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Systemic functional linguistics praxis in the Indonesian academic context: A systematic literature review

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Abstract

For many years, the major issue happened that the teachers in Indonesia have still struggled in improving language skill in teaching of second language. It is needed an effective solution to tackle this problem. Systemic Functional Linguistics (SFL) is used as a framework for helping teachers understanding language not only structure and functions but also how language is used contextually. This study aims to find out the implementation and its implication of SFL in Indonesian academics. To achieve the objective of study, it employed systematic literature review as methodological approach. Guiding instruction to implement this research method, this study used Cooper's (2015) framework. Through several stages in selecting data, there were 55 articles from the field of education and teaching. They were published in January 2020 to February 2025 and collected from four online database: SINTA, Semantic Scholar, ScienceDirect, and SCOPUS. The study found that teachers in Indonesia implemented SFL in many ways which are categorized into six: classroom practice, curriculum design, professional development, multimodal literacy, language development across discipline, and cultural linguistics diversity. This study also highlighted that SFL has affected significantly in Indonesian academics. SFL contributes to improve the language knowledge in various social context, critical thinking, and communication skills. Teachers implemented SFL principles to encourage effective and inclusive teaching method and promotes students' academic success. Hopefully, these findings foster the teachers to improve their language skills and innovate the teaching methodologies.

Keywords: Indonesian academic context; language teaching; systematic literature review; systemic functional linguistics

INTRODUCTION

Become an influential theoretical and pedagogical framework, Systemic Functional Linguistics (SFL) has been increasingly adopted across Indonesian academic contexts including in various education levels from primary education to higher education. SFL also becomes guiding instructions or teaching method for teacher's professional development, academic writing, and curriculum foundation. Associated with Indonesia education reforms which emphasizes critical thinking, communicative competence, and contextual teaching learning, SFL enables teachers and students to understand how language choice construct meaning according to purpose and context fostering designing

meaningful instruction and developing academic literacy and effective communication skills, it is not just a set of grammar rule (Eggins, 2004; Halliday & Matthiessen, 2014). In teaching L2, SFL is mostly implemented as genre-based approach which allows students to learn how structure and language choice are managed based on the communicative purposes, such as narrative, descriptive, report, or exposition (Martin & Rose, 2007). Furthermore, SFL supports the development of critical literacy, it fosters the students' awareness that the language is not neutral, it contains ideology and power shaping the way of thinking and opinion (Fairclough, 2015). Consequently, SFL has important role not only in improving the students' language skills but also equip them in critical literacy. By using SFL principles into teaching practices, students can improve their literacy, critical thinking, and academic performance (Gunawan, 2020).

Previous studies have established SFL as prominent theoretical and pedagogical framework for language education in various academic contexts. SFL has been widely adopted since enabling learners to understand the relationship between linguistic choices and their social purposes (Halliday & Matthiessen, 2014). Several researches have consistently demonstrated that SFL supports academic literacy, genre awareness, disciplinary learning, and critical language development (de Oliveira & Smith, 2019; Santiago Schwarz & Hamman-Ortiz, 2020). In higher education, SFL becomes one of the most influential approaches to English for academic purpose (Liardet et al., 2026; Ramírez & González, 2026) and genre-based pedagogy (Emilia & Hamied, 2015; Green et al., 2024). Not only focuses on positive educational outcomes, some studies investigated teacher education and professional learning (Accurso & Gebhard, 2021; de Oliveira & Smith, 2019), genre-based writing (Green et al., 2024; Hitimala et al., 2024; Ryukoku University, Japan & Nagao, 2022), academic literacy (Santiago Schwarz & Hamman-Ortiz, 2020), multilingual education (Fei, 2025), and classroom discourse (Moore et al., 2018).

The implementation of SFL in Indonesian academic context continuously develops following to the changing of national curriculum, technology advancement, and the impact of globalization. Teachers in Indonesia have tried to modify their teaching strategies to better support students' development of critical thinking and communication skills as the curriculum changes to better meet the needs of a globalized world. Additionally, the integration of technology with teaching and learning become a new teaching innovation in exploring multimodal literacy, allowing students to interact with various kinds of communication (Dwi Jayanti & Damayanti, 2023).

Despite this, the existing literature remains fragmented. Most studies have investigated SFL implementation in specific educational levels, individual language skills, or instructional contexts, making it difficult to obtain a comprehensive understanding of its application across Indonesia education. Several international literature reviews have examined SFL in language education from diverse countries but do not specifically address the Indonesia academic contexts. Furthermore, there is no systematic review has comprehensively synthesized how SFL has been implemented, what educational domains have been explored, and what pedagogical implication have emerged.

