ANALYSIS ON STUDENT'S TEXT 'MIGRANT LABOR' WITHIN CRITICAL THINKING AND CRITICAL LITERACY FRAMEWORKS

[1]Anna Riana Suryanti Tambunan, [2]Tiarnita M.S Siregar

[1] Jurusan Bahasa Inggris, FBS Unimed. Email: [1]annasuryanti @gmail.com
[2] Jurusan Bahasa Inggris FBS Unimed. Email: lian.nita2010@gmail.com

ABSTRAK

Tulisan ini berjudul "Analysis on Student's Text 'Migrant Labor'within Critical Thinkingand Critical Literacy Frameworks", dimana dalam tulisan ini menganalisa dari suatu teks yang harus berpikir secara kritis (*critical thinking*) dan kerangka kerja yang kritis (*Critical Literacy Framework*). *Analysis*asdalah proses yang dilakukan secara hati-hati dengan membagi-bagi masalah dengan melalui aplikasi teknis analisis dan penerapan pengetahuan yang tepat. Dalam Berpikir kritis adalah proses yang melibatkan operasi mental seperti induksi, deduksi, klasifikasi, dan penalaran. Di dalam proses berpikir berlangsung kejadian menganalisis, mengkritik, dan mencapai kesimpulan berdasar pada inferensi atau pertimbangan yang seksama (Ibrahim dan Nur, 2000). Berpikir kritis ini mengaktifkan kemampuan melakukan analisis, serta mengidentifikasi pertanyaan yang bisa berupa teks.

Kata kunci: *analysis, critical thinking, critical literacy frameworks*

Introduction

Critical Discourse Analysis (CDA) is an analysis of not only what is said, but what is left out – not only what is present in the text, but what is absent. In this sense, the task of the analyst is to figure out all the possible configurations between texts, ways of representing, and ways of being and to look for and discover the relationships between texts and ways of being and why certain people take up certain positions vis-à-vis situated uses of language. (Roger, 2004). It is in line with what Fairclough (2003) stated that the discourseas a part of social practice, they are ways of acting, ways of representing and ways of being.

There are no formulas for conducting CDA. The most important thing is that the three components of CDA (critical, discourse, analysis) are included within the text analysis. This paper elaborates an analysis of the

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student's text 'Migrant Labor' taken from http://www.buowl.boun.edu.tr/teachers/sample%20student%20essays/migrant. It employs systemic functional approach (Halliday, 1994; Eggins, 2004; Gerrot&Wignell, 1994) with regard to the vital role of *Critical Thinking and Critical Literacy*. It tries to examine an expository text within the umbrella of Critical Thinking (Chaffee, 2000; Chaffee, McMahon, & Stout, 2002) and Critical Literacy (De Souza &Andreotti, 2007; Hughes, 2009).

Critical thinking includes the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems. (Lai,2011), while critical literacy is a stance, mental posture, or emotional and intellectual attitude that readers, listeners, and viewers bring to bear as they interact with text. (Hughes, 2009) to 'read the word' in order to 'read the world' (Luke, 2004 in Hughes, 2009).

1. Theoretical Framework

Systemic Function Grammar(SFG) is chosen as the linguistic framework of this analysis here because of its emphasis on sociological aspect of language. It takes the resource perspective rather than the rule perspective; and it is designed to display the overall system of grammar rather than only fragments. (Halliday&Mathiesan 2004).

SFG states that context of situation is arranged in categories. They are Field, Tenor and Mode. Corresponding to these, Halliday (1994) analyses language into three metafunctions –Experiential (Ideational), Interpersonal and Textual metafunctions. Each of the metafunctions expresses different modes of meaning of clauses in different aspects of the world. He argues that all languages have three kinds of semantic components. All languages have resources for construing experience (the *ideational* component), resources for enacting the diverse and complex social relations of man (the *interpersonal* component), and resources for enabling these two

kinds of meanings to come together in coherent text (the *textual* function). Each of the grammatical systems proposed by Halliday is related to these metafunctions. The grammatical system of 'mood' is considered to be centrally related to the expression of interpersonal meanings, 'process type' related to the expression of experiential meanings, and'theme' is related to the expression of textual meanings.

