



Interpersonal Meaning in English for Computer Reading Texts

Aprilza Aswani^{*1}

¹Politeknik Negeri Medan, Medan, 20155, Indonesia

*Corresponding Author: aprilzaaswani@polmed.ac.id

ARTICLE INFO

Article history:

Received 04 March 2026

Revised 01 July 2026

Accepted 19 August 2026

Available online

E-ISSN: 2964-1713

P-ISSN: 2775-5622

ABSTRACT

In the perspective of systemic functional linguistics (SFL), interpersonal meaning is realized through the mood system, which reflects how language is used to exchange information, goods, and services. This study aims to examine the interpersonal realization of lexicogrammatical features in the reading texts of an English for Computer textbook used by university students in Indonesia. The study employed qualitative content analysis, with data drawn from 10 reading texts in an English for Computer textbook (ECT). The data consisted of 628 clauses, which were analyzed based on the mood system, particularly the distribution of declarative, interrogative, and imperative clauses and their interpersonal functions. The findings reveal that the reading texts are predominantly characterized by declarative clauses, indicating that the texts primarily serve an information-giving function. Interrogative and imperative clauses occur less frequently, suggesting limited use of language for demanding information or directing readers to perform particular actions. The predominance of declarative mood reflects the pedagogical orientation of the textbook towards presenting factual and technical information to learners of English for Specific Purposes (ESP). These findings demonstrate how mood choices contribute to the construction of interpersonal meaning in English for Computer reading texts and highlight the importance of mood realization in shaping the communicative and pedagogical functions of ESP materials.

Keywords: English for Specific Purposes (ESP); Interpersonal Meaning; Mood System; Systemic Functional Linguistics

ABSTRAK

Dalam perspektif linguistik fungsional sistemik (LFS), makna interpersonal diwujudkan melalui sistem modus, yang mencerminkan bagaimana bahasa digunakan untuk bertukar informasi, barang, dan jasa. Studi ini bertujuan untuk meneliti perwujudan interpersonal dari fitur leksikogrammatikal dalam teks bacaan buku teks Bahasa Inggris untuk Komputer yang digunakan oleh mahasiswa di Indonesia. Studi ini menggunakan analisis isi kualitatif, dengan data yang diambil dari 10 teks bacaan dalam buku teks Bahasa Inggris untuk Komputer (BIK). Data terdiri dari 628 klausa, yang dianalisis berdasarkan sistem modus, khususnya distribusi klausa deklaratif, interogatif, dan imperatif serta fungsi interpersonalnya. Temuan menunjukkan bahwa teks bacaan didominasi oleh klausa deklaratif, yang menunjukkan bahwa teks tersebut terutama berfungsi sebagai pemberi informasi. Klausa interogatif dan imperatif muncul lebih jarang, menunjukkan penggunaan bahasa yang terbatas untuk meminta informasi atau mengarahkan pembaca untuk melakukan tindakan tertentu. Dominasi modus deklaratif mencerminkan orientasi pedagogis buku teks tersebut terhadap penyajian informasi faktual dan teknis kepada pembelajar Bahasa Inggris untuk Tujuan Khusus (BITK). Temuan ini menunjukkan bagaimana pilihan suasana hati berkontribusi pada pembentukan makna interpersonal dalam teks bacaan Bahasa Inggris untuk Komputer dan menyoroti pentingnya realisasi suasana hati dalam membentuk fungsi komunikatif dan pedagogis materi BITK.

Kata Kunci: Bahasa Inggris untuk Tujuan Khusus; Linguistik Fungsional Sistemik; Makna Interpersonal; Sistem Mood



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.
<http://doi.org/10.26594/register.v6i1.idarticle>

1. INTRODUCTION

Among the various instructional resources available in ESP courses, textbooks remain the most widely used and reliable source of learning (Khachatryan & Ghalachyan, 2023; Komariah & Halimah, 2022; Putri & Jufrizal, 2022; Ubaidillah & Rizal, 2023). In Indonesia, English for Computer textbooks are commonly adopted to provide students with exposure to discipline-related vocabulary, discourse structures, and reading passages relevant to computer science. Reading materials occupy a central role in these textbooks since they serve not only to enhance students' reading comprehension but also to introduce technical concepts, terminologies, and patterns of discourse used in the field.

