An SFL Analysis of Dialogues in Elementary EFL Textbooks

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Abstract: Textbooks play a vital role in language instruction. The study aims to examine the three metafunctions of language based on the Systemic Functional Linguistics (SFL) theory. As such, a descriptive qualitative approach along with content analysis is employed to examine dialogues that were selected conveniently from two elementary EFL textbooks. The findings indicate that the relational process is the most frequent process type indicating the ideational function of the two textbooks. For the sake of interpersonal function, declarative sentences are mostly utilized. Meanwhile, the textual function is mostly reflected by the T (Thing) and DT (Deictic + Thing) nominal group pattern. These findings have pedagogical implications for teaching English as a Foreign Language (EFL), particularly for elementary school students; providing simple language patterns that help students build a foundational vocabulary and understanding of grammar for proficient communication. The theoretical implication of the findings is the importance of scaffolded learning that helps learners grasp basic linguistic concepts before moving on to more complex and dynamic language use.

Key words: mood, nominal group, transitivity, SFL

Abstrak: *Buku teks memainkan peran penting dalam pengajaran bahasa. Tujuan penelitian ini adalah untuk meneliti tiga metafungsi bahasa berdasarkan teori Linguistik Fungsional Sistemik (Systemic Functional Linguistics/SFL). Pendekatan kualitatif deskriptif dengan analisis konten digunakan untuk meneliti dialog yang dipilih dengan sengaja dari dua buku teks Bahasa Inggris tingkat Sekolah Dasar. Temuan menunjukkan bahwa proses relasional adalah jenis proses yang paling sering muncul yang merefleksikan fungsi ideasional dari kedua buku teks tersebut. Disamping itu, kalimat deklaratif sebagian besar digunakan untuk fungsi interpersonal. Selanjutnya, fungsi tekstual paling banyak direfleksikan oleh pola nominal T (Thing) dan DT (Deiktik + Thing). Temuan ini memiliki implikasi pedagogis untuk pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) terutama untuk siswa sekolah dasar yang mana menyediakan pola bahasa sederhana untuk membantu siswa menguasai kosakata dasar dan pemahaman tata bahasa sederhana demi sebuah penggunaan Bahasa yang baik. Implikasi teoritis dari temuan ini adalah pentingnya pembelajaran dengan perancah yang membantu siswa memahami konsep linguistik dasar sebelum beralih ke penggunaan bahasa yang lebih kompleks dan dinamis.*

Kata kunci: *mood, group nominal, transitivitas, SFL*

INTRODUCTION

A textbook is a comprehensive and structured written document that functions as the primary educational resource in the field of education. Textbooks are designed with the explicit purpose of assisting teachers to teach which are commonly utilized in academic settings such as schools and colleges (Niman et al., 2020). The term textbook encompasses more than just a compilation of papers containing written material. It functions as a source of knowledge for students. A textbook is a comprehensive compilation of information related to a particular course or subject, which is important for a student to effectively navigate through the academic year. It functions as a guide for the curricular material that must be covered over the entire school year (Darong, 2023, 2024; Hanifa, 2018). Textbooks aid teachers in planning lessons and enhance a seamless and uncomplicated teaching and learning experience.

There is a great deal of curiosity about the textbooks. The primary investigation concerns the objective and target readership of the textbooks. As such, textbooks are crucial in the realm of Foreign Language Teaching. Teachers can offer numerous opportunities for students to acquire proficiency in the target language. Exposing students to the target language in an English as a Foreign Language (EFL) context can be achieved through a variety of input sources. These sources include teacher discussions, audio-visual gadgets, and written materials such as textbooks (Limberg, 2016). Meanwhile, the investigation into the substance and context of EFL textbooks and their function is highly significant for knowledge and linguistic sharing (Chun, 2016; Knight, 2015). Moreover, textbooks are essential for fostering student autonomy in the learning process. In this context, textbooks are universally acknowledged as the primary and essential knowledge source and direction throughout the educational process. They are considered educational tools, aiding in the achievement of learning objectives, enabling teachers to develop curriculum and assignments, and providing students with guidance in their academic endeavors (Xiang & Yenika-Agbaw, 2021). Briefly, textbooks are highly valuable teaching tools because of their practicality and intended function.