2. Text Analysis

The first stage in analyzing the text is dividing the text into numbered of clauses to investigate 'the fundamental choices of meaning were made' (Halliday, 1945, as cited in Webster, 2009). The clauses are as follows.

Migrant Labor

Thesis

1. Migrant labor is the movement of people from one place to another
2. in order to find jobs.
3. When you first hear this definition
4. you may think
5. a few people [[moving out of the country]] does not matter.
6. However, you have to consider
7. immigration may involve large numbers of people.
8. Movement [[of such large numbers]] may cause a lot of changes in the home country, host-country and the laborer's health.
9. This is [[why I do not support]] the idea of labor migration at all.

Arguments in Favor

1. To begin with, some people claim
2. that migrant labor has a positive impact on the economy of the home country.
3. According to these people, laborers invest in improved technology on family farms
4. or set up new enterprises in their home-countries with the money [[they have earned]].
5. However, migration causes a decrease in the number of people [[living in an area]].
6. Consequently, Labor force decreases
7. and the companies in the home-country collapse,

8. which affects the economy of this country very badly.
9. Secondly, the supporters of labor migration advocate
10. that this movement improves the immigrant's standard of living.
11. They put this idea forward
12. because [[in their opinion]], labor integration enables people
13. to have a new life in new areas.
14. The migrants also help their relatives
15. to have a higher standard of living.

Arguments Against

1. However, there is a point
2. the supporters of this idea are missing.
3. There are hard social consequences of immigration.
4. Firstly, the immigrants are split from their families,

5. a condition which is almost impossible to stand.
6. Moreover, they are thrown into a difficult cultural and linguistic environment [[which they are totally strange to.]]
7. Finally, conflicts with host-population occur,
8. which may influence the immigrant's psychological health badly.

Restatement of Thesis

1. To sum up, labor migration has several bad effects,
2. but still, some people support this movement.
3. It is clear
4. that these people do not consider the situation in all aspects.
5. All things considered,
6. I believe
7. that the spread of migrant labor should be stopped before it gets out of hand.

3.1 .The Schematic Structure, Organization and Purpose of the student's Text

It can be seen that the text entitles *Migrant Labor* meets the purpose of the **discussion genre**, that is, to present (at least) two points of view about an issue (Gerrot&Wignell, 1994) with a linear arrangement ofthesis (introduces the topic and the writer's point of view and the writer's position), supporting argument (supports the thesis), and reinforcement of thesis (restates the thesis) (Droga&Humphrey, 2011).

This text attempts to look at an issue, in this case, *the migrant labor*, about the changes caused by the immigration (movement of people from one place to another) by presenting the thesis statement as in *Movement of such large numbers may cause a lot of changes in the home country, host-country and the laborer's health.*Then, the writer of the text tries to build "the precise argument" (Paul & Elder, 2007) as suggested by Critical Thinking (CT) perspectives that the movement has positive and negative impacts. The positive impacts are on the economy of the home country and on the improvement of the immigrants'

standard of living as in *laborers invest in improved technology on family farms or set up new enterprises in their home-countries with the money they have earned...;* *labor integration enables people to have a new life in new areas* and *The migrants also help their relatives to have a higher standard of living.*

Then, the writer also presents the negative impact on the movement, which is on the hard social consequences of immigration as in *Firstly, the immigrants are split from their families, a condition which is almost impossible to stand; Moreover, they are thrown into a difficult cultural and linguistic environment which they are totally strange to; Finally, conflicts with host-population occur, which may influence the immigrant's psychological health badly.*