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Consequently, researchers, educators, and policymakers still lack an integrated overview of the current state, research trends, and educational contribution of SFL in Indonesia.

To address this gap, the study conducted a systematic literature review of empirical studies published between 2020 and 2025 concerning the implementation of SFL in Indonesian academic contexts. This study aimed to identify, evaluate, synthesize the existing studies to examine the patterns of SFL implementation, analyze its pedagogical implications, and identify research trends. By providing a comprehensive analysis, this study contributes to a clearer understanding of the role SFL in Indonesia and offers recommendations for educators, researchers, policymakers, and curriculum developers.

METHOD**Design**

The research design of this study employed systematic literature review (SLR). An SLR was selected since it provides a rigorous, transparent, and reproducible approach for integrating findings from multiple studies while minimizing selection bias. SLR follows some procedures for identifying, selecting, appraising, and synthesizing relevant studies, thereby producing more reliable and comprehensive findings (Page et al., 2021; Snyder, 2019).

The review was guided by Cooper's (2015) framework since it offers a comprehensive structure for synthesizing evidence from heterogeneous studies with different designs, educational levels, and learning contexts (Templier & Paré, 2015). The review consists of six stages: 1) formulating the problem, 2) searching the literature, 3) screening for inclusion, 4) assessing quality, 5) extracting data, 6) analyzing and synthesizing data.

Data Collection

The literature search was conducted between January 2020 and February 2025 collected from four digital databases: ScienceDirect, Scopus, and Semantic Scholar. These databases were selected since they provide comprehensive coverage of international publication, while SINTA is Indonesian publications which cover in education, applied linguistics, and language teaching.

To find relevant studies, keyword searches were conducted on topics, titles, and abstracts containing the search terms. This approach was aligned with the research questions and the content focus on SFL. The search strategy employed Boolean operators (AND, OR) with combinations of keywords, including "Systemic Functional Linguistics" OR "SFL", "education", "teaching", "learning", "Indonesia", and "academic context". The search process followed predefined inclusion and exclusion criteria to ensure consistency and transparency.

For evaluation of the appropriateness of the data, the inclusion criteria were added for this review. They are: (1) articles using SFL in the context of teaching and education in Indonesia, (2) journal papers, (3) articles published in English, (4) has an available PDF, and (5) articles published between 2020 and 2025. The exclusion criteria are: (1) articles unrelated to teaching and

education studies, (2) articles not employing SFL as a theoretical or analytical framework, (3) books, book chapters, and conference papers, (4) articles not published in English, and (5) articles not in Indonesian academic context. The keyword search identified approximately 715 articles potential from four databases (SINTA 274 articles, Semantic Scholar 431 articles, ScienceDirect 8 articles and SCOPUS 2 articles). The next step in the screening process involved thoroughly reading each article to confirm that it used SFL as part of the theoretical or analytical framework in educational studies. After this screening, 55 articles were included in this systematic review. Many excluded articles were deemed irrelevant to SFL and educational studies, often focusing instead on fields such as medicine, psychology, or management. Additionally, some articles utilized SFL for discourse analysis in other areas of linguistic research.

While Cooper's (2015) framework guided the overall review process, the study followed the PRISMA 2020 reporting guidelines to ensure transparent documentation of the literature identification, screening, eligibility assessment, and inclusion process (Phillips & Barker, 2021).