Textbooks are essential in integrating teaching and learning and facilitating the assessment of learning goals (Xiang & Yenika-Agbaw, 2021). Differently, Wade (2012) highlights the significance of textbooks as a crucial source of information and teaching tools for teachers. In this respect, Bauto (2013) stresses the significance of ensuring that the content of textbooks is congruent with the learning objectives, facilitating the growth of both individual and societal knowledge, and offering valuable learning experiences. In addition, textbooks are essential tools that enable learners to engage in self-directed learning, enabling them to acquire knowledge that goes beyond what is covered in the curriculum. They serve as educational tools in schools to facilitate the attainment of learning goals, empower teachers to design lessons and assignments and guide students in their academic pursuits (Allen, 2015; Pan & Zhu, 2022).

The aforementioned research focused on the functions of textbooks, but they also took a further step by highlighting the explicit incorporation of local culture into the textbooks. Research reports on English language textbooks have strongly advocated for the inclusion of content that accurately reflects the cultural, social, and personal aspects of a country's context, including people's lives, beliefs, experiences, cultures, and interests. It is recommended to create teaching materials that are based on the local context since they are perceived to be more culturally and experientially relevant compared to course books published by native speakers from English-speaking countries (Derakhshan, 2021; Mahmud, 2019; Snodin, 2015; Suswandari, 2017). Furthermore, it is essential that English Language Teaching (ELT) occurs in the learners'

own context. In order to enhance the effectiveness of learning experiences, it is important to incorporate the learners' local context and culture. Consequently, it can serve as a facilitator for effective learning, with any potential impediments being easily resolved (Firmansyah, Viola & Arianti, 2022; Gunantar, 2017; Syahri & Susanti, 2016).

Although previous studies have yielded valuable results, there is a lack of research specifically analyzing the use of linguistic elements in EFL textbooks. The linguistic features in question are advantageous in guiding students to comprehend the content of the textbooks. Failure to consider the students' context, including factors such as age, gender, and knowledge background, might result in the inability to achieve learning goals. Hence, the study aims to expand upon previous research studies by examining the register categories of field, tenor, and mode, which correspond to the ideational, interpersonal, and textual functions of language, respectively. This analysis was conducted using the theoretical framework of Systemic Functional Linguistics (Halliday, 1985).

The employment of Systemic Functional Linguistics (SFL) facilitates the incorporation of constructive concepts, linguistic elements, and ideological values that are embedded in textbooks. This, in turn, aids teachers in the development of teaching materials and supports their students in the learning process (Darong, 2022a; Pereira, 2022). Furthermore, it is advantageous to elucidate the systemic functions of language employed in the texts that cater to students with diverse learning styles, encompassing the cognitive domain (Imtihani, 2010; Soto & Cevallos, 2021; To, 2018; Yanto & Pravitasari, 2023). In addition, the use of SFL in text analysis can assist teachers in dealing with real-life contexts by considering the experiential, textual, and interpersonal aspects of the texts (Darong, 2015; Lu, 2023; Ro'ifah & Hamsia, 2022; Zhang, 2019). Therefore, the incorporation of SFL in analyzing textbooks in the current study is essential. introduction section (without subsection) must include the background, literature review and objective(s). A background of the study should be provided to indicate that the general research area someone is working on is important, central, interesting, problematic, or relevant in some way and also provide a brief literature review to indicate a gap in the previous research of the research area, in order to raise a question about it, or to extend previous knowledge in some way, then state the nature or purpose(s) or the research. It is in this section that a list of the research questions or problem formulations with the objective are stated with the value of the research, to indicate the structure of the article.