Seeing the accuracy of the text, this text is likely not to "create interactions within and between discourse communities" (Derewianka, 2011) in building the argument. It can be observed from the absence of reference from other

sources to "make sound argument" (Paul, 1990, as cited in Emilia, 2005). However, the decision not to explicitly 'link' the text with other texts (intertextuality) in the text entitles *Migrant Labor* is seemingly in line with Critical Literacy (CT), specifically, in identifying "who the intended audience is" (Hughes, 2009), that is, the people (migrant labor). Regarding this, Chaffee, McMahoun& Stout (2002) suggest that effective writers undeniable should "put themselves in the readers' place and to view their own writing through their readers' eyes so that it will best communicate the ideas they seek to convey".
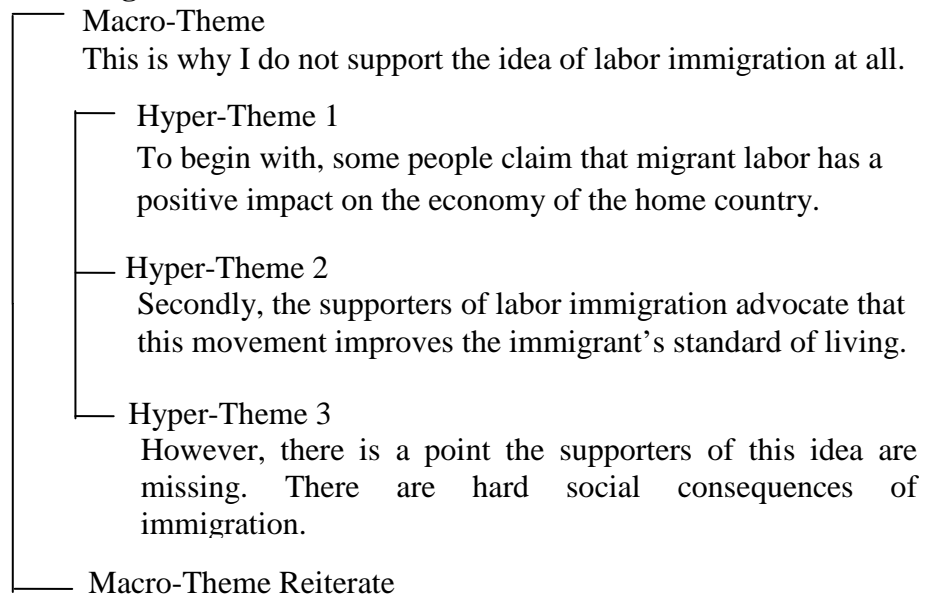
3.2 Grammatical Analysis of the Text

The grammatical analysis of the text will be performed on aspects of textual function, experiential function, and interpersonal function accordingly.

3.2.1 Textual Function Analysis

In this text, the thesis statement acts as "macro-Theme" (Martin, 1992 as cited in Emilia, 2010) with the main function "to predict a set of hyper-Theme" (Martin, 1992, as cited in Emilia, 2010) as*To begin with, some people claim that migrant labor has a positive impact on the economy of the home country.……; Secondly, the supporters of labor immigration advocate that this movement improves the immigrant's standard of living….; However, there is a point the supporters of this idea are missing…..*The development of themes can be seen below.

Migrant Labor

Macro-Theme

This is why I do not support the idea of labor immigration at all.

Hyper-Theme 1

To begin with, some people claim that migrant labor has a positive impact on the economy of the home country.

Hyper-Theme 2

Secondly, the supporters of labor immigration advocate that this movement improves the immigrant's standard of living.

Hyper-Theme 3

However, there is a point the supporters of this idea are missing. There are hard social consequences of immigration.

Macro-Theme Reiterate

All things considered I believe that the spread of migrant labor should be stopped before it gets out of hand.