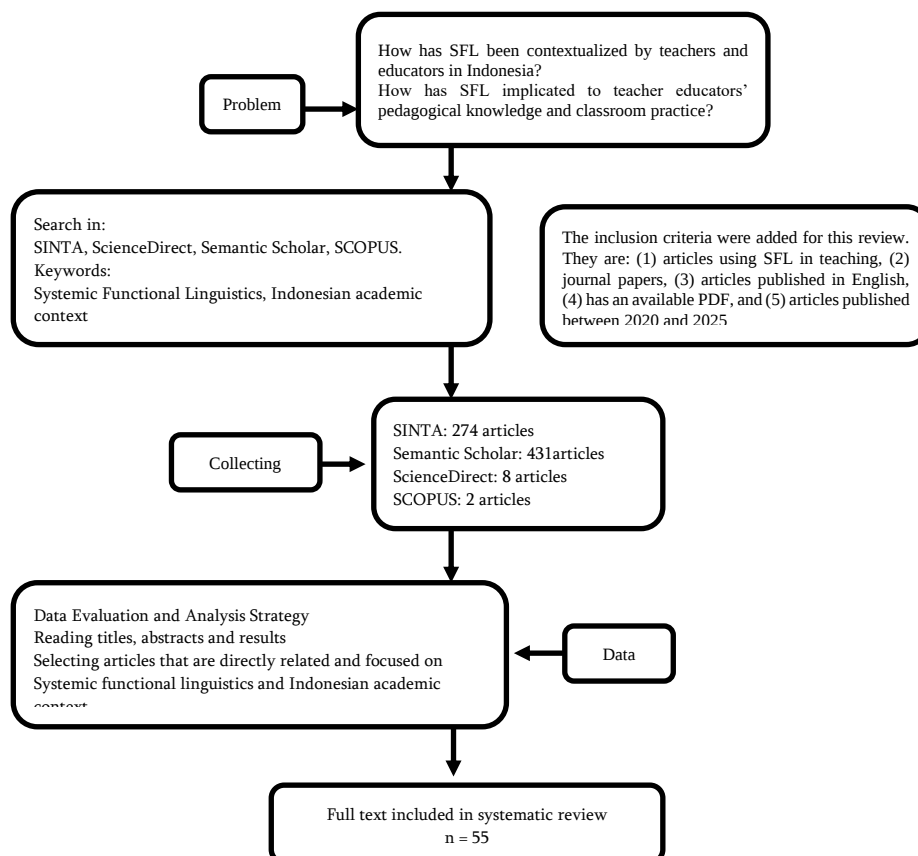


Figure 1. PRISMA Diagram
Source: Cooper's (2015) framework

Data Analysis

Data analysis was conducted using thematic synthesis to identify recurring patterns and themes across the selected studies. A standardized data extraction

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form was developed to systematically record relevant information from each article, including the author, publication year, educational level, research design, participants, research objectives, SFL implementation, and key findings.

The extracted data were coded inductively and grouped into conceptually similar categories. Through iterative comparison and synthesis, six major themes of SFL implementation emerged: 1) classroom practices, 2) curriculum design, 3) teacher professional development, 4) multimodal literacy, 5) language development across discipline, and 6) cultural and linguistic diversity. This thematic result provides a comprehensive synthesis of how SFL has been implemented and its contributions to Indonesia education.

RESULTS AND DISCUSSION

According to analysis and synthesizing the data which examine the implementation of SFL in Indonesian academic contexts, the review revealed six major implementation areas: classroom practice, curriculum design, teacher professional development, multimodal literacy, language development across disciplines, and cultural and linguistic diversity. Among these themes, classroom practice and teacher professional development occur the most frequently. It indicates that SFL has primarily been adopted to improve teaching practices and strengthen teachers' pedagogical knowledge.

These findings prove the consistency of SFL that provides teachers with explicit linguistic knowledge that supports genre-based pedagogy, disciplinary literacy, and academic language development (Accurso & Gebhard, 2021; de Oliveira & Smith, 2019; Santiago Schwarz & Hamman-Ortiz, 2020). The review also revealed that Indonesian studies emphasize at practical classroom implementation, teacher professional development, and curriculum design which is different with international literature largely focusing on academic writing, English for specific purpose, and disciplinary literacy in higher education.

The Contextualization of SFL in Indonesia

This study investigates how Systemic Functional Linguistics (SFL) has been contextualized by teachers in Indonesia. Data analysis revealed the frequency of SFL publication per year and the trending topics of these publications. Overall, the number of SFL related publication indexed by SINTA or international journals over the five-year period from January 2020 to March 2025 remains relatively low. Although the number of publications were recorded for 2025, as recent articles were only available up until March. The highest number of publications occurred in 2021, with 15 articles indexed either nationally or internationally. Other years saw the following number of publications: 9 in 2020, 10 in 2022, 7 in 2023, and 11 in 2024. It is shown as Figure 2. below.

