

**Examining Transitivity in Arabic and Indonesian Education News and Its
Implications for *Maharah al-Qirā'ah*****Nurul Fitriyah¹ ✉, Rinaldi Supriadi²**^{1,2}Department of Language Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Article Info	Abstract
<i>Article History:</i> Received 03 March 2026 Approved 13 April 2026 Published 30 April 2026 Keywords: <i>Arabic, Education News, Transitivity</i>	Education news in international media plays a role in shaping public understanding of cross language education policies and issues. Differences in linguistic structure have the potential to affect how reality is represented as well as the level of complexity of readers understanding. This study aims to compare the transitivity system in Arabic and Indonesian educational news texts on <i>BBC News</i> and examine its implications for <i>maharah qirā'ah</i> . The study uses a descriptive qualitative approach with transitivity analysis in the framework of Systemic linguistics functional. Data in the form of 20 news (10 Arabic and 10 Indonesian) published in 2025–2026 were analyzed to identify the types of process, participants, and circumstances, then compared comparatively. The results showed that Arabic texts were dominated by material process that demanded accuracy in identifying actions and grammatical relationships, while Indonesian texts used more verbal process that emphasized the attribution of information sources. These differences have an impact on the reader's meaning processing strategy. Pedagogically, these findings confirm that learning <i>maharah qirā'ah</i> needs to integrate the practice of automating the recognition of Arabic verbal structures while strengthening the ability to integrate meaning between clauses so that the global understanding of news texts can be achieved effectively.

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INTRODUCTION

The analysis of transitivity in news texts has evolved as the role of international media in shaping public understanding of global issues has increased (Purcell, D & Rogelj, B, 2025). News forms a society's perspective in understanding a social issue and event represented from various perspectives (Topçubaşı & Kapıbanar, 2022). Thus, the way an issue is constructed in the news is greatly influenced by the author's point of view which is reflected through the choice of clause structure and linguistic patterns used (Pan & Lv, 2025). The difference in language used by online news portals also affects the variation of the

transitivity system that appears in the news text clauses (Lenora et al., 2023). One of the issues that has attracted quite a lot of public attention in media reports is the issue of education, especially related to education policy (Prawoto, 2022). This issue has always been a topic of conversation because it covers a variety of educational problems from different countries and different social contexts (Omar & Asmaa, 2022). In practice, the media often highlights government programs that have a direct impact on educational practices, such as budget allocation policies and the welfare of educators (Zehra et al., 2023). One actual example is the news of the *Makan Bergizi Gratis (MBG)* program in Indonesia which is positioned as part

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of the education budget and has given rise to various debates (Wahyuni et al., 2025). Meanwhile, the issue of education policy is also a concern in various countries such as Egypt, Austria, Sudan, and Palestine, especially regarding school regulations (Rahmah et al., 2025). News about this education policy is required to be accurate and accurately represent reality so as not to cause misunderstandings among readers (Khadzharov, 2024). Every sentence composed by the news writer should not give rise to ambiguous grammatical meaning, so that the message conveyed can be understood clearly and not misleading (Fathya et al., 2025). Therefore, educational news is a relevant object of study to be analyzed through transitivity systems in order to see how educational issues are represented in different languages (Demirkol & Erdoğan, 2023).

Various previous studies have shown that transitivity analysis in the framework of Systemic linguistics functional is used to uncover the construction of meaning and social representation in texts. In the context of media, Samuel Akindeji Akinmusuyi (2023) examined the ideological representation of gender based violence in Nigerian news headlines and found that dominant material process are used to highlight concrete actions. Similar findings were put forward by Fazeel Ghani, Tahir Saleem, Sonia Majeed, Rabia Batool, and Muhammad Aslam (2022) in a comparison of Pakistani and British newspaper editorials on COVID-19. The dominance of material process in both studies shows the tendency of news to focus on actual events and real actions.

Furthermore, the transitivity analysis reveals how the distribution of participants' roles builds social representation. In Akinmusuyi's (2023) study, men are more often represented as *actors*, while women are positioned as *goals*. This pattern confirms how process choices are not neutral, but rather reflect certain social constructs, including the reinforcing of gender stereotypes. Meanwhile, Al-Badawi and Al Najjar (2021) show that in political news headlines, the verbal process tends to dominate because it functions to attribute information to sources that are considered legitimate, such as officials or eyewitnesses. Material, mental, and behavioral process are used strategically to form representations of actions,

awareness, and psychological responses. These findings confirm that the transitivity system plays a role in shaping the way readers understand the reality being reported.

