



Exploring Mood and Pedagogical Implications of The Student's Descriptive Text: A Systemic Functional Linguistic (SFL) Analysis

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ABSTRAK. Penelitian ini bertujuan untuk menyelidiki sistem mood dalam penulisan teks deskriptif, khususnya pada karya siswa kelas 3. Temuan ini menyoroti kesenjangan penting dalam literatur yang ada, menekankan kelangkaan penelitian yang menerapkan SFL untuk mengeksplorasi sistem mood dalam konteks penulisan teks deskriptif siswa sekolah dasar. Penelitian ini memeriksa bagaimana pelajar muda menggunakan mood dan kemudian memberikan wawasan berharga untuk instruksi menulis yang disesuaikan. Bagian metodologi menguraikan pendekatan kualitatif dan analisis tekstual, menggunakan SFL untuk mengkategorikan elemen linguistik untuk memahami pilihan mood secara komprehensif. Hasilnya mengungkapkan penggunaan mood indikatif yang dominan, khususnya sub tipe deklaratif, dan variasi bentuk kata strategis yang berkontribusi pada koherensi keseluruhan dan nuansa temporal. Memahami tata bahasa interpersonal terbukti sangat penting untuk pengajaran bahasa, memperkaya ekspresi bahasa, dan memberdayakan siswa untuk mengartikulasikan posisi, menavigasi dinamika kekuasaan, dan menyusun tanggapan kritis. Sebagai kesimpulan, penelitian ini merekomendasikan agar pendidik memanfaatkan kecenderungan siswa terhadap pernyataan deklaratif dan secara strategis menggunakan bentuk kata kerja untuk meningkatkan narasi temporal, yang memperkaya pengajaran bahasa di sekolah dasar.

Kata Kunci : Mood; Pedagogical Implications; SFL Analysis

ABSTRACT. The study investigates the mood system in descriptive text writing, particularly honing in on a 3th-grade student's work. The findings shed light on a notable gap in existing literature, emphasizing the scarcity of studies applying SFL to explore the mood system in the context of elementary school students' descriptive text writing. The research seeks to bridge this void by examining how young learners employ mood and subsequently provides valuable insights for tailored writing instruction. The methodology section outlines a qualitative approach and textual analysis, employing SFL to categorize linguistic elements to understand mood choices comprehensively. The results reveal a predominant use of the indicative mood, specifically the declarative subtype, and strategic tense variations contributing to overall coherence and temporal nuances. Understanding interpersonal grammar proves indispensable for language instruction, enriching language expression, and empowering students to articulate positions, navigate power dynamics, and construct critical responses. In conclusion, the study recommends that educators capitalize on students' inclination towards declarative statements and strategically use tenses to enhance temporal narratives, enriching language instruction in elementary schools.

Keyword : Mood; Pedagogical Implications; SFL Analysis

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INTRODUCTION

Effective written communication is critical in elementary school student's academic and personal development. Proficient writing facilitates the expression of ideas and is a powerful tool for cognitive development, self-expression, and academic success. In this context, understanding the linguistic features employed by young writers becomes essential for educators seeking to enhance writing instruction. This paper delves into an investigation of elementary school students' descriptive text writing using a Systemic Functional Linguistic (SFL) framework, specifically focusing on analyzing the mood system. Systemic Functional Linguistics, developed by Michael Halliday, provides a framework for exploring language in use, emphasizing the interrelated functions of language in communication [1]. Developments and a comment on the dialectic of theory and practice through which SFL positions itself as an applicable linguistics [2]. The mood system within SFL refers to how writers make choices to represent different interpersonal functions in texts, encompassing declarative, interrogative, and imperative structures [3].

Mood system analysis allows us to understand how students use language to convey information, pose questions, or issue commands in their writing. By examining the linguistic markers and expressions, educators can gain valuable insights into students' cognitive processes and metacognitive awareness as they navigate the complexities of descriptive writing. Educators can tailor interventions that address young writers' specific linguistic challenges by adopting an SFL lens to scrutinize descriptive text mood systems and modalities. Furthermore, this analysis contributes to the broader scholarly conversation on language development in educational contexts, providing a nuanced understanding of how young students negotiate meaning through writing [3].