LITERATURE REVIEW

Communication is an interactive process of sharing information by means of language. Language serves as a means of transmitting messages from one individual to others. The process of communication is inherently shaped by the characteristics and behaviors of the individuals participating in the communication. Integral to this, it is essential to pay close attention to how language forms meanings in spoken or written communication, particularly in terms of grammar and semantics (Darong, 2022b; Kiessling & Fabry, 2021; Yuan et al., 2010).

There are multiple techniques for determining the intentions or objectives of languages. One of the methods entails conceptualizing grammar as a set of rules that delineate all the possible grammatical structures of a language. In this respect, the approach entails highlighting the functions of grammatical structures within the social context in understanding the intentions in question. However, there is an alternative approach known as SFL. In this respect,

SFL investigates how the grammatical structure of a language is employed to generate and convey meanings (Eggins, 1994; Halliday, 1985). Functional textual analysis focuses on the grammatical structures and vocabulary utilized in a text, as well as the decisions made in using those elements. The primary focus is on the development of language systems as a means for individuals to engage in communication with one another (Cheng, 2023; Emilia & Martin, 2023). Moreover, specific syntactic structures and particular expressions do not invariably communicate a consistent meaning. The same words can serve many communicative purposes in various settings. As such, meanings are influenced and molded by the social environment in which they are formed; several words can serve the same function in communication (Fitri & Ambarwati, 2021; Igwedibia, 2017; Sucihati, 2021).

SFL developed by Michael Halliday and his colleagues has had a substantial impact on the analysis of language function. In contrast to previous models, this particular model perceives language as a set of interrelated choices used to convey meaning. Its objective is to establish a distinct correlation between functions and grammatical systems (Andersen, Emilie & Holsting, 2018; Briones, 2016; Emilia & Martin, 2023). The functional theory of SFL analyzes the utilization of language in different contexts and its organization as a system of semiotic functions. In addition, understanding a text fully is often impossible without taking into account the contextual factors in which it is situated (Kaneyasu, 2020). In this aspect, within the framework of Systemic Functional Linguistics (SFL), context can be examined from two separate perspectives: the cultural context and the situational context. The former refers to the broader sociocultural context, which includes ideology, social traditions, and institutions, while the latter refers to the specific conditions inside that sociocultural context (Eggins, 1994).

Furthermore, it should be emphasized that language is an intricate system with multiple layers. The analysis begins by examining the non-linguistic aspects of the social context, specifically the register. This encompasses the variables of field, tenor, and mode. In this respect, the text then delves into the linguistic strata, encompassing: 1) semantics, which involves ideational, interpersonal, and textual functions; 2) lexicogrammar, which pertains to forms or wordings and includes systems like transitivity, mood, modality, and theme; 3) phonology, which deals with expression and consists of units such as syllables and stress; and 4) graphology, which involves units like paragraphs, orthographic sentences, sub-sentences, phrases, orthographic words, and letters. The strata are interconnected at the phrase or clause level through bidirectional realization interactions, which exhibit an activation or construal relationship. Thus, the metafunctional theoretical framework facilitates these linkages (Eggins, 1994; Hasan, 2014). Along line this argument, Halliday views context as the linguistic level that incorporates the relationship between the language structure and the external factors of the situation. From this standpoint, there are two categories of significances. Register is a concept that describes how the meaning of words is influenced by the context in which they are used. It pertains to the manner in which individuals within a particular culture employ language to convey precise meanings in varying contexts. In addition, the term register includes the potential meaning that can be derived within a particular social context and classified into field, tenor, and mode (Darong, 2022c; Eggins, 1994).