In addition to media texts, the transitivity system is also studied in the context of education and academic writing. Warits Kramadanu, Gusnawaty, Tadjuddin Maknun, and Muhammad Hasyim (2022) and Agustina and Suarnajaya (2021) analyzed the use of process types in students' narrative texts to see how the meaning and understanding of the reader are constructed. In an argumentative context, Zhang Wenjuan, Kuldip Kaur Maktiar Singh, and Mohammad Nor Afandi Ibrahim (2024) found that vocational students in China tend to emphasize the Thesis, Arguments, and Reinforcement stages, but ignore Identification and Recommendation, and are less clear in developing Points and Elaboration. This suggests that linguistic choices, including transitivity systems, are related to the quality of argumentation structure and the coherence of meaning.

Other studies extend the use of transitivity to a variety of social and academic contexts. Leonardo O. Munali (2025) analyzed the representation of the role of the Philippine Department of Health in the COVID-19 crisis, Faten Ahmed Alarjani (2025) examined the analytical exposition texts of Saudi EFL students, Nesrine Triki, Antonella Giacosa, and Bin Li (2023) examined students' reflective writings, and Akila Sellami Baklouti (2021) compared the English and Arabic causation systems. Overall, these studies confirm that transitivity systems are effectively used to uncover representations of experiences, ideologies, and social constructs in different types of texts.

Nevertheless, research on Arabic-language news is still largely dominated by political, social, and conflict related issues, influenced by broader socio-political conditions in the region (Elhamy & Abdulmajeed, 2023). Studies that specifically highlight the representation of educational issues in Arabic language news are still limited, so space to research the representation of education is still possible to be developed. Comparative studies that focus on Arabic and Indonesian language news with a transitivity system are still a space that has not been explored much.

However, a review of the existing literature reveals at least three significant research gaps. First, SFL based transitivity studies in Arabic language news texts remain largely oriented toward political and conflict-related discourse, with limited attention to other domains such as education (Elhamy & Abdulmajeed, 2023). The representation of educational discourse in Arabic news texts has hardly received systematic attention, even though the issue of education is an increasingly strategic public policy domain in the contemporary Arab world. Second, of the many cross-linguistic transitivity studies that have been conducted, there has been no one that specifically compares the text of educational news in Arabic and Indonesian. Third, the existing transitivity studies generally stop at linguistic descriptions without attracting concrete pedagogical implications, even though the understanding of transitivity patterns in Arabic news texts is very relevant for the development of reading competence (*mahārah al-qirā'ah*) of Arabic language learners, especially in Indonesia which has a long tradition of Arabic language education but is still limited in integrating authentic discourse analysis into reading pedagogy. These three gaps together open up unexplored space and make this comparative research academically necessary and relevant to conduct.

Departing from these three gaps, this study offers a specific and measurable contribution to the current SFL based discourse study landscape. Theoretically, this study places itself in the growing mainstream of cross-lingual comparative SFL studies (Halliday & Matthiessen, 2014), by expanding its coverage that has been underrepresented in the global SFL literature. The novelty of this research lies in the analysis of transitivity as a tool of linguistic description on the one hand, and the pedagogical implications of *mahārah al-qirā'ah* on the other. This study aimed to identify and describe the types of processes, participants, and circumstances in the Arabic and Indonesian education news clauses on *BBC News*. Then compare them to draw the pedagogical implications of these patterns differences for the development of *mahārah al-qirā'ah learning strategies* that are more responsive to the characteristics of authentic Arabic news text discourse. Thus, this study not only enriches the

study of cross linguistic transitivity analysis, but also contributes to the development of an empirical foundation for discourse-based Arabic reading pedagogy in the context of Arabic language education in Indonesia.

The results of the analysis of Arabic news have implications for Arabic language learning in Indonesia, because the difference in transitivity patterns between Arabic and Indonesian news can strengthen reading skills (*maharah qirā'ah*) and help students understand and interpret the meaning of texts more effectively (Mukminin & Bashori, 2022; Zavalniuk et al., 2025; Yuspa, 2024).