From the Critical Thinking (CT) perspectives, this text meets the standard of "clarity and relevance" (Paul & Elder, 2007) in presenting the idea about the positive and negative impacts on immigration, in this case, the migrant labor. It can be noticed from the clear thesis statement of *Movement [[of such large numbers]] may cause a lot of changes in the home country, host country and the laborer's health.* Regarding with this thesis, the writer of the text helps readers to get a clear focus so that they can easily follow (Chaffee, McMahoun, & Stout, 2002). Additionally, in terms of building clear idea, this text makes use of topical theme, multiple themes, and textual theme. The summary of the use of theme in the text is described in the following table.

Theme	Number of Clauses	Percentage
Topical	16	42,11 %
Textual	3	7,89 %
Interpersonal	1	2,63 %
Multiple themes	18	47, 37 %
Total	38	100 %

From the table, it can be seen that multiple theme (47,37%) and topical theme (42,11%) dominating the theme systems followed by the textual theme (7,89%) respectively. The use of topical theme in this text serves "to identify the field under discussion" (Emilia, 2005) in all stages of thesis statement, supporting argument, and restatement of the thesis.

Initially, in building the thesis, this text makes use of "topical theme (Eggins, 1994) in _Migrant labor is the movement_ .....The use of topical theme by starting a clause with a noun group in this thesis highlights "the thing or concept that the writer wants to be the focus" (Droga & Humphrey, 2011), precisely, the definition of the migrant labor. Additionally,multiple themes (initiating with textual theme: e.g. when, however) aids the text "hang together and make sense" (Eggins, 1994) so that can promote "logical relationship between clauses or logical meaning of the stage" (Emilia, 2005). At the same time, the use of personal pronoun you (3

times) as in _when you first hear this definition_; _and_ _you_ _may think...however you have to consider_ ….indicates that the writer of this text tries toinvolve readers in the field under discussion. Having finished with involving readers with the field under discussion, the writer of this text proposes thesis in the form demonstratives, in this case, the definite article as in _Thisis [[why I do not support the idea]] of labor immigration at all_. The use demonstrative _this_ in the sentence indicates that this text "refer to things that are assumed to be part of our general knowledge of the topic" (Droga& Humphrey, 2011).In terms of CT, this can construct the "objective claim" (Wood, 2002) so that it will help the text to meet its "accuracy and precision" (Paul & Elder, 2007).

In supporting the argument in favor, the stage open with a "marked topical theme"(Eggins,1994) in _To begin with_, _some people claim..._relevant to the function of the stage, to serve to present arguments for migrant labor. As in the joint construction

text, the significant feature of textual strategies in the stage can be seen from the presence the introduction to the stage, expressed in *To begin with*, *some people claim that migrant labor has a positive impact on the economy of the home country.*The use of marked theme in this argument signals "new phase in discourse: a new setting in sequencing the ideas" (Droga & Humphrey, 2011. Also, the writer of this text continues the discussion about the positive impact of migrant labor using topical theme in the same sentence as in *some peopleclaim that migrant labor has a positive* ....Moreover, the writer of the text makes use of conjunctionsas*however*

and*secondly*as in *However, migration causes a decrease in the number of* ....and*Secondly,the supporters of labor immigration advocate*....to create a "unity of texture" (Paltridge, 2006), or, in other word, a "well-signpost connection between messages"(Butt, Fahey &Feez, 2000) in which they help to generate both cohesive and coherent of text. From the CT perspectives, coherent and cohesive textwill make "combination of thoughts are mutually supporting" (Paul & Elder, 2007), so it will promote logical thinking. In this text, unity of texture can be observed through the development of "multiple-Theme pattern" (Eggins, 1994) as in the following.

- *Secondly, the supporters of labor migration advocate*
- *that this movement improves the   immigrants' standard of living.*
- *They put this idea forward because in their opinion, labor integration enables people to have a new life in new areas.*
- *The immigrants also help their relatives to have a higher standard of living.*

In arguments against phase, textually, the stage commences with a textual theme and topical theme (multiple themes) as in *However,there is a point the supporters of this idea are missing.*

The use of conjunction *however* joins clauses within a sentence and always appear at the beginning of the clause. This has the effect of highlighting or thematizing the relationship between the clauses.

