



Mental Process of Transitivity in The Main Character of Horse Girl Movie: A Systemic Functional Linguistic Approach

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Abstract

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The research aims to explain the main character's mental process in the Horse Girl movie using Halliday's theory of Systemic Functional Linguistics. The descriptive qualitative research methodology was employed in this research. The Horse Girl movie served as data source downloaded from Netflix. The utterances of the main character is known as data. The downloading, viewing, reading, identifying (pause, annotate, screenshot), classifying, and encoding material that contains mental processes are all methods used to collect data. The researcher's findings are presented, described, interpreted, and concluded in order to apply data analysis methodologies. Based on the researcher's findings and data analysis, the researcher discovered that the data contained mental processes, they are perception, which came from analyzing the utterance that expressed Sarah's emotions; affection, which came from interpreting Sarah's responses on something; and cognition, which came from interpreting the utterance that highlighted Sarah's thinking and knowledge. The mental process is then dissected in order to create a comprehensive mental process that incorporates both participants which are senser and phenomenon.

Keywords: Mental Process; Systemic Functional Linguistics; Movie

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INTRODUCTION

People in a certain nation or region use language, which is a system of written symbols and a set of sounds, to write and speak. As members of a social group and participants in their culture, people utilize language, which is a system of traditional written, physical, or spoken symbols, to communicate themselves. Language is used for communication, play, identity expression, emotional release, and imaginative expression. The organized conscious and unconscious brain processes and events that enable people to think, feel, and want are known as the mind. As a result, language provides a window into human thought processes. Since people's conduct is driven by their own particular ailments or symptoms, this directly affects their individual mental processes. A person's mental processes are in charge of how they take in, process, and react to information (Rahmasari, 2018). Systemic functional linguistics is one branch of linguistics that examines the mental processes involved in human-generated clauses. Understanding how a text shapes its meaning in a context is the goal of the linguistic method discussed in systemic functional linguistics.

The study of systems is the core of systemic functional linguistics, also referred to as systemic grammar of linguistics. This presents functional grammar, which is based on the social semiotics paradigm of language (Halliday, 2004). Eggins (2004) defines Systemic Functional Linguistics (SFL) as a language strategy that concentrates on how people communicate with each other in everyday contexts. The idea of language function serves as the foundation for SFL's language theory. More structural approaches focus on the parts of language and their relationships, whereas SFL prioritizes the syntactic structure of language over more structural approaches. SFL begins with the social context and examines how language functions and is impacted by it. In certain instances, the procedure can be interpreted as incorporating an element other than the verbal group proper (Thompson, 2014). Systemic functional linguistics is one branch of linguistics that examines the mental

processes involved in human-generated clauses. Understanding how a text shapes its meaning in a context is the goal of the linguistic method discussed in SFL.

Halliday and Matthiessen (2004) state that senses and phenomena are participants in mental processes that include perceptions, emotions, and thoughts. Thinking, feeling, and rational vision are all possessed by an understanding senser. An observable event that can be felt or imagined is called a phenomenon. Emotional (feelings and liking), cognitive (thinking, knowing, and understanding), and perceptual (seeing and hearing, feeling, and comprehending the speaker's purpose) processes are the three categories of mental processes. Although "thinking and knowing" and "feeling" are used interchangeably, mental processes are linked to the act of feeling. This feeling process refers to participants who "feel" (feel, think, and know) as "Sensers" and those who "feel" (feel, think, and be known) as phenomena (Saerudin, 2024). Phenomena in mental processes do not have to become something (nouns); they might also be facts. In addition to everyday life, movies also depict brain processes.

The researcher decided to apply systemic functional linguistics because it is interesting to investigate about the mental process in the *Horse Girl* movie. The usage of mental processes of the main character in this movie was the focus of this study. The transitivity system, which presents language as a representation of meaning or symbols, includes mental processes or thinking activities. The focus of transitivity, according to Gerot and Wignell (1995) and Sujatna (2013), is on the processes that verbs realize. These processes can be classified into seven categories: material, behavioral, mental, verbal, relational, existential, and meteorological. Verbs that depict the corporeal, physical, and material processes are what make material processes possible (Ismail & Dahlia, 2024; Sihura 2019). Sensing (sensorily, cognitively, and emotionally) is a part of mental processes. The actor and the aim are usually the participants in material processes. The dominant actors in mental processes are phenomena and sensers. The movie highlights the unusual and erratic mental health conditions and extreme conduct. The psychological drama in this movie is based on Alison Brie's family's history of mental illness. A glimpse of Sarah's mental disorder, which runs in her family, is also shown in the *Horse Girl* movie. This research explains the types of mental processes from the speech uttered by the main character.