Reading texts in ESP textbooks are designed to perform several functions (Buzarna-Tihenea Galbeaza, 2022). First, they provide content knowledge relevant to the students' field of study (Brilianti & Rokhim, 2024; Fitria, 2020; Lenard & Lenard, 2019; Stan, 2022). Second, they present authentic language input that exposes students to how knowledge is linguistically constructed in academic and professional settings. Third, they serve as models for students to engage in disciplinary communication, both in written and spoken forms. Thus, the quality and linguistic configuration of reading materials significantly determine the effectiveness of ESP instruction.

Prior research in ESP has highlighted that reading materials often reflect specific linguistic patterns characteristic of a discipline (Muttaqin & Chuang, 2023; Stoller & Robinson, 2018). For instance, scientific texts are typically dense in technical vocabulary and use passive constructions to foreground processes rather than agents (Salam et al., 2018; Solnyshkina et al., 2023). In contrast, business English materials may prioritize interpersonal negotiation and employ modal verbs to express obligation or possibility (Litvinov et al., 2017; Su et al., 2021). Understanding such linguistic realizations is crucial in ESP pedagogy, as it helps teachers or lecturers, and students become aware of the discipline-specific conventions and equips learners with strategies to comprehend and produce texts effectively.

Systemic Functional Linguistics (SFL), developed by Halliday and further expanded by subsequent scholars, provides a powerful theoretical and analytical framework for examining how language is used to construct meaning in context. A central principle of SFL is that language simultaneously realizes three metafunctions: the ideational, interpersonal, and textual. These metafunctions are instantiated through lexicogrammatical features, which operate as resources for meaning-making. In ESP reading materials, linguistic realization must balance two functions: conveying specialized knowledge and scaffolding students' language learning (Belcher, 2009; Jendrych, 2013; Lenard & Lenard, 2019; Shalash, 2024; Umida, 2025). For example, technical processes in computer science may be realized through material processes and nominalized structures, while explanations and definitions may employ relational processes and declarative clauses. Thematic structures also play a role in guiding readers through the flow of information, helping them identify what is foregrounded in a text.

Lexicogrammatical features (LF) refer to the linguistic elements that combine vocabulary (lexis) and grammar to construct coherent texts (Hasibuan & Simatupang, 2018). Genre research focuses on contexts, LF, and rhetorical patterns to understand generic integrity and variation as systems of social processes. It means that different genres may represent different LF. For example, business English materials reveal lexical features such as specialized nouns, verbs, adjectives, compound nouns, and word families, alongside grammatical features including adjective markers and tense structures like simple present, future, and present perfect (Krismayani et al., 2020).

The mood system, related to the interpersonal metafunction, organizes interaction between writer and reader. It is divided into declarative, imperative, and interrogative moods (Halliday & Matthiessen, 2014; Saragih, 2006). For instance, it can be seen in table 1.

Table 1. The Example of the Analyzed Clause

The Analysis	The clause		
	The program	Executes	the command
<i>Mood</i>	Subject	Finite	Predicator
	Mood		Residue

Despite its importance, linguistic realization in Indonesian ESP textbooks has not been widely studied. Previous studies have been done by scholars around the globe related to lexicogrammar analysis, written discourse, and reading materials including in EFL context (Azizah et al., 2021; Darong, 2024; Erfiani et al., 2019; Oktarina et al., 2022; To, 2018), research articles (Su et al., 2021; Walsh Marr et al., 2021), reading comprehension for vocational student (Saputri et al., 2023; Simanjuntak et al., 2025; Yapp et al., 2023), virtual reading room for vocational student (Widiaty et al., 2019), cohesive devices (Ly Ngoc, 2025), genre in textbook (Turgut Dost, 2025; Wang & Ye, 2025), ideational meaning in science textbook (Hermawan & Rahyono, 2019), lexicogrammar in pedagogical text (Siregar & Purbani, 2024), and linguistic complexity in reading text (Berendes et al., 2018). This study has clear differences from those previous studies. This gap underscores the need for research grounded in a comprehensive linguistic framework such as Systemic Functional Linguistics (SFL).

In relation to the previous explanation, this study aims to examine the interpersonal realization of lexicogrammatical features in the reading texts of an English for Computer textbook used by university students in Indonesia. The findings are expected to contribute to a deeper understanding of the linguistic configuration of ESP materials and to provide insights for textbook developers, teachers, and researchers interested in the application of SFL in ESP contexts.