(Droga &Humphrey, 2011). The writer tries to link events of the point of the missing idea of the immigration and foreground the reasons and consequences of hard social consequences as in *There are hard social consequences of immigration.*

In the stage of the restatement of the thesis, in general it has similar linguistic features. Textually the stage commences with a closing textual theme*To sum up*, combined with a marked topical theme *labor immigrants*. The marked topical theme of this text presents the writer's critical stance or position as it is based on the arguments for and against the issue (Barnett, 1970 as cited in Emilia, 2005). Through the employment of this marked topical theme, the stage gathers up the meanings which have accumulated. This has led the stage to successfully function as the conclusion of the text as in *To sum up, labor immigrants has several bad effects, but still, some people support this movement. It is clear that these people do not consider the situation in all aspects. All*

things [[considered]] I believe that the spread of migrant labor should be stopped before it gets out of hand.

The first person pronoun *I* indicates that the writer is realized in interpersonal themes as in *I believe that the spread of migrant labor should be stopped before it gets out of hand.* This expression indicates that the writer 'emphasized the point' (Eggins, 1994) which is required in the Discussion genre, and 'took a position' (Ennis, 1987 in Emilia, 2010) or a standpoint or critical point, a critical thinking disposition concerned with in the text.

3.2.2 Experiential Function Analysis

The experiential meanings in a text are heavily influenced by the context in which the text occurs. (Derewianka, 2011). Halliday (1994) divides these processes into six types: material process, mental process, relational process, behavioral process, verbal process and existential process.

Summary of Transitivity Analysis

Process	Thesis	Argument	Restatement of Thesis	Total
Material	(2, 5a, 9a) sub total = 3	(12,13a,13b,15,16,17,19,23,28,29a,30b,31,32) sub total = 13	(34,39,40) sub total = 3	19
Relational	(1,5b,7,8, 9b) sub total =5	(11,14b,21,22,24,29b,30a) sub total = 7	(33,35) sub total = 2	14
Mental	(3,4,6) sub total = 3	0	(36,37,38) sub total = 3	6
Behavioral	0	(14a,26) sub total = 2	0	2
Existential	0	(25,27) sub total = 2	0	2
Verbal	0	(10,18,20) sub total = 3	0	3
Total	11	27	8	46

As can be seen from the table, the types of processes in this text are dominated by material type (19) which then followed by relational type (14) and mental type (6) respectively. These processes signal different function in phases of Thesis, Argument, and restatement of Thesis.

In constructing the Thesis, material processes exist 3 times followed by relational processes (5) and mental processes (3) respectively.In the thesis, *relational processes* exist 5 times. Relational processes are processes which relate a participant to its identity or description (Butt et. al, 2000).

Relational clauses construe relate two pieces of information or two 'entities' in terms of what something 'is' or 'has'. In this way, relating verbs help describe, classify, define and identify things and usually involve the verbs 'to be' and to 'have'. (Droga & Humphrey,2011). The first of the relational processes, which is identifying and describing, appears in *Migrant labor is the movement of people from one place to another. This is [[why I do not support]] the idea of ....*The other three are attributive, assigning 'a quality, classification and descriptive epithet''(Eggins,1994)

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to migrant labor *as ina few people [[moving out of the country]] does not matter……….. immigration may involve large numbers of people.Movement of such large numbers may cause a lot of changes in the home country, host country and the laborer's health.*

The two sentences above are examples of showing the definition of the migrant labor and describing that immigration involved large numbers of people and the changes caused in the home country, host country and the labor's health.

