



Transitivity Analysis in Indians' and Turkish' Analytical Exposition Texts

Galuh Kirana Dwi Areni

Linguistics Study, Faculty of Cultural Sciences
Universitas Sebelas Maret
Surakarta, Indonesia
galuhunnes@mail.unnes.ac.id

Riyadi Santosa

English Department, Faculty of Cultural Sciences
Universitas Sebelas Maret
Surakarta, Indonesia
riyadisantosa@staff.uns.ac.id

Djatmika Djatmika

English Department, Faculty of Cultural Sciences
Universitas Sebelas Maret
Surakarta, Indonesia
djatmika@staff.uns.ac.id

Tri Wiratno

English Department, Faculty of Cultural Sciences
Universitas Sebelas Maret
Surakarta, Indonesia
tri_wiratno@staff.uns.ac.id

Abstract— The goal of the current study is to compare the various transitivity systems between Indians' and Turkish' Analytical Exposition texts produced in an online communication program called International Virtual Exchange (IVE) 2021. Written communication texts made by 2 Indians and 4 Turks were employed as the instruments in the research, and the data were gathered from clauses in those Analytical Exposition texts. Using Halliday's systemic functional grammar theory, transitivity was used to analyze the data. The results show that the data contains 75 clauses, and nine different process types were also identified. The similarities in the transitivity system between Indians' and Turkish' analytical exposition texts lies in the types of processes used by both nations; there are six types of processes used by them, i.e. processes of Material Doing, Material Happening, Mental Cognitive, Relational Attributive, Relational Identifying, and Verbal. Whereas, the frequency of use of the processes becomes the difference of the transitivity system between Indians' and Turkish' analytical exposition texts. The Indians tend to use the process of Material Doing more than other processes, while the Turks dominantly used Mental Cognitive processes compared to other processes.

Keywords—transitivity system; analytical exposition text; IVE program

I. INTRODUCTION

In this modern era, with the development of internet technology, it allows us to communicate using online media or known as Computer Mediated Communication (CMC). With the development of this technology, there are more and more various social media platforms that we can use as a medium of communication, both one-way communication and two-way communication. Currently, as a form of online messaging media, conversations via websites are still a popular messaging application in the world. This is because almost everyone understands that there are many interesting features on websites such as sending and receiving text messages, photos, files, images and audio to other users. The use of the internet in this global era is very necessary in the process of learning English because the internet is an extraordinarily complete, fun and easy to access means of learning English. To achieve the goal of improving language skills, various efforts to communicate verbally and in writing with other people in English need to be made. One program that provides these facilities is the IVE (International Virtual Exchange) program via the server <https://iveproject.org/>, which was created and coordinated by Eric Hagley from Hosei

University, Japan. The IVE program is a program where participants can communicate online asynchronously (and, sometimes, synchronously) in English. The IVE program is an effective way to increase participants' motivation/confidence to communicate in the global community, improve participants' English skills, develop participants' cross-cultural sensitivity (intercultural understanding), and increase appreciation for participants from different countries/nations. (Hagley, 2016, 2019, 2020).

Each nation has different cultural values or norms which are called cultural contexts. The realization of this cultural context can be done through a social process with a certain background which is called a genre. Genre is realized through the context of the situation that directly surrounds the occurrence of this social process; while the context of the situation is realized through the register (language as text) which consists of text structure, phonology/graphology, lexicogrammar, and cohesion (Martin 1992, modified by Santosa, 2003: 14). In connection with this, at the level of discourse, Halliday revealed that a text, both spoken and written text, has a metafunctional function. The realization of metafunctional meaning in a text can be seen in the lexicogrammatical elements that form its register (i.e. language variations that are influenced by the situational context surrounding the subject matter in the text) in such a way that the type of text in the culture (genre) can be formed (Wiratno, 2018: 148).