METHOD

The descriptive method was employed in this study. It entails gathering and analyzing relevant data from multiple sources for the study. Qualitative methods are used to study phenomena that are not precisely or numerically measurable. A qualitative research methodology is one that gathers data, adheres to a methodical procedure, and seeks to provide answers to particular issues. Because the information is qualitative and describes the mental processes in the *Horse Girl* film, the researchers employed descriptive qualitative methods to examine the film using Halliday's theory of mental processes. Data collection, analysis, interpretation, and description are all part of the process (Hardani et al. 2020). In order to study how the mental processes in Systemic Functional Linguistics are shown in the *Horse Girl* film, qualitative approaches would also be used to stimulate the analysis of the data and provide answers to research questions.

RESULT AND DISCUSSION

Mental process refers to processes that involve internal experiences of the mind, such as thinking, feeling, perceiving, and desiring. Unlike material processes, which describe actions and physical events, mental processes focus on the experiences that happen in the mind, like emotions, cognition, and sensory perception. In this research, it found a detailed data analysis of mental process in the *Horse Girl* movie are presented to answer the research question. What needs to be done is to analyze mental process that express thoughts, perception, or feelings based on Halliday and Matthiessen (2004).

Affection

In the context of mental processes in linguistics, affection refers to the specific category of mental processes that involves emotions and feelings. This includes experiences such as love, hate, fear, happiness, sadness, and desire. Affection, as part of the mental process, is concerned with the internal emotional states or reactions of the senser (the person or entity experiencing the emotion) toward a particular phenomenon (the object or thing that evokes the emotion) as shown in the data below.

Darren : *Yeah, maybe I'll just start with the drink and then see how that goes.*
 Nikki : *Okay [pouring drink]*
 Darren : *I really like your dress.*
 Sarah : *Oh [chuckling]*
 I like your shirt. (data 1)
 Darren : *Oh, thanks, it`s a sweater.*

One night in celebrating Sarah's birthday while preparing what they needed in the event suddenly Brian's best friend named Darren came and then Sarah and Darren got to know each other and talked while Darren praised the dress used by Sarah as well as Sarah praised the clothes used by Darren. Sarah uttered to Darren indicating mental process of affection.

Table 1. Example of Affection in Mental Process

Senser	Process: Affection	Phenomenon
I	like	your shirt

The table above explains the role of senser, process, and phenomenon in Sarah's utterances. Based on the context of the situation and conversation, the type of speech above refers to the type of affection in mental process related to the main character's speech that she is feeling happy because the dress he wears is praised by Darren. In his speech, she also liked the shirt worn by Darren. *I* becomes the senser who experiences the mental process. Moreover, *like* is affection process related to feelings and emotions. *Your shirt* is phenomenon which is the thing or concept that is perceived. The verb *like* belongs to affection in the mental process because it expresses feelings or emotional states. In the framework of Systemic Functional Linguistics (SFL), mental processes are classified into categories based on the type of mental activity they represent, and affection specifically deals with emotions, desires, and attitudes. *Like* represents a subjective emotional response. Affection processes focus on the inner emotional state or attitude of the speaker toward something.

Perception

In mental processes, perception refers to the category of processes that involve sensory experiences, such as seeing, hearing, feeling, smelling, or tasting. This type of mental process focuses on how individuals perceive the world around them through their senses. Perception differs from cognition (thinking or knowing) and affection (feeling emotions) because it is directly related to the physical senses and how individuals experience external stimuli as illustrated in the data below.

Nikki : *You scared me, I crashed at Brian, his power went out. My phone died, my alarm didn`t go off, so I`m fucked.*
 Sarah : *I thought you were here. **I heard you guys last night***
 Nikki : *What/no. we were at Brian`s all night*
 Sarah : *I hear your voices.*
 Nikki : *Did you call the handman about this yet?*
 Sarah : *No,not yet.*
 Nikki : *I need you to do that. Please?*
 Sarah : *Okay, bay.*

The data above shows that the conversation between Nikki and Sarah. One night, when Sarah was in her room and wanted to sleep, she seemed to hear the voice of her best friend who was talking to her lover in the next room because Sarah was uncomfortable with that voice because she wanted to sleep, she covered her face with a pillow and then fell asleep the next morning she woke up to hear the sound of alarm from her cell phone and immediately get ready to go at the handicraft figure where she works afterwards as she heads to the door And about to leave suddenly he was surprised because it seemed like someone wanted to open the door while he thought that his friend was at home last night and it turned out that the one who tried to open the door of the house was his best friend. Later, Nikki rushed into the house because she was late for work and last night, she slept at her boyfriend Brian's place and there the electricity went out and the water did not flow so she had to go back to the apartment they were in. And Sarah said I thought you were here, *I heard you guys*. But his best friend replied that they weren't there last night, they were at Brian's place.