In previewing the thesis, *mental processes* are used to encode meanings of thinking or feeling (Eggins, 2004). There are 3 times of mental process found in the thesis of this text. It is useful to influence reader's emotion dealing with the immigration (movement of people from one place to another). The writer used this process to involve the people and world in considering the impacts of immigration as in *When you first <u>hear</u> the definition…..You may think…….You have to <u>consider</u>…..*

Interestingly, as can be seen from the text, mental processes at this phase make use of personal pronoun as the senser (e.g. you) which is, in academic text, often "considered inappropriate" (Swales &Feak, 1994, as cited in Hinkel, 2002) since it "indicates a high degree of the writer's involvement with the addressee, and marks the conversational register" (Hinkel, 2002) as in *When <u>you</u> first hear this definition, <u>you</u> may think a few people [[moving out of the country]] does not matter. However, <u>you</u> have to consider immigration may involve*….This text is likely in line with CL for considering "the intended readers as well as whose voice in represented" (Hughes, 2007).

Mental verbs reflect processes of our internal world and they are typically used only in relation to humans- or non-humans given human-like qualities – describing what they think, feel, desire, perceive (Derewianka, 2011:22). They "construe a quantum of change in the flow of events taking place in our own consciousness" (Halliday &

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Mathiessen, 2004). Halliday (1994); Eggins (2004); Gerot & Wignell (1994). All the processes applied in the text help to contextualize the issue of migrant labor, relevant to the function of the stage.

The first sentence in previewing the issue assigns mostly as Token and Carrier. It can be seen from the following example:

1	Migrant labor	Is	The movement of people	From one place to another
	Token	P : Relational: Identifying	Value	Circ : Loc: Place

The text does not employ considerable Circumstances at this stage as it builds information by exploiting relational processes 'underlying a defining style' (McCarthy and Carter, 1994 as cited in Emilia, 2010).

Experiential function in Argument in favor is dominated by material (8) followed by relational (5), then verbal processes (3). The frequently appearing process types, such as *material processes* can be found in illustrations or examples given by the writer to support each argument, as in *laborers invest in improved technology.…or set up new enterprises.…with the money [[they have earned]], labor force decreases, and the companies of this country collapse, which affects the company ….., this movement improves.…, and the migrants also help their relatives …….*The dominant use of material processes in argument in favor phase may suggest that the writer 'did not only tell the readers but also showed them' (Chaffeeet all, 2002), a typicality of a critical thinker in writing , as outline earlier. Using *relational process* as a point of departure in building the argument, this text attempts to "encode meanings of ownership and possession between clausal participants"(Eggins, 1994) with the carrier (*migrant labor*) as the possessor as in *that migrant labor has a positive impact on the economy of the home country*. Additionally, as can be observed

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from the text, present tense is dominantly adopted in relational processes. This can be translated that this text is "close to the writer's opinion and views" (Swales &Feak, 1994, as cited in Hinkel, 2002) as well as it is "associated with generalization" (Swales, 1990, as cited in Hinkel, 2002). From the CT perspectives, generalization is closely related to an attempt to build "absolute claim" (Wood, 2002) so that it may fulfill the prerequisite of "accuracy" (Paul & Elder, 2007) in a text. Verbal processes are also used in this argument in favor.

Experiential function in Argument against is dominated by material (5) followed by relational (2), then existential processes (2), respectively. The frequently appearing process types, such as *material processes* can be found in illustrations or examples given by the writer to support each argument, as in *the immigrants are split....; which is almost impossible to stand; moreover, they are thrown into....; finally, conflicts with host-population occur*; and *which may influence the*

immigrant's psychologically health badly. The writer of this text tries to tell the readers what is happening to the migrant labor. The existential processes occur occasionally and can be found in *Thereis a point....*; *There are hard social sequences....*The use of various processes above indicates the student's writing capacity.