METHODS

This study seeks to trace the transitivity system in Arabic and Indonesian news texts that discuss education policy issues. Data was collected through documentation techniques, with document selection carried out by *purposive sampling* according to the data selection criteria (Morgan, 2022). Data collection is determined as follows: (1) the text is an educational news published by BBC News Arabic and BBC News Indonesia in the range of 2025–2026; (2) news topics are directly related to education policies, educational programs, or cross border educational issues; (3) the text has a minimum length of three paragraphs so that the unit of clauses that can be analyzed is sufficient; and (4) the text is available in an online version that is fully accessible and verified. This criterion is established to ensure homogeneity of genres, thematic contexts, and comparable data sources between the two languages, as Martin & Rose (2008) affirm that gender equivalence is an important prerequisite in text analysis so that comparisons between texts can be carried out systematically and validly. The data analysis procedure follows three stages adapted from the model of Miles and Huberman (2014). The first stage is data reduction, which is identifying and limiting the unit of analysis in the form of clauses which are the basic units of the realization of the transitivity system. Each clause is extracted from the text and recorded as a self-contained unit of data. The second stage is transitivity coding, each clause is categorized according to the type of process, namely material, relational, verbal, mental, existential, or

behavioral. The coding was carried out manually by the researcher based on the transitivity framework of Halliday & Matthiessen (2014) as the definitive reference.

The next stage is comparative analysis, which compares the frequency distribution and discourse function of each type of process between Arabic and Indonesian texts to identify linguistically and pedagogically significant patterns. The SFL transitivity analysis from Halliday & Matthiessen (2014) was applied consistently to identify how the transitivity process is used in educational news writing. This approach was chosen because it allows for the exploration of ideological representations of educational issues through linguistic choices in news clauses in a systematic and accountable manner.

The data corpus consists of 20 news texts, of which 10 are Arabic and 10 are Indonesian, published between 2025 and 2026. The online news portals used are *BBC News Arabic* and *BBC News Indonesia*. *BBC News* was chosen as the data source because it publishes regular and consistent educational coverage in multiple languages with verified journalistic standards and an internationally recognized reputation for neutrality (Pickering, 2025). The selection of the 2025–2026 time frame also aims to ensure the relevance and timeliness of data in reflecting the practice of contemporary educational journalistic discourse. The results of the coding were then analyzed comparatively according to the principle of cross-language analysis in SFL (Halliday & Matthiessen, 2014), which compares not only the frequency of the distribution of the type of process, but also the discourse function realized by each type of process in the context of educational news. The results of the analysis were then compared comparatively, in accordance with the principles of a comparative study in SFL Halliday & Matthiessen (2014) to explore similarities and differences in transitivity patterns between languages. This research also has implications for *Mahārah Qirā'ah* in accordance with the theory of Interactive Reading by Grabe (2011) which integrates the understanding of grammatical structure and the meaning of texts to be read optimally (Amalia, 2024).

RESULTS AND DISCUSSION

The transitivity analysis obtained from Arabic and Indonesian news includes material, relational, verbal, mental, existential, and behavioral process (Halliday & Matthiessen, 2014).

Table 1. Comparison of News Transitivity

Process Type	Percentage (AR)	Percentage (IDN)
Material	40%	34%
Relational	1%	7%
Verbal	13%	36%
Mental	1%	10%
Existential	0%	0%
Behavioral	0%	1%

In accordance with the findings in the comparison table, there is a difference in the pattern in representing experience between Arabic and Indonesian news texts. Arabic texts tend to 40% depict reality through the dominance of material process, namely by emphasizing actions, real events, and the dynamics of events. In other words, Arabic language news focuses more on what happened and how the event took place, so that the reader is directed to understand the sequence of actions clearly, although there is still the possibility of influencing certain points of view in its presentation. The structure of Arabic news often indicates the presence of a certain point of view or framing that can affect the way an event is presented (Al-Madi et al., 2020). Therefore, the preparation of news content is not always chronological, but is influenced by the way the media sees and interprets the event (Malkawi et al., 2024). Meanwhile, Indonesian texts show the dominance of verbal process with a percentage of around 36%. This indicates that the representation of reality is more structured through the statements of the source, attitudes, judgments, and identification relationships within the framework of a particular discourse (Xiao et al., 2021).