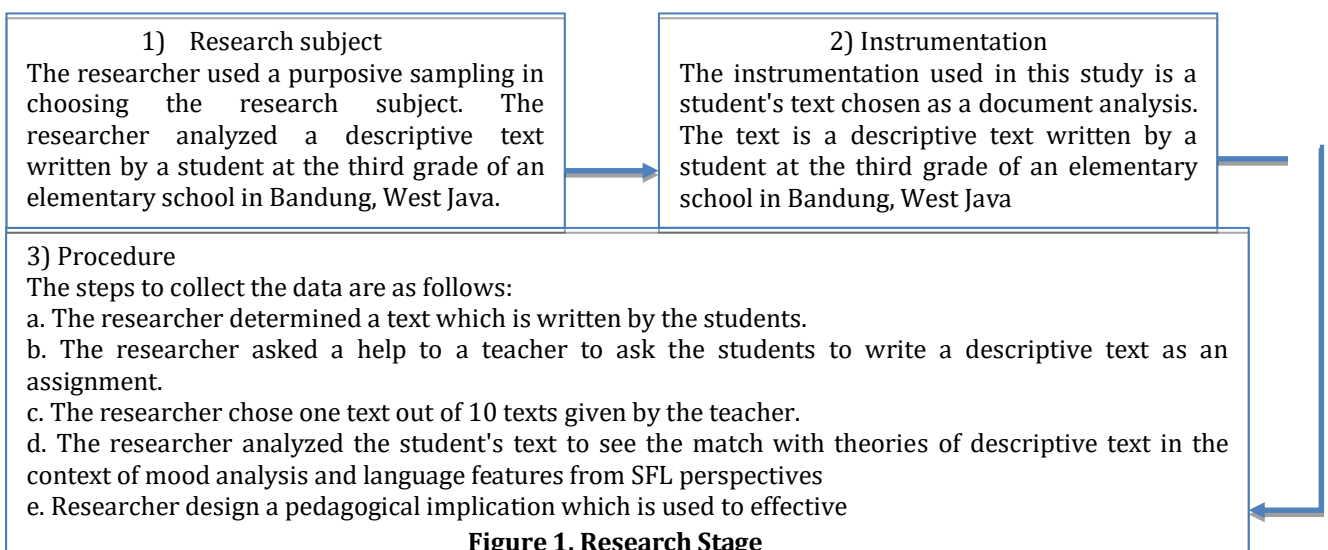
In the subsequent sections of this paper, the researcher delves into a detailed examination of elementary school students' descriptive text, employing the SFL framework to analyze the mood system and the pedagogical implications of interpersonal grammar for language teaching and learning. In giving a critical response, students give their interpretation of what they read or write and correct or evaluate other works. To do this, students need to understand systemic functional linguistics (SFL), especially the textual meaning, herewith, textual grammar [4]. This exploration aims to uncover patterns and variations in linguistic choices and offer practical implications for educators seeking to foster effective writing instruction in the elementary school setting.

Numerous studies have delved into the analysis of Mood collectively identified a predominant use of indicative Mood over imperative Mood, emphasizing the prevalence of declarative mood types [5], [6], [7], [8]. Examination of the mood system in movie utterances concurred with the overarching trend, highlighting a higher frequency of indicative Mood than imperative Mood [4]. This consensus among researchers, particularly [5] aligns with the understanding that the interpersonal metafunction of meaning primarily aims to acquire information, convey information, and express opinions or decisions.