In restatement of thesis, the processes are dominated by material processes (3) and relational processes (2) and Mental processes (3). The frequently material processes can be found in the sentences *some people support this movement, that the spread of migrant labor should be stopped before it gets out of hand*. The relational process, the text tries to offers solution regarding how to consider the immigration as in *....labor immigration has several bad effects*,....It *is* clear that these people do not consider...Departing from this process, then the text tries to strengthening the restatement of the thesis about the all things to consider as in ...*that the spread of migrant labor should be stopped before it gets out of hand.*

Moreover, mental processes are mostly cognition to construe a belief, as in *I believe that that the migrant labor....*This may indicate the writer's attempt to enhance the breadth and sufficiency of the texts.

Concerning the participants in the text, the most striking feature is the frequency of participants realized in nominal groups in thesis, arguments in favor and against, some of which use clause embeddings, involving nominalizations as in *migrant labor is the movement.....; immigration may involve....; movement [[of such large numbers]] may cause.....; to begin with....; firstly.....; secondly....; the companies ....; the supporters of labor immigration advocate....; ...this movement improves the immigrant's....;* Nominalization, which is a characteristics of all adult discourse (Halliday, 1994) realizes a more academic register as well as the writer's confidence and maturity in writing the text, which in turn suggests their significant writing development. The presence of the embedded clause in nominalization shows that

the writer is in the direction of a 'literate or written language to more formal registers that use main clause with embedded clause (Colombi, 2002 as cited in Emilia, 2010) as in …….*with the money [[they have earned]].***Interpersonal Function Analysis**

The interpersonal metafunction of a text refers to the way the writer uses language to establish and maintain relations with the readers in order to influence their behavior by expressing his/her viewpoint. The main system in the lexico grammatical analysis of the clause as exchange is the mood, for the mood selections indicate how the clause is structured to realize the speech functions of offer, command, statement and question in interaction. The speech function of this text is statement (***declarative mood***) as in *Migrant labor is the movement of people from one place to another in order to find jobs.According to these people, laborers invest in improved technology on family farms or set up new enterprises in their home-countries with the money they have*

*earned*Moreover, the dominance of declarative clauses in this text has pointed to the fact that this text aims at giving information about personal opinion (the writer's opinion) and this claim is supported by the patterns of 'modality' summarized in the following table:

Modality	Thesis	Argument	Restatement of Thesis	Total
Low modality	3	1	0	4
Medium modality	0	0	1	1
High modality	1	0	0	1
Total				6

It can be seen that the low modality is the dominant one which shows us that the student encourages interaction by being somewhat tentative (Derewianka, 2011). As can be seen from the table, this text makes use of low modalities (4 times) and medium modality (1 time), then high modality (1).

Low modalities exist in Thesis as in *You may think a few people... does not matter; immigration may involve large numbers of people; movement [[of such large numbers]] may cause a lot of changes.....,*At the same time, high modality occur in thesis phase as in *however, you have to consider....*

Interpersonally, the argument in favor element is without modality or personal opinion. It simply asserts facts that are known about migrant labor as a basis for proceeding with the discussion.Then, it can be seen that interpersonally in argument against phase as in ….which*may influence the immigrant's psychological health badly exist one time.*Moreover, medium modality occurs in the restatement of the thesis as in ….*the spread of migrant labor should be stopped before it gets out of hand.*

All these modalities, may suggest the writer's 'confidence' and 'honesty', modesty, proper caution and diplomacy in presenting the thesis of the text and

the arguments against. (Swales,1990 as cited in Emilia, 2010). It can be implied that the writer may entail the progression in the skill of thesis and argument, an essential component of CT, from 'knowing what is true to contemplating what may be true' (Kuhn, 1991 as cited in Emilia, 2010). Interestingly, a modal clause and phrase (interpersonal metaphors) is used in the restatement of the thesis as in …*I believe that the spread of migrant labor should be stopped before it gets out of hand*. From the CT perspective, the use of interpersonal metaphors may indicate the writer's attempt to enhance the breadth and sufficiency of the texts.