2. METHOD

This study employed a qualitative content analysis design grounded in the framework of systemic functional linguistics (SFL). It was selected as the guiding theoretical framework because it provides comprehensive analytical tools for investigating how language functions in context. Specifically, the analysis focused on interpersonal function of language.

The data for this study consisted of ten reading texts selected from an English for Computer Textbook (ECT) widely used in Indonesian higher education institutions. The selection of texts was based on three criteria: (1) their centrality to the textbook's content, (2) their role as primary input for student reading activities, and (3) their representativeness of different topics within the domain of computer science. These criteria ensured that the data reflected both the linguistic and pedagogical functions of the textbook.

The unit of analysis in this study was the clause, following the SFL tradition where the clause is regarded as the most significant grammatical unit for realizing meaning. From the ten reading texts, a total of 628 clauses were extracted. Each clause was carefully segmented based on grammatical boundaries, drawing on Hallidayan principles for clause identification (Halliday & Matthiessen, 2014). The data were transcribed into digital form to facilitate coding and analysis.

The data collection procedure followed a systematic process. First, the entire textbook was reviewed to identify the chapters containing reading passages. Second, ten reading texts were purposively selected according to the aforementioned criteria. Third, the texts were segmented into clauses and compiled into a corpus. This process was carried out manually to ensure accuracy in identifying embedded and complex clauses.

3. RESULT AND DISCUSSION

The analysis was carried out to examine how interpersonal meanings are enacted in the reading texts. The mood system organizes the relationship between writer and reader by signaling whether a clause functions to inform, command, or question. The representation of Moods in the data are presented as the followings.

The declarative mood refers to sentences that are used to make statements or convey information, expressing facts, opinions, or ideas directly. The example of declarative mood is as the followings taken from text 9.

Table 2. The example of Declarative Mood

This role requires a high level of technical proficiency and clear awareness of current business practices.			
This role	requires		a high level of technical proficiency and clear awareness of current business practices
Subject	Finite	Predicator	Complement
Mood	Residue		

As presented in table 2, declarative mood is the most common type found typically featuring the subject followed by the verb and ending with a period. In the declarative mood, the word order is usually subject + verb + complement. Declarative mood is also found as the dominant type used across genres such as in senior high school textbook (Astuti, 2018), public service advertising text (Yu, 2017).

Declarative clauses are often predominant, reflecting an orientation towards informing rather than negotiating. However, the presence of imperatives or interrogatives can indicate attempts to engage readers more directly. It is also relevant to Astuti (2018) that analyzed English textbooks for high school students. She found that recount texts predominantly use declarative mood (98-99%), with minimal interrogative mood (0.59-1.06%) and no imperative mood, while procedure texts show a contrasting pattern with 74-75% imperative mood and 25% declarative mood. The distribution of declarative, interrogative, and imperative clauses highlights the extent to which the texts are oriented toward delivering information, engaging readers, or directing actions. This analysis therefore sheds light on the communicative stance of the textbook and its alignment with the pedagogical goal of fostering both comprehension and interaction. This analysis highlighted whether the texts primarily functioned as vehicles of information (through declaratives) or engaged readers in dialogue and negotiation (through interrogative).

An interrogative clause is constructed by the interaction of the finite verb and subject, usually switching the standard subject-verb order. The example can be seen as the following taken from text 3.

Table 3. The example of Interrogative Mood

Why is user interface important?				
Why	Is		user interface	Important?
	Finite	Predicator	Subject	Complement
	Mo-	Resi-	-od	-Due

From the example in table 3, it can be seen that the clause is represented by the use of wh-question. The finite verb is represented by the use of “is” and the subject is represented by the phrase “user interface”. This type of mood is used to pose questions and seek information from the addressee. It serves the interpersonal function of demanding information and involves the speaker requesting the listener to provide a response. In the data, the wh question and yes-no question type can be found.

The findings indicate a clear dominance of declarative clauses across the ten reading texts, suggesting that the English for Computer (ECT) textbook primarily constructs interpersonal meaning through information-giving rather than through direct interaction with readers. This pattern is consistent with the pedagogical function of ESP reading materials identified in the Introduction, particularly their role in presenting discipline-specific knowledge and exposing students to language used in academic and professional contexts. Since the textbook is designed for university students in computer-related fields, the strong preference for declarative mood can be interpreted as a deliberate linguistic choice for presenting definitions, explanations, technical descriptions, and factual information in a relatively explicit manner. Thus, the interpersonal meaning of the texts is not absent; rather, it is realized through a relatively distant and informational relationship between writer and reader.