A field is a distinct category inside a register that relates to the nature of the social action taking place. As such, Eggins (1994) defines the term field of discourse as the specific issue or topic that language is employed to discuss. This variable represents both the specific topic being discussed and the degree of technicality or specialty on one side, and the common or ordinary nature on the other side. Thus, the term field spans a broad spectrum of disciplines, ranging

from specialized technical domains to practical or everyday knowledge, and it relates to the context of a certain situation. Meanwhile, tenor pertains to the management of social relations among individuals engaged in a social interaction, encompassing their respective roles and duties within the exchange. Besides, it refers to the classification and organization of functions within a system and deals primarily to the social role relationships that are carried out by the individuals involved in the interactions. The role connection factors can be classified into three categories: formality, politeness, and reciprocity (Cheng, 2023; Siregar et al., 2021; Yanto & Pravitasari, 2023). As the third variable, mode refers to the role of language in an interaction or in the expression of social action. The role of language in an interaction is split into two dimensions. These dimensions indicate two different types of distance between language and situation: geographic or interpersonal distance and experiential distance. Spatial and interpersonal distance pertains to the degree to which individuals can promptly exchange ideas with one another. This can be understood by considering the breadth of communication styles, which span from informal conversations to the complex process of a text that incorporates interpersonal relationships. Experiential function deals with the real-world experience determining the role language being employed (Briones, 2016; Nagao, 2019; Othman, 2020).

METHOD

Given that content analysis is employed, the study belongs to a qualitative design. The data were collected from two selected printed English textbooks for elementary schools. The concern was the dialogues, which were chosen using the principles of convenient sampling technique from the two textbooks. To facilitate the researchers in conducting an analysis, the dialogues were modified into clauses and are scrutinized in alignment with the objective of the study.

In order to investigate the field, tenor, and mode of the textbooks, the analysis employed the SFL framework developed by Eggins (1994); Halliday (1985), Troyan et al., (2022). The analysis focuses on how the three features in question demonstrate the three metafunctions of language found in the selected elementary EFL textbooks. In this context, the analysis of process types is conducted thoroughly, adhering to the principles of transitivity pattern as emphasized by SFL theory. In order to analyze the mood, we analyzed how the mood was constructed, specifically focusing on the interpersonal role of textbooks. Meanwhile, the mode of the texts was determined by nominal group analysis, unveiling the textual function. Finally, the results of analysis of the three registers in questions were compared. In order to eliminate any possible bias, the researchers individually analyzed the data from which the results were compared, in order to assess the level of agreement. In addition, following the idea of Nowell et al., (2017) on the reliability and thoroughness of the analysis, an impartial reviewer who was not involved in the data collection process collaborated with the main coder. The action was deliberately taken in order to achieve a consensus and enhance the objectivity of the results.

RESULTS AND DISCUSSIONS

In order to enhance comprehension of the analyzed texts, the researchers found it necessary to present the results of their analysis. The comparison was undertaken with the objective of obtaining information about the field, tenor, and mode of the two EFL textbooks. The comparison is illustrated in Figure 1.
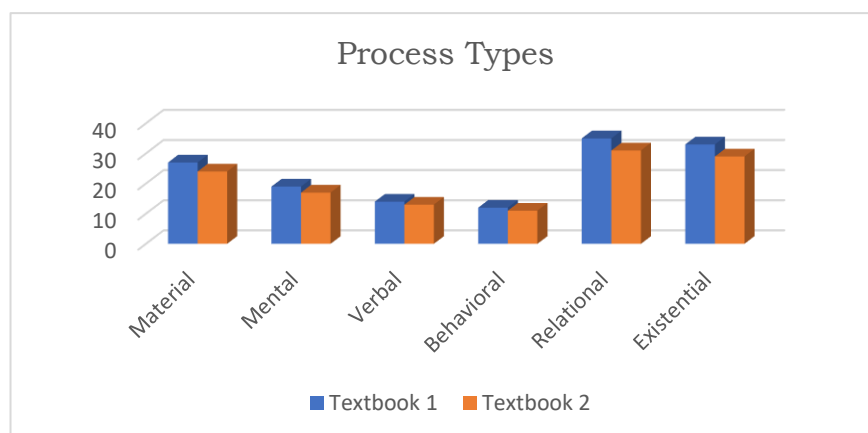
Figure 1:
The Transitivity Analysis (Process Types) Chart for Ideational Function