Table 2. Example of Perception in Mental Process

Senser	Process: Perception	Phenomenon
I	heard	you

In the table above, it shows that the role of senser, process and phenomenon in utterance produced by Sarah. Based on the conversation above, this type of speech refers to perception in mental process associated with the speech of the main store that he hears the voice of his best friend's conversation before going to bed in which he says *I heard you guys last night*. And her best friend said that she wasn't at their place last night but she was at her boyfriend Brian's place. So, Sarah speech was thrust into a type of mental process because she heard a strange sound but it turned out that she was the only one in the house. *I* includes the senser, while *heard* is the perception process related to hearing. The verb *hear* belongs to perception in the mental process. In Systemic Functional Linguistics (SFL), the verb *hear* is associated with sensory experiences rather than emotions or feelings. The verb *hear* refers to the act of receiving sound through the ears, which is a physical or sensory process rather than an emotional or evaluative one. *Hear* is fundamentally about sensing or perceiving through hearing. It describes the act of receiving auditory input rather than evaluating it emotionally or understanding it intellectually. *You* is phenomenon which is the object or content of the mental process.

Cognition

In the context of mental processes in linguistics, cognition refers to the processes that involve thinking, knowing, understanding, reasoning, believing, and other mental activities related to intellectual or cognitive functioning. These processes describe internal experiences of thought and knowledge, focusing on how people think about or understand the world as shown in the conversation below.

- Sarah : *It`s you? Why are you here?*
 Women : *I really don`t wanna talk about that with you.*
 Sarah : *Please.*
 Women : *Sorry, I really.... Just wanna go back to sleep.*
 Sarah : *I`m just trying to figure out what`s going on.*
 Women : *I known I ... I understanding, I just don`t wanna talk about it.*
 Sarah : *Listen to me. Listen to me, listen to me. I know you, I know you from somewhere that`s not...*

here.

The data above shows the conversation between Sarah and the woman. In the morning while Sarah was still in the hospital she woke up from her sleep and realized that she was sleeping with the woman in her dream and she also woke up and was shocked to see Sarah sleeping next to her. Then Sarah told the woman that she knew she wasn't from here and asked her if she remembered Sarah but she didn't remember anything she remembered, she fell asleep in 1995 and woke up and all the buildings were different, no one she knew and didn't know where she was. And every time he told me people thought he was crazy because of what he said. But Sarah said she wasn't crazy because she thought her grandmother was also from the future but no one believed her. And Sarah thought that they were kidnapped later, Sarah told me about there was a white room, a slope above the ocean, there were fingers and it was the same as the incident that the woman always dreamed.

Table 3. Example of Cognition in Mental Process

Senser	Process: Cognition	Phenomenon
I	know	you

In the context of the mental process based on the above conversation, Sarah interprets the action as something she meant When Sarah said that *I knew you from a place that wasn't here* that meant Sarah wanted to tell the Woman that they were going through the same thing because Sarah could know about the dreams that the Woman often had. *I* is the senser while *know* as the cognition process related to thinking or understanding. *You* becomes the phenomenon is the thing or concept that is experienced by the senser. The verb *know* belongs to cognition in mental processes because it refers to mental activities related to thinking, understanding, or knowledge acquisition. In Systemic Functional Linguistics (SFL), cognition processes are a specific subcategory of mental processes that focus on activities involving the mind's ability to think, reason, and process

information. The verb *know* expresses the state of having knowledge or awareness about something. It involves a mental act that indicates comprehension or recognition. *Know* specifically conveys a static state of cognitive recognition rather than an emotional or sensory experience.

CONCLUSION

The researcher found that there were data containing mental process which are perception, affection, and cognition. Perception is derived from the analysis of the utterance that expresses Sarah emotions while affection derived from the interpretation of the utterance of Sarah responses on something. Cognition is derived from the interpretation of the utterance that emphasizes Sarah thinking and knowing. Mental process in the Horse Girl movie is based on the speech and behaviour of the main character, which at the beginning is a woman who at the beginning of the movie looks fine and in the end the woman feels herself different from other people because she always experiences strange things and feels herself a clone of an alien caused by mental disorders so that she must be hospitalized by a special doctor. Affection, perception, and cognition in mental processes found in Sarah's utterances in this movie typically reflect her journey through emotional growth, understanding, and self-awareness.

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