Furthermore, studies on MOOD analysis also have been carried out by [9], [10], [11], [12]. The researchers identified the MOOD system within the objects analyzed in these studies. Studies of [10] concentrated on examining the various types of Mood in speech. His findings indicate that the prevailing mood type in the speech he analyzed is declarative. While previous studies have provided valuable insights into mood system analysis in various contexts, there is a noticeable gap in the literature regarding applying Systemic Functional Linguistics (SFL) to explore the mood system in elementary school students' descriptive text writing. The existing research has primarily focused on these linguistic features in adult discourse, academic writing, and specific genres, leaving a distinct void in understanding how young learners utilize mood in their descriptive texts and pedagogical implications in teaching language learning. Addressing this gap is crucial for providing effective writing instruction tailored to the developmental needs of elementary school students.

METHODS

The research employs a qualitative approach focusing on textual analysis, specifically examining descriptive texts produced by one 5th-grade student in an elementary school setting. The study seeks to understand the intricacies of MOOD analysis in descriptive text writing and explore the application of Systemic Functional Linguistics (SFL) in analyzing linguistic choices and patterns. Utilizing the theoretical framework of Systemic Functional Linguistics (SFL), the analysis categorized linguistic elements into the interpersonal analysis [2]. MOOD analysis in the descriptive texts was identified, allowing for a comprehensive understanding of how students convey experiences, engage with their audience, and structure their discourse [13]. Qualitative textual analysis and the SFL framework aim to provide a rich and nuanced understanding of elementary school students' descriptive text writing proficiency. The findings from this research can contribute valuable insights into language education practices and inform instructional strategies for educators working with students in similar contexts.



RESULTS AND DISCUSSION

This section addresses the inquiries posed by two research questions. 1) How do elementary school students employ the mood system in their descriptive text writing? (2) What are the pedagogical implications of interpersonal grammar for language teaching and learning? Consequently, the findings and discussions of mood analysis are detailed in the following sections.

Mood System Analysis, The tables show the result of the analysis of the Mood analysis system by using Systemic Functional Grammar.

Table 1. Result of MOOD Analysis

Category	Type	Sub-Type	Total
Mood	Indicative	Declarative	16
	Interrogative		0
	Imperative		0

Based on the table above, the most frequently applied mood is declarative. Table 1 presents the result of MOOD analysis for the provided text, categorizing sentences based on their mood types and sub-types. In this analysis, the focus is on three main categories: Indicative, Interrogative, and Imperative. The Indicative mood, specifically declarative statements, dominates the text with 16 occurrences (100%). It indicates that all sentences in the text are framed as statements or expressions that convey information about individuals and their relationships with pets, touch on the issue of animal cruelty, and briefly explore the popularity and dangers associated with certain animals. However, no Interrogative or Imperative moods were identified, as the text lacks questions and commands. The table provides a concise overview of the distribution of different mood types in the given text, highlighting the prevalence of the Indicative Declarative mood. The MOOD analysis in Table 1 draws from linguistic frameworks, particularly Systemic Functional Linguistics (SFL), as discussed by [2]. The categorization of sentences into mood types aligns with SFL's emphasis on understanding language functions. The absence of Interrogative and Imperative sub-types reflects the text's descriptive nature, where statements predominate [14].

Indicative Mood, In the Systemic Functional Linguistics (SFL) context, the indicative mood is crucial in understanding how language functions to convey statements or express facts. In the provided text, all sentences fall under the category of indicative mood, specifically the declarative subtype. This dominance suggests a descriptive style where the primary function is making straightforward statements rather than posing questions or issuing commands. According to [2] the indicative mood encompasses declarative and interrogative moods, with the former being a mode for making statements. In this analysis, the indicative mood, specifically the declarative subtype, is explored in depth to unravel its linguistic and communicative implications. Furthermore, the indicative MOOD type is categorized into two primary forms: declarative and interrogative MOOD. In the structure of declarative MOOD, there is a sequence of Subjects followed by Finite, constituting MOOD elements that impact the MOOD types [12]. Bloor and Bloor in [4] further elaborate that the MOOD element comprises Subject, Finite, and occasionally modal adjuncts. The second kind within

indicative MOOD is Interrogative MOOD, which is classified as such due to its MOOD structure involving Finite followed by Subject [15].