The finding also supports, but at the same time extends, previous research on textbook discourse. Astuti (2018), for example, reported a strong predominance of declarative mood in recount texts in English textbooks, while procedure texts showed a much stronger use of imperatives. The present findings suggest that genre and communicative purpose are important factors in determining mood selection. Unlike procedural texts, computer-related reading passages primarily explain concepts and describe technological phenomena; therefore, declarative clauses are arguably appropriate for their informational purpose. Nevertheless, the

findings indicate that the communicative needs of ESP learners should be considered beyond the transmission of technical information. Students need exposure not only to how computer-related knowledge is described but also to how professionals ask questions, give instructions, and establish interaction in disciplinary contexts.

4. CONCLUSION AND SUGGESTION

Based on the result, mood analysis shows a clear dominance of declarative clauses, privileging information-giving over negotiation. In relation to conclusion, it is suggested that ESP material developers should pay greater attention to lexicogrammatical choices when designing texts, as these choices directly influence meaning construction and information flow. In particular, balancing declarative with more interactive clause types, and diversifying thematic structures, may enhance learner engagement and promote critical language awareness. Future studies could expand this analysis by incorporating a larger corpus of ESP materials across different disciplines to identify broader patterns of lexicogrammatical variation. Comparative studies between authentic and pedagogically adapted texts may also provide insights into how linguistic choices mediate accessibility and disciplinary specificity. In addition, integrating multimodal analysis could further illuminate how meaning-making resources beyond language contribute to the pedagogical functions of ESP texts.

This study has several limitations that should be considered when interpreting its findings. First, the study analyzed only ten reading texts from one English for Computer (ECT) textbook, resulting in a corpus of 628 clauses. Although the texts were purposively selected to represent different topics and important reading materials in the textbook, the relatively limited corpus restricts the generalizability of the findings to other English for Specific Purposes (ESP) textbooks, institutions, or disciplinary contexts. Different textbooks may employ different linguistic and pedagogical strategies depending on their authors, target learners, genres, and educational purposes.

Second, this study focuses specifically on the mood system as a realization of interpersonal meaning, particularly declarative, interrogative, and imperative clauses. While mood provides valuable insights into how relationships between writers and readers are constructed, interpersonal meaning in SFL involves other lexicogrammatical resources, such as modality and appraisal. Consequently, focusing primarily on mood does not provide a complete account of how interpersonal meanings are constructed throughout the texts. The findings should therefore be understood as representing one dimension of interpersonal realization rather than the entire interpersonal metafunction.

REFERENCES

- Astuti, F. K. (2018). Mood structure type of the clause analysis in English text books of SMA: A discourse study based on systemic functional linguistic theory. *Edukasi Lingua Sastra*, 16(2), 46–58. <https://doi.org/10.47637/elsa.v16i2.93>
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596–621. <https://doi.org/10.24815/siele.v8i2.18562>
- Belcher, D. (Ed.). (2009). *English for Specific Purposes in Theory and Practice*. University of Michigan Press/ELT. <https://doi.org/10.3998/mpub.770237>
- Berendes, K., Vajjala, S., Meurers, D., Bryant, D., Wagner, W., Chinkina, M., & Trautwein, U. (2018). Reading demands in secondary school: Does the linguistic complexity of textbooks increase with grade level and the academic orientation of the school track? *Journal of Educational Psychology*, 110(4), 518–543. <https://doi.org/10.1037/edu0000225>
- Brilianti, D. F., & Rokhim, A. (2024). The importance of English for specific purpose based on the Engineering student perceptions. *Academic Journal Perspective : Education, Language, and Literature*, 11(1), 70–78. <https://doi.org/10.33603/wc0gnm38>
- Buzarna-Tihenea Galbeaza, A. (2022). Assessing ESP Reading Skills. Case Study on Business Topics. *Ovidius University Annals. Economic Sciences Series*, 21(2), 226–232. <https://doi.org/10.61801/OUAESS.2021.2.31>