The transitivity structure represents the ideational content of the text, which refers to the specific content and concepts conveyed by the text. This content is commonly conveyed through patterns of process, participants, and circumstances. The transitivity system is a useful tool for identifying and representing perceptions of the world. Its purpose extends beyond the distinction between transitive verbs and intransitive verbs. Its primary focus lies in the correlation between verbs and the corresponding words linked to them. The researchers conducted a comprehensive examination of the process types in the dialogues of the textbooks. The study reveals that the relational process types are the most prevalent in the two textbooks, followed by the existential process type.

The interpersonal function of language refers to its role in facilitating communication and interaction between individuals. It focuses on language as a means of carrying out actions and exchanging information. This conception refers to the speaker's capacity to convey meaning, considering the interactive dynamics between the speaker/writer and the listener/reader. From a grammatical perspective, the interpretation of the clause function suggests that it is structured as an interactive event involving the participants in question. Clauses of the interpersonal function can be expressed as clauses of exchange, which encompass declarative, imperative, and interrogative forms that indicate demanding and providing exchanges. The above figure displays the employment of clauses reflecting the interpersonal function of the two textbooks. The function is realized through the predominant use of declarative forms in textbooks.

The mode of the texts under research was determined exclusively through the analysis of the nominal group. Within the framework of Systemic Functional Linguistics, a nominal group refers to a collection of words that conveys the concept of an entity. In other grammatical models, a nominal group is commonly considered to be equivalent to a noun phrase. To determine whether a text is characterized as spoken or written, it is necessary to analyze the nominal group in a succinct manner. The accompanying figure displays the structural patterns of the nominal groups. The examination of the nominal groups in the text reveals that the majority of nominal groups are classified as single-word nominal groups.

The study focuses on the field, tenor, and mode, which represent the three metafunctions of language found in two EFL textbooks for teaching elementary school students. Gaining a thorough comprehension of the functional linguistics framework, which highlights the functional and systemic aspects of text, is advantageous is for creating a logical and harmonious

collection of meanings. Then, it should be noted that the linguistic functions used in the textbooks might be analyzed from several viewpoints. However, the study focuses on analyzing the transitivity pattern (process kinds), mood systems, and the nominal group. The analysis of transitivity encompasses the examination of several process types, such as material, mental, verbal, behavioral, relational, and existential processes. These process types are advantageous for both teachers and students, as they help maintain attention on the specific areas of teaching and learning. As such, it is crucial to utilize and create instructional strategies that effectively guide students toward attaining a higher level of proficiency in the target language.

Meanwhile, utilizing the mood system to uncover the interpersonal function of texts might be advantageous in establishing and sustaining the teacher-student relationship. The level of intimacy or relatedness is mostly impacted by the linguistic elements used in the textbooks by means of declarative, interrogative, and imperative statements. Finally, to analyze nominal groups, one can use many elements including Thing, Classifier, Epithet, Numerative, Qualifier, and Deictic from which the noun phrases are constructed. These elements are abbreviated as T, C, E, N, Q, and D (Halliday, 1985). As textbooks are created by such elements, the instructional strategies can be designed taking into account the students' vocabulary enhancement.

Figure 1 pertains to the several types of processes related to textbooks. Regarding the frequency of occurrence, it is evident that the texts being analyzed exhibit all six process types of transitivity. Moreover, it was discovered that the relational process is mostly utilized and subsequently followed by existential process types, material process, mental process, verbal, and behavioral processes. The high occurrence of relational and existential processes in primary English as a Foreign Language (EFL) textbooks can be attributed to their simplicity, relevance to essential language skills, and their role in fostering the acquisition of important vocabulary and grammatical structures. These approaches are very suitable for the communicative needs and cognitive growth of beginner language learners, making them an effective beginning point in language instruction.