Research with a focus on metafunctional meaning studies has been widely carried out. For example, research that uses a functional approach and ideational meaning which is realized in transitivity analysis has been carried out by (Santosa et al., 2014; Akogbeto et al., 2015; Ayomi et al., 2016; Basori et al., 2016; Alraimi et al., 2019; Al-Nakeeb et al., 2018; and Nurrahmah et al., 2020). However, the earlier studies contrast with this one in a number of ways, including the analysis's objects, and genres. Theoretically, this research provides a complete picture of the realization of the ideational meaning of each nation in analytical exposition texts in the IVE program. The findings of this research can also make a contribution to international online communication in the teaching context, especially in English language teaching. Practically, this research can be useful for language researchers and English learners, especially participants in the IVE program. Through a study of ideational meanings, the findings of this study provide characteristics of the physical/biological realization of each nation in the IVE program.

II. LITERATURE REVIEW

A. *International Virtual Exchange (IVE) Program*

Along with the increasing need for students to be able to practice and use English outside school/college hours, various kinds of English learning programs/websites have started to emerge. For example, those who want to improve their ability to communicate in English can use websites that are currently popular, namely Duolingo, LearnEnglish, FutureLearn, Langroo, and Grammarly. Learners can access the English learning website for free. They can improve their English skills, both receptive reading and listening skills, as well as productive writing and speaking skills. Apart from that, they can hone their English grammar skills from the lowest to the highest levels, learn about cultural differences, the differences between American English and British English, the differences between formal English and non-formal/slang English, and so on. Students can choose and access the English learning website according to their free time, and they can choose their communication partners without being limited by the number and limited time. This English learning website has become popular because it also provides interesting videos, games, visual features and/or animations so as not to bore students.

Apart from the freely accessible English learning websites as mentioned above, there are also various exchange programs created and/or developed by various higher education institutions as an effort to support and improve the English language competence of their students. One of these websites is the IVE (International Virtual Exchange Project) program which aims to improve the linguistic and intercultural competence of participants who participate in it. This program was implemented starting in 2015 using Kaken grant funds from the Japanese government and aid funds from Hosei University, so that students from state schools/universities can participate for free. The IVE program uses the open platform Moodle which is the most popular learning system in the world today. Because most of the IVE program participants are in different time zones, program activities take place asynchronously or indirectly where participants can access them anytime and anywhere according to their spare time, although synchronous or direct activities are also recommended. Program activities are carried out in English as the global lingua franca. Some of the goals that are expected to be achieved through the IVE program include increasing intercultural competence, to gain experience communicating authentically with students from other nations, to know about one's own culture and lifestyle and that of people from other nations, to improve communication skills, and to improve students' digital literacy skills.

B. *Genre*

There are two types of genres, namely the factual genre and the story genre. The factual genre is a genre related to real information and the difference between factual genres lies in the way this information is managed. The factual genre consists of eight genres namely: description, report, procedure, recount, explanation, exposition, discussion, and exploration. While the story genre is a genre that is generally produced based on fiction, although it does not rule out the story genre can be produced based on reality. The difference between story genres lies in the core or points of the story and also in the views or responses of the readers/listeners to the points or points of the story. The story genre consists of six genres, namely: recount, anecdote, exemplum, observation, narrative, and news story

(Martin, 1992; Martin and Rose, 2008 ; Santosa, 2003; Wiratno, 2018). Apart from the factual genre and story genre, there is also the buying and selling genre or service genre. This genre is a genre that results from social processes between traders and buyers or between service providers and customers. The difference between buying and selling/service genres lies in the buying and selling traditions in each society (Santosa, 2003).

Evaluation genres consist of argument genres and text responses. Argument genres generally have a social goal of negotiating the author's position in a discourse. There are several types of argument genres, namely exposition, discussion consisting of simple discussions and complex discussions, as well as anti-exposition. Meanwhile, the text response genre is a genre to train writers to demonstrate competence in influencing readers. In general, text response genres are in the form of review genres, interpretation genres, or critical response genres (Rose, 2010).

C. Analytical Exposition Text

One of the characteristics of the genre is that it has stages in achieving its social goals/meanings/functions. The social goal of Analytical Exposition genre is presenting opinions unilaterally to convince readers or listeners that something is true. Usually there are three stages in Analytical Exposition genre, i.e. Thesis, Argument, and Reiteration (Gerot dan Wignell, 1994; Santosa 2003; Wiratno 2018).