- Darong, H. C. (2024). An SFL perspective on EFL textbooks and its pedagogical implications in language teaching. *XLinguae*, 17(1), 94–106. <https://doi.org/10.18355/XL.2024.17.01.07>
- Erfiani, N. N., Ngadiso, N., & Suparno, S. (2019). Developing supplementary reading materials for grade 11 students at a multimedia study program. *Studies in English Language and Education*, 6(1), 13–25. <https://doi.org/10.24815/siele.v6i1.11667>
- Fitria, T. N. (2020). Teaching English for Specific Purposes (ESP) to the Students in English Language Teaching (ELT). *JET ADI BUANA*, 5(01), 55–66. <https://doi.org/10.36456/jet.v5.n01.2020.2276>
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar* (4th edition). Routledge.
- Hasibuan, A., & Simatupang, T. M. (2018). Students' errors in using lexicogrammatical features in writing recount text (A study at the X grade students of SMA Negeri 4 Padangsidempuan 2016/2017 academic year). *Elite : English and Literature Journal*, 5(1), 22–34. <https://doi.org/10.24252/elite.v5i1a3>
- Hermawan, B., & Rahyono, F. X. (2019). Ideational meanings of science and interpersonal position of readers in science textbooks for basic level in Indonesia. *Indonesian Journal of Applied Linguistics*, 9(1). <https://doi.org/10.17509/ijal.v9i1.15932>
- Jendrych, E. (2013). Developments in ESP teaching. *Studies in Logic, Grammar and Rhetoric*, 34(1), 43–58. <https://doi.org/10.2478/slgr-2013-0022>
- Khachaturyan, V., & Ghalachyan, A. (2023). Textbook as a means of improving learning process. *Scientific Bulletin*, 1(44), 96–107. <https://doi.org/10.24234/scientific.v1i44.48>
- Komariah, A., & Halimah, N. (2022). Ragam Pemanfaatan Buku Teks Sebagai Media Pembelajaran Bahasa Inggris Di Kota Bitung Sulawesi Utara. *Jurnal Ilmiah Iqra'*, 16(2), 180. <https://doi.org/10.30984/jii.v16i2.2045>
- Krismayani, N. W., Suastra, I. M., Suparwa, I. N., & Sudipa, I. N. (2020). Lexical and grammatical features of Business English. *The International Journal of Social Sciences World (TIJOSSW)*, 2(1), 51–64.
- Lenard, D. B., & Lenard, I. (2019). Examining pedagogical content knowledge of ESP teachers. *Journal of Teaching English for Specific and Academic Purposes*, 353. <https://doi.org/10.22190/JTESAP1803353B>
- Litvinov, A., Burikova, S., & Khramchenko, D. (2017). Phrasal verbs as learning material in Business English courses for students majoring in Linguistics. *Training Language and Culture*, 1(4), 84–98. <https://doi.org/10.29366/2017tlc.1.4.6>
- Ly Ngoc, T. (2025). Enhancing Administrative Texts Through Cohesive Devices and Narrative Elements. *JURNAL ARBITRER*, 12(2), 210–226. <https://doi.org/10.25077/ar.12.2.210-226.2025>
- Muttaqin, S., & Chuang, H.-H. (2023). English for Specific Purposes, English Proficiency, and Academic Achievement in English-Medium Instruction: A Mediation Analysis. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v8i7.13259>
- Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Developing local culture-based EFL reading materials for the 21st-century learning. *Studies in English Language and Education*, 9(3), 1128–1147. <https://doi.org/10.24815/siele.v9i3.24660>
- Putri, D. E., & Jufrizal, J. (2022). *Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang*: 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021), Padang, Indonesia. <https://doi.org/10.2991/assehr.k.220201.011>
- Salam, A., Mahfud, M., & Nurhusna, N. (2018). Scientific characteristic of academic texts: A study of systemic functional linguistics. *International Journal of Language Education*, 122–134. <https://doi.org/10.26858/ijole.v2i2.5266>
- Saputri, L., Ratna, M., & Puspitasari, N. (2023). Creating Reading Comprehension Computer Based Test (CBT) as The Graduation Requirement of Vocational College Students. *E3S Web of Conferences*, 448, 02045. <https://doi.org/10.1051/e3sconf/202344802045>
- Saragih, A. (2006). *Discourse Analysis*. Unimed Press.