Contrary to the findings of Darong (2024) and Nurhadi Maya et al., (2020), the current study reveals a different pattern. It shows that material processes were not the most frequent type employed in textbooks. Instead, relational processes, which represent carrier and attribute, were found to be more prevalent. Moreover, the present analysis does not align with the results of Darong (2023) and Nurhadi Maya et al., (2020), which identified material process the prevailing category in secondary Indonesian EFL textbooks. Therefore, the occurrence of different types of processes in English textbooks can vary significantly based on factors like as the level of the textbook (e.g., beginning or advanced), the intended audience, and the specific topic being taught. Language functions, which encompass carrier and attribute as well as existent, as stated in SFL analysis, can be given priority in language learning activities designed by EFL teachers. Beginner students can acquire practical language skills from this that are directly applicable to everyday work in a straightforward manner.

In order to facilitate communication, a component is essential for executing the Interpersonal Metafunction of the clause as an exchange in the English language. The component referred to as mood consists of the subject and finite elements. The subject provides the necessary information to construct a proposition, specifically, a reference point that allows the proposition to be confirmed or refuted. The term Finite pertains to the initial functional component of the verbal group. When it comes to the roles of addressers and audience, the most fundamental purposes in any exchange are giving or demanding information and goods and

services (Eggins, 1994). As such, every communication, language involves four fundamental speech roles: providing information, requesting information, providing goods and services, and requesting goods and services. The typical designations for these functions are statement, question, offer, and command. The purpose of a statement is intricately linked to a specific grammatical structure, namely declarative clauses. Similarly, questions are associated with interrogative clauses, while commands are connected to imperative clauses. The arrangement of the subject and finite (two components of the mood system of the clause) within the clause is crucial for indicating speech roles, as it can determine whether the clause is indicative or imperative.
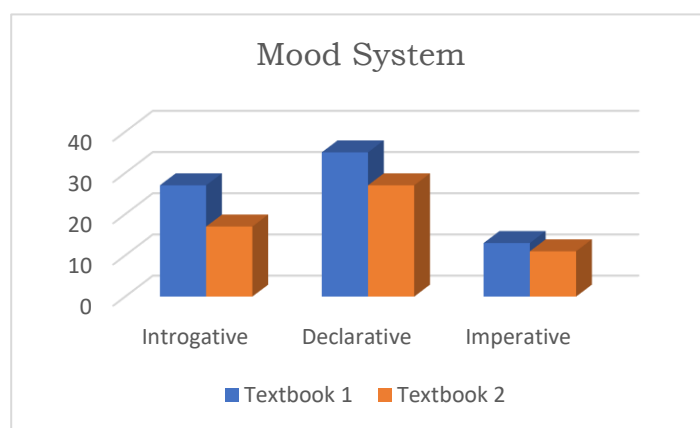
Figure 2:
The Mood Structure Analysis Chart for Interpersonal Function

Figure 2 illustrates the utilization of imperative, interrogative, and declarative moods in both textbooks. Significantly, the data demonstrates that the utilization of declarative clauses has the highest frequency. The prevalence of declarative sentences in the two textbooks suggests that the writings have a shared emphasis on providing information. Interrogative and imperative moods serve the purpose of posing inquiries and issuing commands, respectively. This is logical because the two textbooks being examined are intended for beginners who are still in the process of learning a language in a straightforward manner.

