (indicated by

underlines). The variety of nominalizations signaled students' mastery in specified writing through lexical density (Eggins, 2004; Mustofa & Gustine, 2025) in addition to general, abstract, and technical words (Emilia, 2014; Humphrey et al., 2012). By utilizing nominalizations, the students demonstrated enhanced academic writing skills (Liardét, 2016a, 2016b; Yang, 2020), particularly in persuasion (To et al., 2020) which aligned with the purpose of analytical exposition, i.e. persuasion to a standpoint (Derewianka & Jones, 2016). The pattern of nominalization as an indication of development in analytical expositions was also voiced beforehand in a previous study by Emilia and Hamied (2015), which suggested the pattern as the most essential feature of students' development from oral to academic language.

In light of the findings in this study, all the analytical expositions disclosed the students' capability of identifying the text type alongside its structural organization and social function. Experientially, they were capable of expressing their ideas through varieties of processes, participants, and circumstances, adhering to Emilia and Hamied's (2015) study on Indonesian EFL students' analytical expositions. Particularly on material process as the most commonly employed process type, these findings echo a myriad of previous studies delving expositions (Aunurrahman et al., 2017; Emilia & Hamied, 2015; Yolanda & Zaim, 2021) and other text types, e.g. review text (Wigati & Norhasanah, 2021) and narratives (Zein et al., 2019). Moreover, the variety of circumstances in this study experientially provided clearer portrayal of the processes (Emilia & Hamied, 2015) and build the texts (Wigati & Norhasanah, 2021). Nominalization and long nominal groups in the analytical expositions portrayed the students' linguistic maturity (Martin, 1992) via lexical density (Eggins, 2004; Mustofa & Gustine, 2025). Each level of grade for the texts further unveiled how the expression of experiential meanings could differ from one to another. This signifies how students' ability to identify linguistic features of each text type contributes to the effectiveness of their texts (Emilia & Martin, 2023). Moreover, their success in writing analytical exposition can contribute to their academic writing (Emilia et al., 2018; Nurlatifah & Yusuf, 2022; Yuliana & Gandana, 2018).

Conclusion

This study has presented the results of an analysis of nine analytical expositions created by nine undergraduate students from the course of Reading and Writing for Academic Purposes in a state university in West Java, Indonesia. The analysis employed Hallidayan TRANSITIVITY system to explore their experiential meanings. Broadly, the results from the text analysis and the questionnaire discussed earlier suggest their capability of creating an analytical exposition. All nine texts clearly demonstrated the organizational structure of an analytical exposition (thesis statement, arguments, and reiteration of thesis) which contributed to its social function, i.e. persuading readers to the appeal of their stance. The students utilized a broad range of processes and nominalization as the linguistic features of analytical expositions. Their diverse understanding and manners of composing analytical expositions contributed to the experiential representation of their theses, arguments, and reiteration of the aforementioned theses. There are several intriguing results which highlight the distinction between high-, mid-, and low-grade analytical expositions. In the case of this study, they revolve around the

process type and placement of thesis statements, the employment of verbal process as argumentation, and the alignment between thesis and its restatement.

This study unraveled only experiential meanings of tertiary Indonesian students' works through TRANSITIVITY analysis and the usage of nominalization. In addition, the text analysis was limited to analytical exposition as an academic text type and supported by data from a questionnaire. Further research is recommended to involve more participants and longer time and all systems of grammar in SFL to present a more comprehensive analysis of students' achievements and struggles in writing different academic text types.

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Appendix

Text 1 by Asri (Pseudonym)

Title: The Negative Influence of Internet Addiction on Students' Emotional Stability and Academic Performance

Thesis Statement

1. The internet is a vital tool for students, [[providing easy access to information and learning resources (Geyer et al., 2017).]]a
2. However, excessive use can lead to internet addiction, [[characterized by an inability [[to control online activities,]]b [[causing psychological, social, and academic challenges (Chou & Hsiao, 2000).]]c]]a
3. While the internet supports research, skill development, and global idea exchange,
4. overreliance on it can have negative effects.
5. Studies show
6. that internet addiction contributes to emotional instability (Oskenbay, 2015) and declining academic performance (Yeap et al., 2016).
7. This text examines its impact on students' emotional stability, the link between emotions and academic performance, and its direct effect on academic achievements.

Argument 1

8. Firstly, internet addiction can significantly disrupt students' emotional stability.
9. Studies have shown
10. that excessive internet use is associated with increased levels of anxiety, depression, and loneliness among students.
11. For instance, a study by Ambad and Kalimuthan (2020) found a positive relationship between internet addiction and emotional instability among students.
12. Furthermore, another study highlighted
13. that problematic internet use is linked to negative emotions and fatigue, [[further affecting students' mental health (Zhang et al., 2023).]]a
14. These findings suggest
15. that uncontrolled internet usage can adversely affect students' emotional well-being.

Argument 2

16. Secondly, the emotional instability [[resulting from internet addiction]]a can negatively impact academic performance.
17. Students [[experiencing anxiety or depression]]a often struggle with concentration and motivation, [[leading to poor academic outcomes.]]b
18. Ambad and Kalimuthan (2020) reported
19. that emotional instability due to internet addiction translates to poor academic performance among students.
20. Additionally, Zhang et al. (2023) found that [[negative emotions and fatigue [[associated with excessive internet use]]b can hinder students' learning engagement.]]a

21. These studies indicate
22. that emotional disturbances [[linked to internet addiction]]a can detrimentally affect students' academic achievements.

Argument 3

23. Thirdly, internet addiction can directly impair academic performance by [[reducing the time available for studying and learning activities.]]a
24. Excessive internet use often leads to procrastination and poor time management, [[resulting in inadequate preparation for classes and assessments.]]a
25. Research has demonstrated a significant negative association between internet addiction and students' academic performance (Yeap et al., 2016).
26. Moreover, a meta-analysis by Samaha and Hawi (2016) confirmed
27. that smartphone addiction negatively impacts students' learning and overall academic performance.
28. These findings highlight the direct detrimental effects of internet addiction on students' educational outcomes.

Reiteration

29. In conclusion, while the internet serves as a valuable educational resource,
30. excessive use [[leading to addiction]]a can harm students' emotional stability and academic performance.
31. Internet addiction is associated with increased anxiety, depression, and loneliness, [[which can impair concentration and motivation, [[leading to poor academic outcomes.]]b]]a
32. Furthermore, the time [[consumed by excessive internet use]]a can directly reduce study time, [[resulting in declining academic performance.]]b
33. Therefore, it is crucial for students [[to manage their internet usage effectively [[to maintain both their mental health and academic success.]]b]]a