According to Wiratno (2018: 319-320), Analytical Exposition genre has several characteristics including: (1) the exposition text contains the personal views of the writer/speaker. The pronouns *I* or *we* may be used, especially when presenting an argument; (2) attitudinal lexis is often used, especially in hortatory exposition; (3) the verbs that are often used are material, relational and mental verbs; (4) it contains one-sided arguments, and the number of arguments is not specified; (5) the conjunctions used are conjunctions to organize arguments, for example *first second, etc.*, or conjunctions to strengthen arguments, for example *the fact that..., also, etc.*, or conjunctions that express cause-effect relationships, for example *as long as*; (6) it contains modalities for making opinions that lead to suggestions or recommendations.

D. Ideational Experiential Meaning

Clauses are sources of meaning that are used to represent experiences when viewed from the perspective of the ideational dimension of meaning. There are two groups of ideational meaning, namely experiential meaning and logical meaning. The experiential ideational meaning in clauses can be realized through transitivity analysis. As Eggins (1994: 266) states that "Transitivity patterns represent the encoding of experiential meanings: meanings about the world, about experience, about how we perceive and experience what is going on." Meanwhile, Halliday (2014: 83) argues that a clause has meaning as a realization of the language user's experience in a text. In accordance with these two statements, we can conclude that transitivity analysis is used to describe the pattern of language users' experiences of situations occurring around them as contained in a text.

There are three semantic categories in transitivity analysis, namely processes, participants or language users who carry out these processes, and circumstance associated with these processes. The verb group is the realization of the process, the noun group is the realization of the participant, and the adverb group and prepositional group are the realization of circumstance, although they are not always in a clause (Gerot and Wignell, 1994; Wiratno, 2018). Participants are people who carry out activities (actors) or people who are subject to activities (objects of events). In each of the processes, there are different roles of participants. For example, in a material process there are 'Actor' and 'Goal' participants. Circumstance can be realized through adverb groups or preposition groups. Process is central to the transitivity system and plays a very important role in clauses because it determines the type of experience. Different types of events necessarily involve different types of participants and perhaps in different circumstances. Processes are expressed in groups of verbs and in general there are 6 (six) types of processes, namely material processes, mental processes, relational processes, verbal processes, behavioral processes, and existential processes. Circumstance is the environment, both physical and non-physical, that surrounds the process. Circumstances are used to answer questions such as when, where, why, how, how much, and as what (Gerot and Wignell, 1994; Santosa, 2003; Wiratno, 2018). There are 8 (eight) circumstances in the transitivity system namely angle, extent, location, manner, cause, accompaniment, matter, and role.

III. METHOD

The focus or topic that researchers will analyze in this research is transitivity analysis in Analytical Exposition texts produced by Indians and Turkish in the International Virtual Exchange (IVE) program. The topic of the international communication is 'Lessons from the pandemic'. There were 2 Indians and 4 Turkish chosen as the samples in this study. Researchers will try to reveal the situational context (register) of their Analytical Exposition texts through the realization of ideational meaning at the clause level. Researchers are interested in analyzing the extent of differences in the situational context of each participant in the IVE program who comes from different countries.

According to Santosa (2017: 122-123), the research method is related to the main ways of determining the location, data sources, sample data (sampling), validity, and method of analysis. He further explained that with the method a research must be carried out systematically in accordance with the plan, so that it can be said that the method forces the researcher to carry out certain procedures that lead to a certain direction as well. The research

method organizes scattered data before the researcher interprets it based on the context, besides that the method also uses certain standard terms with certain meanings as well.

Lyncoln and Guba (1985) in Santosa (2017) state that location in qualitative research is the boundary used to determine the research focus or can be called the focus determined boundary. As explained above, the focus of this research is registers in Analytical Exposition texts in the International Virtual Exchange (IVE) program, so that it can be determined that the IVE program is the research location in this study. Santosa explained further that the research location does not have to be geographical or demographic, but media can also be used as a research location. Based on this definition, the IVE program is a form of online media that can be a research location.