The indicative declarative mood, as identified in Table 1, is manifested in all 16 sentences of the text. Each sentence functions as a statement or expression of fact, reflecting the author's intention to convey information rather than seek it or command action. It aligns with [2] conceptualization of the indicative mood as a mode for transmitting information, a function crucial in narrative and descriptive discourse. For instance, it can be seen below [12].

Table 2. Text 1 Clause 1

	Beby, Beatrix, and Jovina	have	a pet	but	I	do not have		a pet
Mood System	S	F	C	A	S	F (do not)	P (have)	C
	Mood		Residue		Mood		Residue	

Table 2 exemplifies the declarative mood, providing a straightforward statement about the possession of pets among individuals. Such declarative statements contribute to the descriptive flow, fostering clarity and coherence in the text. The prevalence of the indicative declarative mood in the text also suggests a descriptive style emphasizing storytelling and information sharing. In SFL terms, this corresponds to the ideational metafunction, where language represents and conveys experiences or states of affairs [2].

Table 3. Text 1 Clause 5

	Beby	is very often	going to	the zoo
Mood System	S	F	P	C
	Mood			Residue

Table 3 shows that the sentence falls into the category of indicative mood within the broader framework of language analysis. Primarily, this sentence provides information, acting as a declarative statement about Beby's recurrent visits to the zoo. Structurally, it consists of a subject ("Beby"), a finite verb ("is"), a predicate ("very often going to the zoo"), and a complement ("the zoo"). The indicative mood is characterized by its use in making statements or conveying facts, which aligns with the informative nature of the sentence. Furthermore, Halliday elaborates that MOOD serves as an expression of the speech function, operating within the exchange system that involves providing or seeking information or goods and services. It plays a pivotal role in determining the essential speech functions: statement, question, offer, and command. The mood residue of this statement leans towards the informative side, elucidating Beby's frequent zoo visits [12].

Table 4. Text 1 Clause 6

Beby	went		to the zoo two months ago,	and	Jovina	went	to the zoo two years ago
S	F (did)	P (go)	A	A	S	F (did)	P (go)
Mood			Residue		Mood		Residue

Moreover, in Table 4, the sentence "Beatrix went to the zoo two months ago, and Jovina went to the zoo two years ago" is analyzed as indicative statements, placing them within the framework of the indicative mood a grammatical mood utilized for conveying

factual information or making straightforward statements [16]. According to Quirk, the indicative mood is the default mood for presenting objective, factual information in a declarative form. In this context, the indicative mood residue in both sentences maintains an informative tone, presenting factual details about Beatrix's and Jovina's past actions [14]. This aligns with Lyons' assertion that indicative mood statements are characterized by their function of presenting statements of fact [17]. Employing the past tense in the verbs further solidifies the narrative as statements about completed actions in the past, consistent with the tense-aspect theory. According to Comrie, the past tense is often used to mark actions that are completed or viewed as a single event [18]. Biber noted that these indicative structures are well-suited for recounting past experiences with directness and clarity, making them a preferred choice for reporting events in academic, scientific, or everyday discourse [19]. The theory presented here supports the interpretation of the mood and tense choices in the given sentences, providing a theoretical underpinning for the grammatical analysis.

Table 5. Text 1 Clause 13

	My first pet	was	a hamster
Mood System	S	F	C
	Mood		Residue

Similarly, in the sentence "My first pet was a hamster," the indicative mood is consistently employed to provide a personal account of the author's pet ownership history, adhering to the grammatical principles established by influential linguists [14]. This declarative statement, encapsulating a factual detail about the author's past experiences with pets, aligns with the guidelines presented in foundational grammar guides and supports an informative and factual tone throughout the narrative. The consistent use of the indicative mood in these instances enhances clarity and precision, contributing to the overall effectiveness of the paragraph in conveying details about the individuals and their relationships with pets [14].