This difference is important because it shows that both languages construct the meaning of news with different ideational strategies. The differences in ideational strategies in Indonesian and Arabic news texts reflect broader cultural and linguistic differences (Doufesh et al., 2025). Indonesian language news tends to be more oriented to discourse and attitudes, by building

reality through verbal process and assessments. While Arabic texts are more *event oriented* or event-oriented (Yunianti et al., 2025). These differences are important because they affect the way news meanings are constructed and understood in different language and cultural contexts.

Material Process

Material process in transitivity are a type of process that exhibits real actions or events that can be physically observed. (Al-Faraji & Sameer, 2025). This process is usually realized through verbs that describe activities, such as *perform, attack, build, capture, shoot, or take* (Miranda, 2022). The material process involves participants in the form of actors as the party who performs the action and can also involve the target as the party or thing subject to action (Hopper & Thompson, 2025). In addition, clauses containing this material process can be accompanied by circumstances (descriptions) of time, place, means, purpose, or cause. Material process are often used to present the facts of events in a concrete way, so that the reader gets a direct picture of the actions or events that occurred in the text or news read.

Data 1

إن القانون (Actor) سيؤجج (Process) المشاعر المعادية للمسلمين (Goal) في البلاد (circumstances)

The clause represents a material process. The word *القانون* plays the role of the actor who performs *سيؤجج* (will trigger/inflame), while *المشاعر المعادية للمسلمين* is the target of the action. The phrase *في البلاد* serves as a circumstance of the place that indicates the location of the process.

Data 2

Di hari-hari terakhir belajar itu (circumstance) setiap pelajar (Actor) ternyata menerima (process) paket MBG yang dirapel (Goal)

The clause represents an event as a material action marked by the verb "menerima." The word "setiap pelajar" is positioned as the actor involved followed by the target or participant who is subjected to the action "paket MBG yang dirapel."

The dominance of material processes in Data 1 is not just a lexical choice, but reflects the ideological orientation of the Arabic text that places events as the center of the representation of reality. The construction between actors, processes, goals in this clause indicates that Arabic

news texts tend to position abstract entities, such as laws, as active agents that have causal power over social phenomena. This pattern shows how the choice of transitivity functions as a discourse strategy that shapes the reader's perception of the cause and effect relationship in the reported reality. From Grabe's (2011) perspective, readers who are not trained to recognize this kind of causal agency pattern will experience a high cognitive load when processing texts, as they must simultaneously decode morphosyntactic structures and reconstruct semantic relationships between clause participants. This means that in the context of learning, it indirectly conditions the reader to build a mental model of events that is causal-sequential (Englmeier, 2023). In Context of *Mahārah al-Qirā'ah*, this kind of cognitive demand requires the reader to be able to recognize the structure of Arabic transitive fi'l automatically, including the perfect and imperfect verb patterns and their changes, and to understand *maf'ul bih* without having to drain working memory capacity. When these skills have not been internalized, readers tend to focus on decoding the surface of sentences and fail to integrate meaning between clauses cohesively. Thus, these findings indirectly demand the design of reading learning based on strengthening the automation of Arabic verbal structure processing (Li & Liu, 2025), so that it has the potential to form social opinions that are critical of the issues raised (Ghatak, 2016). In line with that, Torres Chedraui & Wong (2024) show that factual action based framing in news texts is not neutral, but rather strategically directs readers to a particular interpretation. This can be a mechanism that Arabic learners need to be aware of so that they not only understand the literal meaning, but also be able to read the ideological constructs behind the choice of processes in the text.

Meanwhile, Data 2 reveals a different dimension of the function of the material process in the Indonesian text. In contrast to Arabic texts that place abstract entities as actors, Indonesian texts position students as concrete actors in a policy event, which is a transitivity choice that semantically brings the reader closer to the real impact of the program on students' lives. This strategy reflects a discourse orientation that is more oriented towards individual experience and social

participation. From the point of view of *mahārah al-qirā'ah*, this kind of text is relatively easier to process because the concrete human actor allows the reader to construct a more familiar scheme of experience. However, this is precisely where the difference in challenges between Arabic and Indonesian texts lies. If Arabic texts demand the ability to recognize complex grammatical relationships between abstract agents and verbal processes, then Indonesian texts demand more the reader's ability to interpret actions in a particular context. This difference in cognitive orientation implies that the teaching strategy of reading cannot be uniform, but must be directed according to the characteristics of the discourse of each language so that the understanding of the text can be built thoroughly and efficiently.