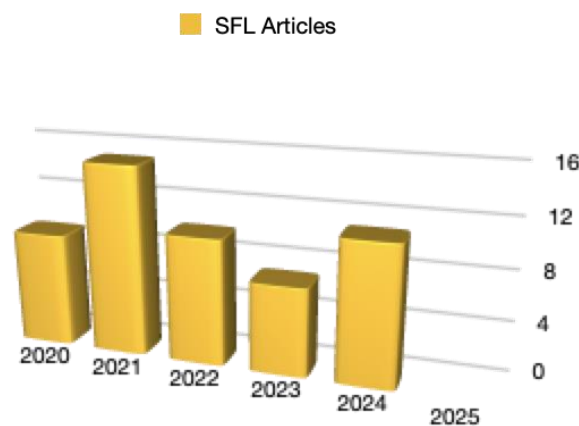


Figure 2. Publication Reporting on Uses of SFL in Indonesia (2020-2025)
Source: Authors' own work

The analysis identified into six main categories of context in which SFL has been utilized: curriculum design and implementation, classroom practices, professional development, multimodal literacy, language development across discipline and cultural and linguistic diversity. These categories reflect the various ways in which SFL has been contextualized by teachers within academia. From 55 articles on SFL published between 2020 and 2025, the largest portion, 39% focused on classroom practices. This indicates that most educators in Indonesia are using SFL to guide students in writing development. The second largest category, at 25% was curriculum design and implementation. Frequent changes in educational policies and curricula in Indonesia have significantly impacted the implementation of teaching and learning across all subjects, including language learning. SFL is being used as an approach and method to adapt to the evolving educational landscape, playing a vital role in curriculum development in the country.

The third category, Language development across discipline also accounted for 14%. SFL provides a comprehensive framework for analyzing language in various fields, such as translation studies, healthcare communication, media and journalism, law, and linguistics. Teachers in Indonesia have applied SFL to enhance students' understanding and use of language in different academic and professional contexts.

The fourth category, SFL was used as multimodal literacy at 11%. The development of multiliteracy in this 21st century, it encourages students having multimodal skills in communication. Teachers should be better understanding and having skills in teaching complexities of modern communication, so student can successfully navigate and produce multimodal texts.

The fifth category is professional development at 9%. To improve the quality of education, teachers' professional development becomes a program that helps improving their teaching strategies and method. SFL fosters teachers' awareness in analysis of texts and develop the reflective thinking in developing language skills. Through SFL also, it develops students' critical thinking since it provides evaluation tool in analyzing text, such as attitude, moral value, and appreciation.

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The last category is linguistic and cultural diversity at 2%. SFL is used as a tool to improve teachers' knowledge of language and to understand how the language used in different social contexts regard to various students' background and needs. Since SFL investigates linguistic and cultural diversity by emphasizing the complex interrelationships of language, culture, and society, that influence the communication style around the world. The data is illustrated as figure 3 below.

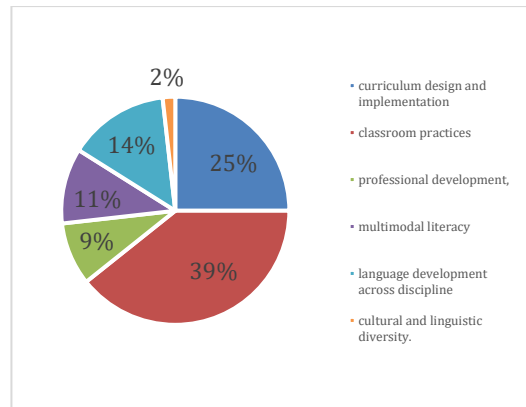


Figure 3. Categorization of Context in SFL Publication in 2020-2025

Source: Authors' owns work

Teachers in Indonesia have studied SFL in a variety of academic areas. They use it not only for improving their teaching and learning methods but also accomplishing other purposes. A comprehensive investigation of several methodologies was carried out to obtain a deeper insight into how these educators use SFL in academic contexts. Through analysis of article titles and the primary concept of articles, the implementation of SFL was categorized into several specific contexts which is explained below.

Classroom Practice

According to data analysis, the findings highlight how SFL may be used in a variety of ways to improve students' writing abilities in various genres within the Indonesian educational contexts. Many studies emphasize on how SFL is used in the classroom to enhance writing structure, coherence, and cohesion. By highlighting the importance of modality and social function in improving text construction, SFL helps students' express attitude and willingness effectively through writing, emphasizing the significance of explicit instructional strategies to assist students in creating text with proper structure (Mangana & Kurniawan, 2020). Furthermore, as a teaching tool, Anggini and Kurniawan (2020) analyzed students' recount text errors and suggested the POWER strategy (Past tense, Organization, Writing, Errors, and Review). According to the study, this strategy aids students in overcoming writing challenges. Other study supported this idea by proving that middle and low-achieving students needed more assistance with writing, but high-achieving students showed more effective cohesion and coherence (Zahra et al., 2021).