In conclusion, the comprehensive Mood analysis employing the Systemic Functional Grammar framework reveals a predominant use of the indicative mood, specifically the declarative subtype, throughout the analyzed text. The consistent application of declarative statements underscores the text's emphasis on conveying factual information, detailing aspects of pet ownership, animal care, and personal experiences. This linguistic choice aligns with Halliday's Systemic Functional Linguistics, emphasizing the indicative mood as a mode for making straightforward statements. The absence of interrogative and imperative moods further reinforces the text's descriptive nature, focusing on informative narratives rather than posing questions or issuing commands. The theoretical underpinnings from scholars such as Halliday, Quirk et al., Lyons, and Comrie provide a robust framework for interpreting mood and tense choices, supporting the analysis of how language functions in expressing facts, recounting experiences and conveying information within the given context.

Table 6. Total of Finite that Consists in the Text

Finite	Occurrence	Percentage
Simple Present	12	71%
Simple Past	5	29%
Total	17	100%

In interpreting the findings presented in Table 6, it is evident that the text predominantly utilizes the Simple Present tense, accounting for 71% of the finite occurrences. This prevalence suggests a preference for describing facts, general truths, and ongoing actions within the text. The frequent use of the Simple Present tense may contribute to the overall clarity and directness of the narrative, as this tense often straightforwardly conveys information. The prominence of the Simple Present tense in the text may indicate an inclination towards presenting information in a timeless or universal context, reinforcing key concepts and ideas. This finding aligns with linguistic studies by Alzuhairy highlighting the common usage of the Simple Present tense for objective reporting and conveying general knowledge [20].

Conversely, the Simple Past tense constitutes a noteworthy but comparatively smaller portion, representing 29% of the finite occurrences. Instances, where the Simple Past tense is employed, may indicate a focus on specific events or actions that have already transpired. The selective use of the Simple Past tense could be deliberate, emphasizing the historical or completed nature of certain activities or developments within the context of the text. This nuanced tense variation may contribute to a richer temporal narrative, guiding the reader through a chronological sequence of events. The balance between the Simple Present and Simple Past tenses in the text may be a strategic linguistic choice to strike a harmonious blend between conveying timeless information and narrating specific historical occurrences.

In conclusion, the distribution of finite occurrences in the text, as illustrated in Table 6, sheds light on the temporal dynamics employed for effective communication. The preeminence of the Simple Present tense suggests an emphasis on general information and ongoing actions. In contrast, the inclusion of the Simple Past tense adds depth by highlighting specific historical events. The deliberate use of these tenses contributes to the overall coherence and nuanced expression of ideas within the text.

Pedagogical Implications, Understanding interpersonal grammar is invaluable for language teaching and learning [11]. highlight its significance, emphasizing that teachers and students can explore the nuanced ways English speakers express themselves and shape their worldview through grammar. This includes varying the speaker's certainty about experiential meanings through factors like the tense and polarity of the Finite, making meanings unavailable for argument in nonfinite clauses, and navigating between positive and negative polarity. Appraising experiential meanings is also crucial [11]. Additionally, knowledge of interpersonal grammar aids teachers in instructing students on techniques such as making meaning unavailable for argument, hedging bets, adjusting the intensity of their expression, and gradually revealing their point of view [11].

In addition, it is crucial to understand how students employ interpersonal grammar in their writing and how educators can leverage these insights for effective language instruction. Firstly, the dominance of the indicative mood, specifically the declarative subtype, in elementary school students' descriptive writing suggests a preference for conveying straightforward statements and factual information. Emilia's work emphasizes the crucial role of interpersonal grammar in shaping interpersonal

metafunction, which involves expressing relationships between participants in communication. Educators can capitalize on this inclination in language teaching by designing activities encouraging students to develop clarity and precision in expressing facts and ideas. Assignments that prompt students to create descriptive narratives or informative essays can further enhance their mastery of declarative statements, aligning with the ideational function highlighted [2].