Relational Process

A relational process is a type of process in transitivity that serves to express the relationship between two elements in a clause. This process usually uses verbs such as *is, is, becomes, includes, contains, is*, or other forms that express a state and identity. In the attributive relational process, there is a carrier element imposed by attributes, for example when a thing is described as its nature or condition. As for the relational process of identification, the relationship built is equalizing or defining, with the role of tokens and values, so that one element is identified as another. Through relational process, texts can build definitions, classifications, and assessments of a phenomenon. Therefore, this process is often used in news texts to describe the status, category, or character of a policy, event, or figure.

Data 3

(Value) *إن القانون* (Token) *يمثل* (Process) *التزاماً واضحاً*
(Circumstance) *بالمساواة بين الجنسين*

The clause represents an identification relational process. The word *القانون* is positioned as a token identified through the process *يمثل*. While *التزاماً واضحاً* functions as a value that attaches a certain meaning to the law. The phrase *بالمساواة بين الجنسين* is a circumstance.

Data 4

Pendidikan (Token) *adalah* (Process) *senjata paling ampuh* (Value) *untuk mencetak SDM unggul* (Circumstance)

The clause represents an identification relational process. The word "Pendidikan" is positioned as a token defined through the "adalah"

process, while "senjata paling ampuh" becomes a value that provides an evaluative judgment. Then followed by circumstances that clarify the goal, namely "untuk mencetak SDM unggul".

The analysis of both data shows that law and education are related in promoting gender equality in the world of education (Arroyave T. et al., 2025). Data 3 reveals that Arabic texts use a relational process of identification to affirm the normative status of a policy, such as a law is not merely described, but interpreted as a representation of the commitment to equality. This shows that Arabic news texts not only report events, but actively build evaluative judgments through token-value relationships. In context *Mahārah al-Qirā'ah*, this pattern requires the reader to not only understand the content of the clause syntactically, but also to be able to recognize the ideological content embedded in the relational structure.

Meanwhile, Data 4 shows how Indonesian texts build educational arguments through metaphorical identification relations that place "education" as a "weapon" that indicates the importance of language choices in news texts. The implication for reading learning is that learners need to be trained not to stop at mere propositional understanding, but to go further to the level of evaluative understanding that questions why an entity is represented with a certain value. This finding is in line with Kartiko et al. (2025) who emphasized that critical literacy of the language of education policy can only be achieved if readers have sensitivity to the relational function of language in shaping social meaning.

Verbal Process

Verbal process in transitivity studies are a type of process that shows the act of conveying speech or messages, both verbally and symbolically. This process is usually realized through verbs such as *saying, mentioning, reporting, explaining, expressing, or affirming*. In its structure, the verbal process involves several elements, namely the speaker (the party who delivers the speech), the verbal process (the verb that indicates the act of speaking), and the content of the speech (the message conveyed). In addition, the recipient of the speech or the target of the speech can also appear, as well as information such as time and place. In news texts, the verbal process serves to present the source of information explicitly so as to strengthen the validity and credibility of the report. By clearly mentioning the speaker, the text shows that there is a party responsible for the information conveyed.

Data 5

يؤكد (Process) *الخضور* (Sayer) *أن شغف الطلاب ظل حاضراً*
(verbiage)

The clause represents a verbal process that indicates an act of asserting or confirming. In its

transitivity structure, *الخبور* functions as the sayer, that is, the one who performs the act of assertion. Meanwhile, the segment *أن شغف الطلاب ظل حاضراً* serves as the verbiage, containing the message being asserted namely, that the students' enthusiasm remains present.

Data 6

Kepala Sekolah SD Al Muttaqin, Otong Tatang (Sayer), *mengklaim* (Process), *selama 29 tahun menyediakan makan siang bagi anak didiknya, tidak pernah terjadi kasus keracunan* (Verbiage), *selama 29 tahun* (Circumstance).

The clause represents the verbal process, "Kepala Sekolah SD Al Muttaqin, Otong Otong Tatang" plays the role of a speaker who performs the act of "mengklaim." The section "selama 29 tahun menyediakan makan siang bagi anak didiknya, tidak pernah terjadi kasus keracunan" serves as a speech that contains the content of the claim.