3.3 Conclusion

Based on the discussion above, the text entitles 'Migrant Labor' shows understanding and mastery of the demands of generic form of a Discussion genre, showing that the writer of the textunderstood and achieved the purpose and the function of the genre. The

schematic structure indicates that the text is 'interactive', involving the management of the flow of information and thus serves to guide readers through the content of the text (Thompson, 2001 as cited in Emilia, 2010). Overall, the schematic structure of the text suggests that the text is a reasonably effective example of a discussion genre. In addition, as the analysis of macro-theme, hyper-theme and Macro – theme reiterate has shown, the overall organization of the text flows clearly in waves as certain information is introduced and finally the text is concluded.

From the CT perspectives, this text has accomplished some parts of CT standards as clarity, relevance, precise, and logical thinking. Yet, as the text has revealed, depth and breadth standard is likely no to be well developed. It can be observed from the absence of intertextuality in the text.However, the decision for not 'to link' the text with other texts seemingly layson the reason that the writer of the text realizes who the intended audience is, that is, the readers, migrant people, the teacher

of the student. Regarding this, the writer of this text tries "to view the text through the readers' eyes so that it will best communicate the ideas" (Chaffee, McMahoun,& Stout, 2002). Furthermore, from CL perspectives, the writer of the text is seemingly aware of "what is the topic of the text, who is the writer to whom, how is the text being written" (Hughes, 2007). Still, as the text serves the people who desire to migrant as the intended readers, other readers (e.g. older people, teacher, and experts) are likely "missing" (Love et al, 2001, as cited in Emilia, 2005). Regarding this, CL suggests that students can be offered with "alternative readings of a text, devise tasks which offer the reader a possibility of more than one way of reading text" (Wallace, 1992a; 1992b;2001, as cited in Emilia, 2005).

This paper has discussed an argumentative text, Discussion genre entitles 'Migrant Labor' under the frameworks of CT and CL. As can be seen from the previous discussion, this text has the main purpose of taking a position on some issue with a linear arrangement of thesis, supporting and against arguments, and restatement of thesis. In addition, as the text has revealed, clear thesis statement in the text acts as macro Theme which helps to construct precise argument as suggested by CT. Departing from this macro Theme, then, the text helps readers to get a clear focus which, from CT perspectives, develops clarity and relevance.

Based on the CT concerns, the schematic structure shows a good sense of *clarity, precision,* and *relevance* at text level. This also indicates the student's capacity in 'discussing ideas in an organized way' (Chaffee, 2000) or 'information-organizing skill' (Lipman, 2003 as cited in Emilia, 2010). The presence of the arguments in favor and against, revealing various arguments from different perspectives also suggests sufficiency and breadth, two keys of CT standards, as well as the writer's capacity to cluster information in terms of the similarities and thus grasp of the concept. (Lipman, 2003 as cited in

Emilia, 2010). The balanced arguments also signal the writer's endeavor to provide 'a fair-presentation' (Norris and Ennis, 1989 as cited in Emilia, 2010) 'to treat various arguments as equal' (McPeck, 1990 as cited in Emilia, 2010). This suggests objectivity or 'impartiality' (Lipman, 2003 as cited in Emilia, 2010). Finally, the presence of a restatement thesis suggests the student's ability in deciding on a course of action, where they often do this best by 'tentatively deciding what to do' (Ennis, 1987 as cited in Emilia, 2010).

Textually, the text employs multiple themes pattern to make the texts hang together. From the CT perspectives, it can promote logical relationship from the text. At the same time, experientially, the use of present tense in relational process can be associated with generalization which, again, from CT perspectives, can promote accuracy. Additionally, from the interpersonal function, the text makes use of low, medium and high modalities. From CL perspectives, the use of low and medium modality indicates that the writer of the text is aware of what is the topic, who is the writer to whom, and how is the text being written. It can be implied that the writer may entail the progression in the skill of thesis and argument, an essential component of CT, from 'knowing what is true to contemplating what may be true'.

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