Determining data sources and data is also a very important part of a research. Data sources can be places, informants, events, documents, sites, and so on in a study. The complexity of the research focus determines how little or how much the amount of data is. If the research describes a holistic phenomenon, then the research will have more types of data sources (Santosa, 2017: 51). The data sources for this research are: (1) Analytical Exposition text documents in the IVE program produced by participants from India and Turkey; and (2) informants consisting of linguistic experts in general and/or SFL experts in particular who are members of the Focused Discussion Forum (FGD) as research data validators. While the primary data in this study include: (1) the text of the polylogue in the IVE program in which there are realizations registers in international communication and their contexts; (2) information as a result of discussions by linguistic experts and/or SFL regarding the validation of this research data obtained through FGDs. While the secondary data in this study consisted of previous studies related to the transitivity analysis, international communication, and the IVE program. These studies can be in the form of articles published in seminar proceedings, indexed and/or nationally or internationally accredited journals, as well as dissertations and theses.

The criteria for this research sample include document criteria and informant criteria. With the document criteria, the texts studied are based on SFL theory, especially register theory which functions as a tool for analyzing the situational context of each IVE program participant who participates in the texts on international communication studied. So that the data analyzed is not too broad in scope, the researcher compiled several sample criteria as follows: (1) The international communication texts sampled in this research were also selected based on the participants involved in them. In an international communication text, it must consist of several participants who come from different non-English speaking countries so that the communication pattern or social context of each nation can become interesting data for analysis; (2) The informant must be working as a lecturer or language practitioner with a minimum doctoral degree and a minimum working period of two years, and have adequate competence, especially in register theory, and have research related to the focus of the study.

In this research, researchers used two triangulation techniques, namely triangulation of data sources and triangulation of data acquisition methods. As explained above, there are two sources of data in this research, namely documents and informants. Document data sources consist of Analytical Exposition texts on the IVE program, in which there is a realization of the register of each nation involved in the program. Meanwhile, the informant data sources are language/SFL experts who provide data validation results through FGD forums. In triangulation of data collection methods, there are two methods of data acquisition, namely content analysis for documents, and results of analysis by SFL experts who cross-checked the research data through FGD forums.

The data in this research were analyzed one by one based on content analysis and with an SFL approach using data analysis stages as proposed by Spradley (1980) which consisted of domain analysis, taxonomic analysis, componential analysis and cultural theme analysis. Domain analysis in this research includes the stage in which the data is classified based on the origin of the participating countries involved in international communication in the IVE program. Taxonomic analysis was carried out to classify register realizations using lexicogrammatical analysis at the clause level through ideational meaning, especially experiential ideational. Santosa explains that taxonomic analysis is an analysis that connects all domain categories and taxonomies into a matrix. Domain categories are depicted/placed in a descending line which is the x-axis, while taxonomic categories are depicted/placed in a horizontal line which is the y-axis (2017: 137). In the analysis of cultural themes, the researchers interpret the patterns of transitivity realization in the Analytical Exposition texts of the IVE program obtained through componential analysis, including patterns of similarities and differences.

IV. RESULT AND DISCUSSION

A. Result

The result demonstrates that the data contains 75 clauses consisting 29 clauses in Indians' Analytical Exposition texts and 46 clauses in Turkish' Analytical Exposition texts. The result also shows that five different process types. However, each type of these processes are divided more into some sub types, for example there are two sub types of material process, namely material doing and material happening. The following table gives a clearer description of process occurrences and their distribution.