In contrast to the findings of Siregar et al., (2021) and Yanto & Pravitasari, 2023) which revealed a higher frequency of interrogative and imperative sentences in EFL textbooks, this study emphasizes the need to consider students' proficiency level when constructing clauses and sentences. The utilization of different sentence structures and tones in English textbooks may vary depending on the type of textbook, the level of complexity of the content, and the specific subject matter being addressed. EFL teachers can add activities in their instruction that effectively teach students how to use declarative statements, which include expressing facts, opinions, descriptions, and explanations. This can enhance students' proficiency in English by enabling them to articulate their thoughts with greater clarity and precision, while also improving their mastery of constructing accurate declarative statements (Marfu'ah & Khristianto, 2023).
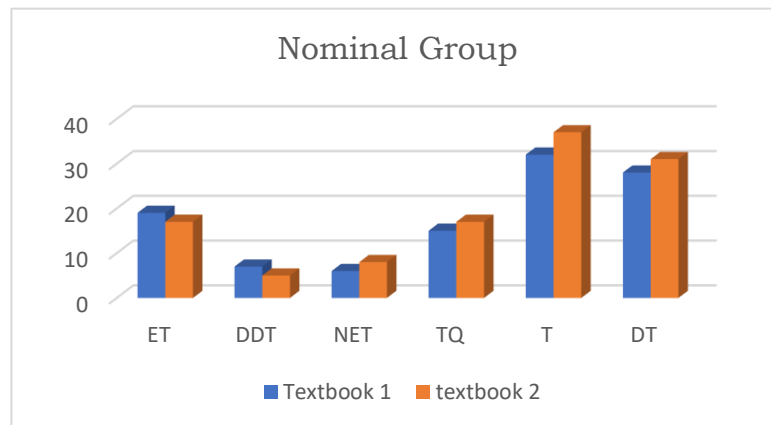
Figure 3:
The Nominal Group Analysis Chart for Textual Function

The nominal group analysis from two textbooks is presented in Figure 3. It has been proposed that analyzing nominal groups effectively allows us to determine if a certain text is spoken or written. The categorization of a text as spoken or written depends on the types of nominal groups being utilized. Spoken language focuses on basic noun phrases, but written language is distinguished by the use of more intricate noun phrases. Upon analyzing the nominal groups in the texts being studied, it is evident that there are multiple structural patterns being employed. Among the textbooks, it was discovered that the most common type of nominal group is a single word or "T". This is followed by nominal groups that contain one to two simple modifiers (Halliday, 1985). The structural pattern "DT" is also utilized for nominal groups. Nevertheless, there are still a limited number of nominal groupings that are deemed complex. As confirmed by Damayanti (2023), the reason is due to the specific choice of phrase and sentence. However, it might be argued that the nominal groupings are straightforward and, hence, represent the spoken mode.

Nevertheless, it is important to acknowledge that the utilization of T and DT types indicates the authors' intention to prioritize the use of simple noun phrases as a fundamental element of English grammar. Likely, the analysis of text types by Harahap et al., (2022) revealed that prepositional phrases and sentences with relative pronouns were the most often employed grammatical structures, apart from noun phrases. The usage of determiners, articles, possessive pronouns, and demonstratives in the textbook may contribute to the increased complexity of phrases (Daliman, 2019). Therefore, the results highlight the need of constructing basic sentences when learning English as a target language, which can be aided by employing lexical noun phrase structures (van Beijsterveldt & van Hell, 2010). Furthermore, the results of nominal group analysis are consistent with prior studies that examined EFL textbooks using SFL-based theory (Darong, 2023, 2024). Previous studies discovered that noun groups with a T and DT construction are frequently found in instructional materials. The EFL textbooks frequently utilize nominal groupings to furnish students with precise and all-encompassing information. Furthermore, the high occurrence of relational process types seen in current study can be linked to the employment of nominal groups including the pattern in question. These specific types of noun groupings are frequently used to express the carrier and attribute. Therefore, this study builds upon and verifies prior findings on the linguistic elements and practical language usage of English as a Foreign Language (EFL) textbooks, examined through the Systemic Functional Linguistics (SFL) paradigm.