Additionally, SFL is essential to academic writing. Nominalization in graduate thesis abstract (Mahfudurido, 2021) discovering that teaching

students how to properly use nominalization and paraphrase could enhance the lexical density and conciseness of academic writing. The relationship between genre pedagogy and students' proficiency was further investigated by Pasaribu et al. (2021).

The study found that SFL-GP improves writing complexity and analytical abilities. Understanding the various genres helped students express their thoughts more coherently and effectively, emphasizing the importance role genre-based teaching strategies in improving students' spoken and written communication abilities. Similarly, SFL genre pedagogy enhances students' writing skills (Sugiarto, 2024; Yusuf & Rofiawati, 2024). According to the study, using SFL genre pedagogy can greatly improve students' writing abilities. This method boosts students better understanding. Genre-based structures and their motivation in the learning process, leading to a deeper knowledge or the material.

Coherence and thematic structure are two other crucial areas in developing writing skill. Studies by Himphinit & Astia (2023); Rahayu et al. (2020); Feri et al. (2023); Khorina et al. (2024) analyzed how students used theme progression in their writing in various genres of text such as narrative, descriptive, recount, etc. It was found that high-achieving students used a variety of themes, helping them to organize and develop their arguments effectively. In other words, Students' writing skill was substantially improved by thematic instruction, so that the students could construct well-organized and coherent essay. It is supported by Amartya et al. (2022) study who discovered the students' competence in using various themes and they still needed teacher assistance, particularly when using unmarked topical themes.

Several research also investigated the concept of grammatical cohesion. Students frequently struggle with lexicons-grammatical features in their thesis, particularly when representing actors and goals in their writing (Manar et al., 2020). This showed the need for assisting students in constructing their writing. Teachers can better prepare students for academic success by implementing functional writing strategies. Some researchers also believed that by analyzing grammatical cohesive devices in students' writing texts, finding serious mistakes like use of tense, generic structure, and grammar could encourage students making greatly various texts (Alwasilah & Gunawan, 2023; Febtiningsih & Ardiya, 2022; Rodliyah & Liani, 2022; Ulfa & Ramadhani, 2024).

Furthermore, the concept of SFL in the form of interpersonal meaning has been analyzed in the classroom interaction. It showed that the declarative mood used by teachers in the classroom plays a crucial role in guiding students learning and classroom management (Luthfiyati et al., 2024). Using appropriate mood structure in teaching maintains authority and creates an environment that encourages active learning.

SFL practice in the classroom was used not only in teaching writing but also in teaching reading. Izzah et al. (2024) investigated the use of the SFL-R2L (Reading to learn) strategies to enhance students' reading skills. According to this research, SFL-based methods can significantly increase students' interest and comprehension of texts. Lastly, using transitivity analysis was explored to

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reveal how students use different types of processes to influence readers' opinion and behavior in their persuasive writing (Aisaro & Suhardi, 2023; Fitriana, 2021; Sari et al., 2024; Yuliawan & Shomary, 2024). These studies underlined the importance of understanding transitivity in persuasive texts, especially in health communication. Besides, they highlighted the critical role of linguistics choices in forming persuasive arguments.

SFL provides useful pedagogical insight across a variety of writing genres and educational contexts in Indonesia. The studies highlight the importance of understanding genre pedagogy, thematic progression, grammatical cohesion, and coherent to enhance student writing (de Oliveira & Smith, 2019; Emilia & Hamied, 2015). By implementing SFL-based teaching strategies, teachers can promote critical thinking, improve literacy, and enhance students' overall academic achievement in both written and spoken communication (Accurso & Gebhard, 2021; Liardet et al., 2026; Santiago Schwarz & Hamman-Ortiz, 2020).

Curriculum Design

SFL is a valuable framework for designing curriculum, particularly in language teaching. SFL has vital role of language as a social resource. It emphasizes the language function in different contexts and for various purposes. According to data analysis, several studies highlight the significant of SFL on curriculum design and implementation in various educational contexts in Indonesia. One of the studies, SFL principle was used to develop a teaching method such as the EMED (Engage, Model, Explore, Discuss) strategy (Kurniawati et al., 2020) that effectively enhances writing skills among EFL (English as a Foreign Language) students. Additionally, research by Rahayu and Pravitasari (2022) on Task-Based Language Teaching (TBLT) informed by SFL highlights critical reading and writing skills development, particularly in English for Specific Purpose (ESP) courses, illustrating the versatile application of SFL in curriculum design. A focused approach to ESP pedagogy (Purwanto & Mauludin, 2024) aims to enhance engagement and motivation in curriculum design are crucial for academic success.