TABLE I. THE PROCESS TYPES USED IN INDIANS' AND TURKISH'S ANALYTICAL EXPOSITION TEXTS

No	Process Type	Indian		Turkish	
		Occurrence	Percentage	Occurrence	Percentage
1	Material Doing	11	38 %	8	17.4 %
2	Material Happening	2	6.9 %	2	4.3 %
3	Mental Cognitive	6	20.7 %	17	37 %
4	Mental Perceptive	0	0 %	2	4.3 %
5	Mental Affective	1	3.4 %	0	0 %
6	Relational Attributive	6	20.7 %	11	24 %
7	Relational Identifying	2	6.9 %	1	2.2 %
8	Verbal	1	3.4 %	2	4.3 %
9	Existensial	0	0 %	3	6.5 %

The above table displays that in Indians' Analytical Exposition texts, the most common process type, totaling 11 occurrences (38%), was the process of material doing. This process was followed by mental cognitive process (6 or 20.7%), relational attributive process (6 or 20.7%), material happening process (2 or 6.9%), relational identifying process (2 or 6.9%), mental affective process (1 or 3.4%), and verbal process (1 or 3.4%). Whereas, in Turkish' Analytical Exposition texts, the most common process type, totaling 17 occurrences (37%), was the peocess of mental cognitive. This process was followed by relational attributive process (11 or 24%), material doing process (8 or 17.4%), existensial process (3 or 6.5%), material happening process (2 or 4.3%), mental perceptive process (2 or 4.3%), verbal process (2 or 4.3%), and relational identifying process (1 or 2.2%).

B. Discussion

Based on the research results as shown in table 1 above, Indians in their analytical exposition texts dominantly use the Material processes with details of the Material Doing process being 38% and the Material Happening process being 6.9%. Material Doing process is a process used to show physical actions or activities, whereas Material Happening process is a process that shows the ongoing occurrence of an event without involving other participants. With dominant participants of 'we' and 'I', Indian people represent what they (both personally as well as Indian society in general) tried to do in the pandemic by using verbs such as 'try to adjust, fight, stand, spend, try to build, take for granted'. They also realize what lessons they learned during the pandemic by using verbs such as 'teach, go on, force to learn'. The use of location, manner, and cause circumstances supports the social function of the Material processes to show when and where the events happened, how the events happened, and what for the events happened. Some examples of Indian clauses that use the Material Doing process can be seen as follows:

- 1) and we all are fighting bravely (text 1, clause 02)
- 2) I spent time exploring myself, my hobbies and interests (text 1, clause 11)

Note:

XXX: Participant, **XXX**: process, *XXX*: circumstance

The second dominant process in Indian analytical exposition texts is the Relational process, with details of the Relational Attributive process being 20.7% and the Relational Identifying process being 6.9%. The Relational process is a process that shows intensity relationships that indicate the circumstances, characteristics, or definition of the participants. With dominant Carrier of things i.e. 'covid-19, a shutdown, the impact, the list' the Indian people by using Relational Attributive processes tried to describe the situations during the pandemic, while Relational Identifying processes are used to define 'nature' and 'pandemic'. The Indian clauses that use the Relational processes can be seen in the following examples:

- 3) COVID-19 is a mega-pandemic (text 2, clause 01)
- 4) that nature is the best teacher (text 1, clause 04)

The third dominant process used by Indians in analytical exposition texts is the Mental process with details of the Mental Cognitive process being 20.7% and the Mental Affective process being 3.4%. Mental Cognitive process is a process that explains cognition, while Mental Affective process is a process that explains desires. With dominant participants 'we' and 'I' in their Mental Cognitive process clauses, Indians tried to express their thoughts about what

kinds of lessons they have gained during the pandemic. They also express their feelings about pandemic by using Mental Perceptive process. The examples of Indian clauses that use the Mental processes can be seen as follows:

- 5) I have learnt to be optimistic (text 1, clause 06)
- 6) The pandemic made me enjoy the little things and moments of life (text 1, clause 08)

Meanwhile, the Turks in their analytical exposition texts dominantly use the Mental processes with details of the Mental Cognitive process being 37% and the Mental Perceptive process being 4.3%. Mental Cognitive process is a process that explains cognition, whereas Mental Perceptive process is a process that explains perception. With dominant participants of 'we' and 'I', the Turks represent their thoughts and perceptions about what kinds of lessons they have gained during the pandemic. The use of location, manner and cause circumstances supports the social function of the Mental processes. Some examples of the Turks clauses that use the Mental processes can be seen as follows:

- 7) *Socially, we've understood that racism is illogical totally* (text 3, clause 03)
- 8) I have seen this sentence [written by Joseph Campbell], before the pandemic (text 4, clause 03)

The second dominant process in Turkish analytical exposition texts is the Relational process, with details of the Relational Attributive process being 24% and the Relational Identifying process being 2.2%. The Relational process is a process that shows intensity relationships that indicate the circumstances, characteristics, or definition of the participants. With Carrier of things or human, the Turkish people by using Relational Attributive processes tried to describe their country's phenomena during the pandemic, while Relational Identifying process is used to define 'the most important thing' as seen in clause 09 below. The Turks clauses that use the Relational processes can be seen in the following examples:

- 9) that racism is illogical totally (text 3, clause 04)
- 10) According to me, the most important thing is that nature is going on renewing itself (text 3, clause 09)

The third dominant process used by the Turks in analytical exposition texts is the Material process with details of the Material Doing process being 17.4% and the Material Happening process being 4.3%. Material Doing process is a process used to show physical actions or activities, whereas Material Happening process is a process that shows the ongoing occurrence of an event without involving other participants. With participants 'we' and 'I' in their analytical exposition texts, the Turks express what they (both personally and generally) did in the pandemic as well as what lessons they learned during the pandemic. The use of location, manner, and cause circumstances supports the social function of the Material processes. The examples of Turkish clauses that use the Material processes can be seen as follows:

- 11) We should seize the day! (text 5, clause 03)
- 12) I had to go back to my dormitory from my home because of the problems [me and my family had previously] (text 6, clause 06)

V. CONCLUSION

Based on the data analysis above, the researcher can conclude that there are similar types of processes used by Indians and Turks when presenting their arguments in analytical exposition texts. Both nations use processes of Material, Mental, and Relational. Only few of Verbal processes are realized by both nations. Meanwhile, the Existential process is only used by the Turks. The similarities between Indians and Turks also lie in the use of participants and circumstances in their analytical exposition texts. The most frequently used participants are 'I' and 'we' to refer to themselves personally or to people in their country in general. The used circumstances includes circumstances of location to show place and time, circumstances of manner to show the quality of the activities carried out, and circumstances of cause which shows the reason and purpose why the events happen.

The difference in the transitivity system between Indian and Turkish analytical exposition texts lies in the frequency of use of the processes. The most dominant process used by the Indian people is the Material Doing processes to express arguments about their physical activities during the pandemic. They also often use Relational Attributive processes to express circumstances and characteristics of the surrounding conditions during the pandemic. Mental processes, especially Mental Cognitive, are processes that are also used frequently by Indians in their analytical exposition texts. These processes express their arguments about what they think about the pandemic and how they feel about it. On the other hand, Turks are more likely to use Mental Cognitive processes in expressing their thoughts about the pandemic. The second dominant processes used by Turks in their analytical exposition texts is the Relational Attributive processes, and the third dominant process is the Material Doing processes.

The implementation of this research is that it can be useful for English language teachers/lecturers/researchers and English language learners, especially IVE program participants. One of the advantages of studying ideational meaning, or the transitivity system is to be able to analyze the characteristics of the physical/biological realization of each nation that participates in the IVE program. The teachers/lecturers must use an appropriate technique and

approach, and provide additional material to strengthen students' understanding of writing this genre, specifically the types of process in the transitivity system. Text studies that use SFL as the main theory do not only focus on transitivity as discussed in this research, but there are still other perspectives in SFL that can be used as a basis for research, including the MOOD system and the thematic system. Therefore, researches with deeper perspective and variations can be conducted in the future.

VI. ACKNOWLEDGMENT

I would like to express my deepest gratitude to my supervisors, Mr Riyadi Santosa, Mr Djatmika, and Mr Tri Wiratno, for the guidance and support provided during the writing of this scientific journal. Without guidance and support from all of you, this scientific journal would not be as good as it is.

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