The results of the analysis show that the two data use verbal processes to build the attribution of information sources, but with significantly different discourse functions and different implications for readers. Data 5 shows a typical pattern of Arabic news texts, namely prioritizing the verbal process before saying sayer. This sequence is not just a grammatical feature, but rather reflects a discourse strategy that emphasizes the act of reporting as an event that is more prominent than the identity of its speaker. For Arabic language learners, this kind of pattern demands a high degree of processing flexibility. The reader must be able to defer the identification of the agent to the next element while still maintaining the coherence of meaning. This is what Grabe (2011) calls the "top down approach processing" challenge in reading, where the understanding of who is speaking is only completed after the elements of the next clause are processed (Sparks & Wagner, 2025). Moreover, the choice of the verb *يؤكد* in Data 5 also carries a strong epistemic charge. In contrast to *قال* which is neutral in reporting speech, *يؤكد* positions the content of speech as something that is expressed with full conviction, as if closing the space for doubt.

Meanwhile, Data 6 shows how Indonesian news texts utilize the verbal process not just to cite, but to establish an epistemic position on the truth of claims. The choice of the verb "claim" contains an implicit evaluative content that invites the reader to question the validity of the statement. For *mahārah al-qirā'ah* students, the ability to read the epistemic differences between verbs such as "declare", "claim", and "affirm" in Indonesian as well as their Arabic equivalents such as *qāla*, *za'ama*, and *'akkada* is a very important interpretive skill. Without sensitivity to this gradation of meaning, the learner will only process the text at a propositional level without being able to grasp the ideological position hidden behind the choice of verbal processes. These

findings are in line with research by Can & Ercan (2020) who found that the choice of verbal processes in news texts serves to establish a specific epistemic position, rather than simply reporting neutrally. Thus, the verbal process does not solely function as a technical instrument of reporting, but rather as an arena of discourse where the authority, credibility, and ideology of the text are negotiated. Reading ability at this level is a pedagogical goal that must be explicitly integrated in the learning of *mahārah al-qirā'ah*.

Mental Process

Mental process represent inner experiences related to perception (seeing, hearing), cognition (understanding, knowing, considering), affection (feeling, worrying), and desire (expecting, wanting). This process involves two main participants, namely the senses (the experience of consciousness) and the phenomenon (things that are perceived, thought about, or felt). Mental process place internal experience as the center of the representation of meaning.

Data 7

(Location) *أعداد كبيرة من الأطفال في غزة* (Senser) (Phenomenon) *يعانون من عدم وجود مدارس* (Process)

The clause represents the mental process of affection because it displays the experience felt by *أعداد كبيرة من الأطفال* as a senator of *من عدم وجود مدارس*. The circumstances *في غزة* clarify the context in which the experience occurred.

Data 8

hari Senin (05/05) itu (Circumstance), *ratusan anak* (Senser), *diduga* (Process), *keracunan massal* (Phenomenon).

The clause represents the mental process of affection, as it displays the experience felt by "ratusan anak" as a senator to the phenomenon of "keracunan massal." The circumstance "pada hari Senin (05/05)" clarifies the context of the time when the experience occurred.

The results of the analysis show that although both data use the mental process of affection, the orientation of the constructed discourse is fundamentally different and carries different cognitive implications for the reader. Data 7 constructs a representation of the collective suffering of children in Gaza through a combination of quantitative sensors of "large number of children" with a deprivative phenomenon ("absence of school"). This construction creates a broad empathy effect as the reader is invited to imagine an inner experience borne by a large group, not an individual. For *students of mahārah al-qirā'ah*, texts like this demand strong inferential skills. The reader must be able to relate the socio-geographical conditions (the situation in Gaza) to psychological experiences that are not directly explicit. This is a top level processing

skill that can only be developed when the lower-level decoding capabilities are automated.

Meanwhile, Data 8 builds factual urgency through specific time markers as circumstances, which discourse emphasizes that the events experienced by the sender are concrete, documented, and verifiable. The choice of the word "allegedly" as a mental process adds an epistemic layer that indicates that the experience has not yet been fully confirmed. The difference between these two data shows that state variation is not just additional information, but actively determines how the reader constructs a situational model from the text read, as affirmed by Halliday & Matthiessen (2014) that sensory configurations, phenomena, and states can result in significantly different discourse orientations (Martínez, 2020).

Existential Process

Existential process are a type of process in the transitivity system that functions to state that something exists, occurs, or appears. This process is usually characterized by verbs such as *existing*, *existing*, or *appearing* that have one main participant called existing, i.e. entities that are declared to exist, while other elements such as the description of place or time act as circumstances.