- Shalash, M. jabbar. (2024). English for Specific Purposes: A Specialization in Tailoring Language Instruction. *Journal of Asian Multicultural Research for Educational Study*, 5(1), 10–18. <https://doi.org/10.47616/jamres.v5i1.486>
- Simanjuntak, M. B., Rafli, Z., & Utami, S. R. (2025). Elevating Vocational Student Competence: The Crucial Need for English Literacy Competence. *Jurnal Ilmiah Peuradeun*, 13(1), 721–744. <https://doi.org/10.26811/peuradeun.v13i1.1109>
- Siregar, T. M., & Purbani, W. (2024). Prominent linguistic features of pedagogical texts to provide consideration for authentic text simplification. *Studies in English Language and Education*, 11(1), 321–342. <https://doi.org/10.24815/siele.v11i1.30815>
- Solnyshkina, M. I., Gatiyatullina, G. M., Kupriyanov, R. V., & Ziganshina, C. R. (2023). Lexical density as a complexity predictor: The case of Science and Social Studies textbooks. *RESEARCH RESULT Theoretical and Applied Linguistics*, 9(1), 11–26. <https://doi.org/10.18413/2313-8912-2023-9-1-0-2>
- Stan, A. (2022). Integrating content and language in ESP teaching. *Bulletin of the Transilvania University of Brasov. Series IV: Philology and Cultural Studies*, 65–72. <https://doi.org/10.31926/but.pcs.2022.64.15.1.4>
- Stoller, F. L., & Robinson, M. S. (2018). Innovative ESP Teaching Practices and Materials Development. In Y. Kırkgöz & K. Dikilitaş (Eds.), *Key Issues in English for Specific Purposes in Higher Education* (Vol. 11, pp. 29–49). Springer International Publishing. https://doi.org/10.1007/978-3-319-70214-8_3
- Su, H., Zhang, Y., & Lu, X. (2021). Applying local grammars to the diachronic investigation of discourse acts in academic writing: The case of exemplification in Linguistics research articles. *English for Specific Purposes*, 63, 120–133. <https://doi.org/10.1016/j.esp.2021.05.002>
- To, V. (2018). Linguistic Complexity Analysis: A Case Study of Commonly-Used Textbooks in Vietnam. *Sage Open*, 8(3), 2158244018787586. <https://doi.org/10.1177/2158244018787586>
- Turgut Dost, G. (2025). Exploring genre representation in English textbooks: Implications for curriculum, textbook and literacy development. *Frontiers in Education*, 10, 1543992. <https://doi.org/10.3389/educ.2025.1543992>
- Ubaidillah, M. S., & Rizal, D. (2023). Textbook As a Medium of Interaction and Learning in English Language Learning; Qualitative Systematic Review. *Journal of English Language Studies*, 8(1), 101. <https://doi.org/10.30870/jels.v8i1.18622>
- Umida, T. (2025). Creating authentic materials for ESP students in tourism and hospitality. *Innovation Science and Technology*, 1(2), 53–58. https://doi.org/10.55439/IST/vol1_iss2/42
- Walsh Marr, J., Lynch, S., & Tervit, T. (2021). Defining with Purpose: Connecting Lexicogrammatical Features to Textual Purpose in Authentic Undergraduate Texts. *TESOL Quarterly*, 55(4), 1092–1101. <https://doi.org/10.1002/tesq.3081>
- Wang, D., & Ye, Z. (2025). Genres of Reading Comprehension Passages in Chinese Mainland National Matriculation English Test (NMET): A Systematic Analysis of the Last Twenty Years (2004–2023). *SAGE Open*, 15(1), 21582440251323524. <https://doi.org/10.1177/21582440251323524>
- Widiaty, I., Wahyudin, D., Abdullah, A. G., Riyana, C., & Mubaroq, S. R. (2019). Designing Virtual Reading Room (VRR Digi_Litikon) for learning batik in Vocational High Schools: Curriculum material improvement. *Journal of Physics: Conference Series*, 1402(7), 077047. <https://doi.org/10.1088/1742-6596/1402/7/077047>
- Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, 27(6), 1456–1479. <https://doi.org/10.1177/1362168820985236>
- Yu, H. (2017). Interpersonal Meaning of Mood and Modality in English Public Service Advertising Texts. *Proceedings of the 7th International Conference on Education, Management, Information and Mechanical Engineering (EMIM 2017)*. 7th International Conference on Education, Management, Information and Mechanical Engineering (EMIM 2017), Shenyang, China. <https://doi.org/10.2991/emim-17.2017.48>