To date, the results depicted in Figure 1-3 indicate that using functional linguistics was beneficial in analyzing the language system in the textbooks. Furthermore, the data illustrates how Systemic Functional Linguistics (SFL) can be used to detect and classify linguistic elements used in various context, while simultaneously investigating their intended purpose and communicative goals (Hasan, 2014). The purposeful pedagogical decision to prioritize relational and existential processes in EFL textbooks aims to facilitate the development of essential language abilities. By giving priority to these simple yet essential sentence patterns, teachers can develop students' confidence, vocabulary, and understanding of grammar in a practical and effective way. This strategy not only meets the current communication needs of beginner learners but also lays the groundwork for future use of more complex language (Jati & Somphithak, 2021). Acquiring a complete comprehension of these outcomes empowers teachers to better tailor their instructional methods to promote the gradual and comprehensive development of English language proficiency.

More importantly, it is evident that in all writings that primarily use declarative mood, the authors assume the function of processing and delivering information. Both textbooks convey viewpoints and perspectives on many matters, which have the potential to shape the cognitive processes of students. The predominance of declarative forms in EFL textbooks impacts the tone, style, and effectiveness of communication by ensuring clarity and simplicity, which are essential for inexperienced learners. However, in order for students to develop well-rounded communication abilities, it is crucial to strike a balanced harmony between declarative sentences and various types of clauses. By embracing this methodology, EFL teachers can better prepare students with the essential skills to navigate the dynamic and varied realm of real-world communication, thereby enhancing their overall language competency and aptitude for effectively conveying information.

Furthermore, another pedagogical implication of SFL analysis is the improvement of critical thinking abilities. The SFL theory places great emphasis on the analysis of language within its context, especially when examining the language used in EFL textbooks. EFL teachers have the ability to carefully examine the language used in textbooks, specifically in regards to declarative statements, nominal groupings, and relational processes. Instructing students in the assessment of language usage, the examination of opposing viewpoints, and the purposeful selection of language depending on the circumstances, objectives, and recipients can enhance their capacity for critical thinking.

Moving ahead further, the pedagogical implication of SFL analysis also entails providing genuine linguistic input (Moncada Linares & Xin, 2020). Students can gain a true understanding of language usage by actively interacting with authentic materials, such as real-life texts and examples that incorporate process types, declarative statements, and nominal groupings. EFL teachers can employ these methods to enhance students' language acquisition in a meaningful and contextualized way. Students can improve their language production and comprehension skills by becoming acquainted with the rules, registers, and linguistic structures employed in actual human communication. When examining EFL textbooks using SFL theory, it is crucial to give priority to the cultivation of practical language skills, offer explicit instruction on constructing statements, educate on nominal groups, foster critical thinking, provide authentic language examples, and promote language awareness (Ariawan et al., 2023; Errington & Bubna-Litic, 2015). By incorporating these consequences into English as a Foreign Language (EFL) instruction, teachers can improve students' linguistic aptitude, ability to communicate effectively, capacity for critical thinking, and understanding of language structure (Hajhosseini

et al., 2016; Nafisa et al., 2021; Reinders & Balçikanli, 2014). This, in turn, leads to more successful English language communication.

CONCLUSION

The findings that relational and existential processes, together with declarative clause types and T and DT construction, are prevalent in elementary English as a Foreign Language (EFL) textbooks has significant implications for both practical application and theoretical understanding. These findings primarily facilitate the acquisition of essential language components by providing clear and simple structures that help students build a foundational vocabulary and understanding of grammar, which are vital for proficient communication. However, to develop thorough and efficient communication abilities, it is crucial for instructional approaches to include a broader variety of sentence structures and interactive forms of language. These findings highlight the importance of scaffolded learning, which means first helping learners grasp basic linguistic concepts before moving on to more complex and dynamic language use. This comprehensive approach ensures that students not only gain mastery in essential language structures but also develop the necessary skills to effectively communicate in real-world situations.

Future research should go deeper into the language elements employed in EFL textbooks. Given the focus of the current study on transitivity pattern, mood system, and nominal group analysis, it is possible to utilize other methods such as reference and lexical string analysis to investigate the linguistic properties under consideration. Another intriguing and complex aspect that may be of interest and provide challenges in future studies is the sociocultural environment, which is integral to the idea of Systemic Functional Linguistics (SFL).

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