In addition, SFL was employed to analyzed various textbooks, providing insight into how language is used to convey knowledge and the underlying pedagogical assumptions within materials. This analytical approach enables researchers and educators to look at the linguistic choices and contextual elements that affect how information is presented in the content of textbook. For example, for a balance between language and moral education, incorporating moral values into English textbook should be strived. It emphasizes character development by promoting themes such as helping others and politeness (Puspitasari et al., 2021; Sulistiyo et al., 2020). Moreover, studies of textbook grammatical metaphors (Dalimunte, 2020) have shown that an emphasis on SFL improves students' understanding and strengthens their scientific writing skills. Besides, the importance of communicative grammar proved that SFL can significantly improve students' speaking skill in the classroom (Suseno, 2021).

Assuring gender equality in educational materials is crucial, according to the critical discourse analysis of gender representation in English textbook (Maesaroh et al., 2022) which motivates teachers to promote equity in the

classroom. To provide an inclusive and effective learning environment, the results highlight the necessity for curriculum designers to continuously modify and improve instructional materials (Djarmika et al., 2022; Novandy Adhitya, 2022).

Research on instructional materials highlights the importance of critically evaluating and adapting teaching texts to accommodate students' diverse of cultural and social background. The Indonesia EFL textbooks identified persistent issues of gender imbalance and stereotypical representation, suggesting that instructional materials produce particular social identities and values if their content is not critically examined (Dwiwantiningsih, 2025; Maesaroh et al., 2022; Nikmah et al., 2022; Yanti & Wirza, 2022).

Professional Development

By implementing SFL concept into professional development, teachers can improve their teaching strategies and get deeper understanding of language use. The necessitates genre-based pedagogy-focused professional development programs give the knowledge to instruct students and develop their writing abilities. Since, there are notable differences in genre and register knowledge between expert and students' exposition writing (Dewi, 2021). By this program, the teachers give understanding in schematic structures and its components to improve students' writing various texts.

In addition, (Putri et al., 2021) looks at the challenges in-service teachers has using their SFL knowledge in the classroom. The study highlights the important having professional programs that give teachers SFL training, so they can improve their teaching methods and effectively guide students in the language learning process.

Baehaqi (2022) criticizes the restrictive nature of teaching strategies based-SFL, arguing may inhibit teachers' innovation and creativity. By promoting critical reflection, teachers can create an environment that nurtures innovative teaching methods. This viewpoint advocates for integrating various methodologies in professional development. Implementing SFL into curriculum for both students and teachers, which enhance literacy abilities and academic achievement. It was proved by a study that functional grammar instruction had positive students' responses and enhanced understanding of SFL theory.

Finally, the case study on Culturally Sustaining SFL by Faizah et al. (2024) emphasizes the significance of student's agency and participatory learning among multilingual youth. According to the findings, teachers can use semiotic resources and meaning-making practices to help students better understanding of language in social contexts, creating the way for innovative approaches in teaching based on students' cultural backgrounds.

The purpose of these studies is to improve teachers' performance, knowledge, and efficacy in their teaching roles. The program of professional development by integrating SFL principles ensure that teachers are well-prepared to engage with complex text and communicate effectively. Professional development should be continuously maintained to ensure the education standard and teachers can adapt to evolving educational needs. So that, teacher

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not only improve their instructional techniques but also contribute to provide the high-quality education which fulfill the various students' needs.

Multimodal Literacy

SFL is increasingly applied in the context of multimodal literacy. Multimodal literacy refers to the various ways of communication such as text, image, video, and audio which interact to produce meaning. SFL provide a valuable framework for analyzing and understanding the complex variables in many educational contexts.

From data analysis was found that recent studies emphasize the critical role of multimodal literacy in enhancing English language education across various contexts. One of examples is the development and evaluation of virtual English language lectures during the COVID-19 pandemic (Saragih et al., 2021). This study revealed the structures and linguistics realizations that emerged in the new learning context. It suggested for further studies to employ the diverse data sources and design to explore the multimodal literacy in digital education.