Data 9

(Existent) *كان هناك* (Existential) *معلم واحد*

In the Arabic clause *كان هناك معلم واحد*, its transitivity structure indicates an existential process as it declares the existence of an entity. The element *كان هناك* acts as an existential process that informs that something "exists" or "has been" in a given time context, while *معلم واحد* functions as a single participant called existential, i.e. the entity that is declared to exist (a teacher).

Data 10

Terdapat (Process) *kenaikan alokasi anggaran pendidikan* (Existent) *pada penerima manfaat guru, dosen, dan tenaga Pendidikan* (Circumstance).

The clause represents an existential process. The word "terdapat" functions as a process that states the existence, "kenaikan alokasi anggaran pendidikan" as an existence (something that is stated to exist), and the phrase "pada penerima manfaat guru, dosen, dan tenaga pendidikan" as a circumstance that indicates the party that is the target of the increase.

The Arabic text in Data 9 chooses a concise and straightforward structure, declaring the existence of an entity without additional elaboration in the same clause. This choice is not merely grammatical limitations, but rather reflects the tendency of Arabic discourse to convey information gradually across clauses, with each clause carrying a single dense unit of information. For students of *mahārah al-qirā'ah*, this structure demands a strong ability of "working memory

between clauses", since the full meaning of a statement is often formed only after the reader has cohesively processed the next few clauses.

In contrast, the Indonesian text in Data 10 packs existential information along with the context and parties involved in one dense clause. The strategy is more explicit but also demands the reader's ability to process longer and more complex clause structures at once. This difference shows that the density of vertical (in a single clause) versus horizontal (cross clause) information is an important dimension in text processing that needs to be considered in the design of Arabic reading learning, as Dursun & Tunç (2024) affirm that the way information is organized in news texts directly affects the level of accessibility of meaning for readers (Dursun & Tunç, 2024).

Behavioral Process

Behavioral process are a type of process in the transitivity system that describes the external behavior of living beings as the embodiment of mental or physiological process. This process usually involves one main participant called Behavior (the perpetrator), for example in verbs such as *laugh*, *cry*, *smile*, *sighe*, or *stare*, indicating a physical or psychological response to a stimulus. In some cases, behavioral process may be accompanied by additional elements such as phenomena or circumstances, but the main focus remains on behaviors that appear to be manifestations of inner experiences or biological conditions.

Data 11

(Behavior) *بضحكات الصغار* (Process) *كانت تضح*

In this clause, the element *تضح* is categorized as a behavioral process because it describes a situation that resembles behavior or response that is heard in real life, namely "rumbling" or "boisterous" by the sound of laughter. The participant *المباني* (implicit) functions as a behavior, that is, the entity that is the perpetrator or perpetrator of the behavior, although semantically it is metaphorical because the building does not actually behave, but is personified. Meanwhile, the phrase *بضحكات الصغار* acts as an element of behavior that describes the source or form of the response that occurs.

Data 12

Mereka (Behavior) *duduk* (Process) *bersila saling berhadapan* (Goal) *mengikuti arahan dari para guru*.

In the clause, the word "duduk" is categorized as a behavioral process because it indicates a physiological behavior that can be directly observed. "mereka" participants function as behaviors, i.e. the perpetrators who display the behavior.

The analysis shows that although both clauses are categorized as behavioral processes, the representation strategies applied reflect different stylistic orientations and bring different

consequences for text processing. In Data 11, the Arabic text uses personification to create a vivid and imaginative descriptive effect. This strategy reflects the tendency of Arab rhetoric to use *majas* as an effective tool of social representation, i.e. the collective atmosphere of a space is conveyed not through explicit descriptions, but through behavioral projections of the personified entity. For context of *mahārah al-qirā'ah*, this kind of clause presents a special interpretive challenge. Untrained readers who recognize personification as a discourse strategy risk misidentifying the perpetrator and incorrectly constructing a model of the situation. This indicates that learning to read Arabic news texts cannot escape the strengthening of figurative literacy, i.e. the ability to distinguish literal and metaphorical meanings in the same structural context.