Furthermore, examining finite occurrences and tense variations in the text provides additional pedagogical considerations. The prevalence of the Simple Present tense suggests a focus on conveying timeless information and ongoing actions, aligning with Hafizah's exploration of tense choices about temporal dynamics. Language teachers can capitalize on this by incorporating activities that help students master the usage of the Simple Present tense for objective reporting and conveying general knowledge, as highlighted by [18]. Halliday's Systemic Functional Linguistics in various respects. They are: the background of the SFL as a linguistic tradition, SFL compared with other linguistic theories, the main elements of the SFL, SFL as an applicable theory, examples of the value of applying SFL, and lastly, the associated benefits with working with SFL [21].

Conversely, yet less frequently, the Simple Past tense indicates a deliberate choice to highlight specific historical events. Emilia's insights into the interpersonal metafunction provide a lens through which educators can guide students in strategically using varied tenses to enhance the temporal narrative in their writing [11]. By engaging students in exercises that require the application of different tenses based on the communicative purpose, language instructors contribute to developing a more sophisticated and contextually aware writing style.

In addition, comprehending interpersonal grammar is crucial for educators as it enables them to instruct students on emphasizing words in texts to unveil interpersonal meanings when expressing a position. Moreover, students, through learning interpersonal grammar, can be motivated to organize their vocabulary to convey attitudes, encompassing emotional responses and judgment of behaviour regarding normality, dependability, capacity, honesty, and integrity. Utilizing lexical items to appreciate the aesthetics and values of phenomena is also encouraged [11].

Additionally, students can be guided in employing lexical items to convey a grading point of view. Lastly, the value of understanding interpersonal grammar extends to learners using its features to articulate a position and text structure, adopting a stance and tenor that reveal power dynamics and personal involvement levels. This understanding also aids in constructing a critical response to text by assessing how readers/listeners are positioned through diffused interpersonal meanings layered over a text.

In conclusion, a profound comprehension of interpersonal grammar is indispensable for language educators and learners. The insights from Emilia's work underscore the pivotal role interpersonal grammar plays in shaping language expression and interpersonal relationships. Teachers can leverage this knowledge to guide students in nuanced language use, from crafting declarative statements for clarity to strategically

employing varied tenses to enhance temporal narratives. Additionally, understanding how to emphasize words and utilize lexical items empowers students to convey attitudes, aesthetics, and values in their communication. Ultimately, mastering interpersonal grammar enriches language instruction and equips learners with the tools to articulate positions, navigate power dynamics, and construct critical responses, fostering a more sophisticated and contextually aware language proficiency.

CONCLUSION

In conclusion, the Mood analysis utilizing the Systemic Functional Grammar framework has provided valuable insights into the linguistic characteristics of the provided text. The predominant use of the indicative mood, particularly the declarative subtype, underscores the text's communicative focus on conveying factual information. The absence of interrogative and imperative moods aligns with the descriptive nature of the narrative, emphasizing informative discourse rather than posing questions or issuing commands. This comprehensive analysis enhances the appreciation of how language functions in expressing facts, recounting experiences, and conveying information within the context of the text. Moving forward, the distribution of finite occurrences in the text sheds light on the temporal dynamics employed for effective communication. The preeminence of the Simple Present tense suggests an emphasis on general information and ongoing actions, contributing to the overall clarity and directness of the narrative. In contrast, the inclusion of the Simple Past tense adds depth by highlighting specific historical events, offering a richer temporal narrative. This strategic use of tenses contributes to the overall coherence and nuanced expression of ideas within the text. From a pedagogical perspective, the insights gained from interpersonal grammar analysis offer valuable guidance for language teaching and learning. In elementary school students' writing, the dominance of the indicative mood, especially the declarative subtype, suggests a preference for conveying straightforward statements and factual information. Educators can capitalize on this inclination by designing activities encouraging students to develop clarity and precision in expressing facts and ideas. Furthermore, examining finite occurrences and tense variations provides pedagogical considerations, allowing teachers to guide students in strategically using varied tenses to enhance the temporal narrative in their writing. Overall, a deep understanding of interpersonal grammar is essential for educators and learners, enriching language instruction and equipping students with the tools to articulate positions, navigate power dynamics, and construct critical responses.

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