Besides, the important of topical themes and text organization was conducted by Nugraha (2024) in TEDx talks context. The result of study highlights how public speaking abilities can be strengthened by understanding thematic structures which improve the overall coherence and effectiveness of communication in multimodal media.

Furthermore, the development of an integrated Padlet-based writing course using SFL genre-based pedagogy shown the positive reception from both experts and students (Arsiyana et al., 2023). The integration of local culture into language teaching aligns well with the principles of multimodal literacy, as it enhances both language skills and cultural knowledge. This innovative approach facilitates how multimodal platforms can enhance motivation and writing skills among language learners in distant learning context.

Nainggolan et al. (2024) investigated the role of infographics in national English textbooks for Indonesian students. It emphasized the role of infographics in supporting multimodal communication. Teachers' competence was needed in visual metalanguage since the proficient use visual elements can enhance instructional effectiveness. It showed that multimodal literacy in teaching practices facilitates clearer communication of complex ideas.

Nugraha et al. (2024) examined the implementation of a Genre-Based Approach (GBA) in teaching multimodal texts, specifically analytical exposition writing. The result shows that GBA considerably enhanced students' abilities to construct multimodal texts. It supports the effectiveness of this pedagogical method in enhancing writing skills in English education. This shows that various multimodal genres can expand teaching practices and address to the changing landscape of language education.

Collectively, these studies underscore that multimodal literacy is essential in contemporary educational contexts, particularly in developing responsive and effective teaching methodologies that incorporate technological advancement and visual literacy.

Furthermore, SFL helps students navigate and produce complex texts that are increasingly common in digital and media environments (Arsiyana et al., 2023; Nugraha et al., 2024; Saragih et al., 2021; Suharsono et al., 2024). Also, teachers help students understand how different communication interact to create meaning, thus enhancing their digital literacy skills.

Language Development Across Discipline

SFL provides a powerful framework for studying language development in variety of areas. Rooted in the idea that language is a social semiotic system, SFL emphasizes how meaning is constructed through certain context. SFL also provides tools for analyzing how meaning shift between languages and cultures, considering both the linguistics and contextual variables. It illuminates how language enacts social roles, navigate social role, and ideologies like gender, authority, and ethnicity.

Several studies highlight the teachers employ SFL not only in the realm of language teaching but across various other disciplines as well. For example, by using SFL framework, they investigate diplomatic text to discover the use of politeness strategies. It shows that SFL is used to investigate how language choices reflect and construct social relationship and power dynamics in diplomacy (Rahardjo et al., 2021). Furthermore, in engineering area, teachers identified the negotiation of interpersonal meaning to improve the effectiveness of communication between teachers and students (Khorina, 2024; Kuswoyo et al., 2021). Moreover, SFL is used to analyze translated texts, examining both interpersonal and ideational meanings. The analysis helps in understanding the translation process affects the conveyance of ideas and the relationship between the author and the audience. A comparison of thematic choice and progression in texts authored by humans versus those generated by artificial intelligence (AI) revealed that AI has a remarkable ability to imitate the creative writing process characteristic of human authors (Masykar et al., 2023). Furthermore, Yanti's (2022) analysis of the scientific vision and mission texts of Indonesian education programs illustrates the use of SFL in academic settings.

The study shows that the structure of mission texts is significant on constructing clear goals based on the scientific vision of programs. Other study revealed that a balanced instructional approach in EFL textbooks, focusing on analyzing transitivity and mood, encourages the development of adaptable language skills for both written and oral communication (Canggung Darong & Regus, 2024). Lastly, Yonata (2021) highlights on the negotiation of meaning among Indonesian EFL learners during casual conversations. It emphasizes the importance of exchange structures in enhancing second language acquisition. In this context, teachers use SFL to explore the connections between language use in different disciplines like how language functions across various fields of study.

Cultural and Language Diversity

SFL explores cultural and linguistic diversity by emphasizing the relationship between language, context, and social meaning. It allows understanding of how different communities use language to reflect their culture values, worldviews,

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and communicative practices; therefore, researchers or teachers can analyze the language varies across social groups, regions, and context in which shapes grammar, vocabulary, and discourse structures.

Hence, SFL is as a framework for recognizing and valuing the linguistic resources that multilingual and multicultural students bring to the classroom (Manar & Purwaningrum, 2021). Teachers employ SFL to support these students in developing academic language proficiency in their additional languages. Accordingly, SFL can support more inclusive and equitable learning environment by encouraging teachers to develop instructional strategies that are responsive to students' diverse cultural and linguistic backgrounds (de Oliveira & Smith, 2019)

Most research studies on SFL in Indonesia have been focused on the impact of SFL-based pedagogy on students' English ability and the findings have been encouraging, indicating that implementation of SFL-based pedagogy could help students improve students' language skills and knowledge (Emilia & Hamied, 2015; Emilia & Martin, 2023).