In contrast, Data 12 uses behavioral processes literally and concretely. Indonesian texts in this context tend to avoid interpretive ambiguity and present meaning in a more transparent way. Pedagogically, however, this does not mean that Indonesian texts are easier to process thoroughly, because the level of complexity of discourse is determined by more than just referential clarity. Comparatively, this difference confirms that the stylistic dimension, especially the use of language figures in Arabic texts, is a component that needs to be systematically integrated in learning *Mahārah al-Qirā'ah* so that students can develop a complete discourse sensitivity to authentic news texts (Stephan et al., 2023).

Pedagogical Implications for *Maharah Qiraah*

The results of comparative transitivity in Arabic and Indonesian news texts in *BBC News* reveal representational patterns that not only differ typologically, but also systematically shape different cognitive demands on readers. Arabic texts that are dominated by material processes require the reader to build a situational model based on the chain of events and causal relationships between participants, while Indonesian texts that are dominated by verbal processes require readers to process source attribution, recognize the speaker's epistemic position, and evaluate the level of certainty of information. These two demands operate at different levels of processing but are equally essential for deep reading comprehension. Grabe's (2011) conceptual framework of interactive reading is the right foundation for interpreting this distinction, as he asserts that the ability to read in a second language cannot be reduced to one type of processing alone. Effective reading requires seamless coordination between lower level processes i.e. automatic word recognition, morphological analysis, processing of syntactic structures and top level processes such as inference,

cross clause idea integration, and situational model construction.

In the context of Arabic news texts that are dense with material processes, when the lower-level processes are not automated, the reader's working memory capacity will be completely seized to decode sentence structures, leaving no cognitive space to build a holistic understanding of the text. The findings of this study are thus not just linguistic descriptions, but a cognitive map that shows exactly where obstacles to the processing of Arabic news texts are most likely to occur, and at which point pedagogical intervention is most needed (Syahid et al., 2025).

The dominance of material processes in Arabic texts with the *fī'il* pattern as the core of the clauses, followed by *fā'il* and *maf'ul bih* in various variations requires the student to be able to recognize the configuration of actors, processes, and goals reflexively without having to stop to analyze each element separately. In addition, Arabic language texts show information density and semantic emphasis through phrase expansion, detailed descriptions, or nominalization. At the level of the verbal system, this tendency is in line with Arabic characters that emphasize the category of aspects (perfect-imperfect) rather than explicit tense marking (Supriadi et al., 2024). As long as the recognition of these patterns has not reached an automatic level, a high cognitive load will continue to hinder the learner's ability to move from sentence by sentence comprehension to holistic discourse comprehension. Therefore, repetitive exercises based on authentic Arabic news texts need to be a regular component of the curriculum *Mahārah al-qirā'ah*. This framework has been widely supported by recent research and is still an important reference in the pedagogy of second language (L2) reading (Zhang, 2024).

The dominance of material processes in Arabic texts suggests that *maharah qirā'ah* ah, as a whole, demands two capacities that must be developed synergistically. The processing automatism of the formal structure of Arabic on the one hand, and the critical interpretive capacity of discourse on the other. When these two capacities go hand in hand, learners are not only able to understand the content of the text propositionally, but are also able to navigate the ideological and discourse complexities inherent in every transitivity choice made by news writers. Thus, the comparative results of this study do not solely map the linguistic differences between Arabic and Indonesian texts, but rather offer a concrete and evidence based pedagogical framework to design *mahārah al-qirā'ah* learning that is more responsive to the characteristics of authentic Arabic news text discourse.

CONCLUSION

The difference in the dominance of the transitivity process in Arabic and Indonesian education news has direct implications for the strategy of representation of meaning and the development of *maharah qirā'ah* learning. This study shows that Arabic educational news texts in *BBC News* tend to be dominated by *event oriented* material process, while Indonesian texts make more use of verbal process. This difference signifies that both languages construct the reality of education through different ideational strategies. Theoretically, these findings reinforce the transitivity framework in Systemic linguistics functional that process choices, participants, and circumstances are not just grammatical structures, but social representation strategies that shape the way readers understand educational issues.

The main implication of this research lies in the development of *the Arabic maharah qirā'ah*. Reading learning does not focus enough on literal translation, but needs to be directed at the analysis of transitivity structures, mapping the flow of events, and integrating meaning between clauses so that readers are able to build a complete model of the situation. Thus, the results of this study provide a pedagogical foundation for designing Arabic reading learning based on authentic news texts that integrate linguistic processing efficiency and advanced discourse comprehension strategies.

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