The Implication SFL to Indonesian Academic

Systemic Functional Linguistics (SFL) approach, developed by Michael Halliday, offers an interesting and comprehensive ways to understand and teach language. Not only about its structure but also the use of language in everyday life. The main of this approach is the view of language function to convey the meaning in certain social context. For teachers, SFL can be a very useful tool to suit language learning be more relevant with the various students' need (Halliday & Matthiessen, 2014). SFL genre pedagogy facilitated the development of students' exposition writing, particularly in terms of contextual understanding, discourse organization, and grammar (Lestari, 2024; Yusuf & Rofiawati, 2024). When SFL principles incorporate into curriculum design, classroom practices, teachers' training, even multimodal literacy, can truly enrich teaching learning experience. Rose and Martin (2012, as cited in Liu, 2013) also emphasize that SFL encourages developing critical literacy and enhance students to comprehend more structural language.

SFL emphasizes into the significance of understanding contextual language in developing critical thinking skills and encourages an inclusive education approach which values linguistic and cultural diversity. This perspective is relevant in Indonesia, where linguistic diversity shapes students' educational and communicative experiences. EFL classroom commonly involve students who use Indonesian alongside local and foreign languages, creating a multilingual learning environment that requires pedagogical approach sensitive to diverse linguistic resources (Sutrisno, 2023).

In the academic writing context, analysis based SFL helps to identify various language features, genre, as well as coherence and cohesion in students' writing. The approach deepens students' understanding of academic writing and provides teachers with a structured framework for teaching academic writing. Through genre awareness, theme development, and appraisal concept, students can develop how to construct meaning and organized the text for communicative purpose (Djarmika et al., 2022). By guiding the students to comprehend text

organization or genre rule, SFL provides strategies that significantly enhances the writing quality of their academic writing.

These all contribute to better learning outcomes, particularly in foreign language classroom. EFL teachers in Indonesia have potential to develop their knowledge toward SFL or genre-based approach, since it is proved effectively helping teachers including pre-service teachers in designing more structured and meaningful learning (Sembianti et al., 2021). When teachers become accustomed to analyzing text using SFL, they not only improve their teaching strategies but also encourage students to view language more critically. This can foster academic culture that encourages in-depth analysis and more nuanced communication. By implementing SFL in Indonesian academic context, teachers or educators not only strengthen academic literacy, but also form a generation who are more aware to the linguistic and cultural diversity around them.

CONCLUSION

This systematic literature review synthesized findings from 55 studies published between 2020 and 2025 to examine the implementation and implications of SFL in Indonesian educational contexts. The synthesis identified six major themes: classroom practice, curriculum design, teacher professional development, multimodal literacy, language development across discipline, and cultural and linguistic diversity. Among these themes, classroom practice was the most prominent which indicates that SFL has been used to help the teachers connect linguistic features with genre, communicative purpose, and contextual meaning. The review studies also showed that SFL implementation has gradually extended beyond conventional language instruction to curriculum development, technology-based and multimodal learning, teacher education, and culturally pedagogy approach.

The findings also revealed a consistent pattern of pedagogical contribution of SFL. For students, SFL supported their academic writing, genre awareness, textual coherence and cohesion, critical language awareness, and the ability in choosing the appropriate language. While, SFL has contribution for the teacher level, it promoted the greater awareness of how language functions in academic and disciplinary contexts and supported teachers in designing language instruction. The literature further showed that SFL can provide a useful basis for addressing linguistic and cultural diversity by enabling teachers to consider how meaning is constructed across different social contexts.

Future research should employ longitudinal, comparative, and mixed methods designs to examine levels, disciplines, and multilingual settings. So that, the research would strengthen the empirical basis for integrating SFL into language pedagogy, teacher's education, curriculum development, and inclusive educational practices in Indonesia.

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AUTHOR'S STATEMENTS

All authors contributed equally to this study. **Dwi Undayasari** collected the data, participated in the analysis, and drafted the findings and discussion sections, and formatted the manuscript according to the journal's guidelines. **Wawan Gunawan** reviewed and proofread the drafts to ensure clarity and coherence.

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