

ANALYZING STUDENT’S TEXT WITHIN CRITICAL THINKING, CRITICAL LITERACY, AND APPRAISAL THEORY FRAMEWORKS “DANGERS OF TEXTING WHILE DRIVING”

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Abstract

This paper is entitled "Analyzing Students' Text within Critical Thinking, Critical Literacy, and Appraisal Frameworks: Dangers of Texting while Driving ", where in this paper analyze from a text that has to think critically (critical thinking) and a critical framework (Critical Literacy Framework). Analysis is the process done carefully by dividing the problem with through the technical application of analysis and the application of appropriate knowledge. In Critical thinking is a process that involves mental operations such as induction, deduction, classification, and reasoning. In the process of thinking takes place the events analyzed, criticized, and reached conclusions based on careful inference or consideration (Ibrahim and Nur, 2000). This critical activates the ability to do analysis, as well as identify questions that can be text.

Keywords: analysis, critical thinking, critical literacy, appraisal, frameworks

INTRODUCTION

Discourse analysis has been undertaken for a variety of purposes such as literary, educational or ethnographic research, and in each case, the object of study is always ‘the text’. Consequently, linguistics is of prime importance in a textual study, as it explores how language as a system operates in order to create the text by means of the linguistic patterns. A linguistic analysis is not merely concerned with the understanding of the text - what the text means/does or the evaluation of the text as ‘good’ or ‘bad’ but rather it deals with the demonstration of how and why a text gets to be the way it is as well as the reader comes to interpret it in the particular way (Sismek, 2012). Therefore, a linguistic analysis of a text involves the explanation of the process whereby the particular meanings of the text are made in the linguistic system and aims at explaining the interpretation and evaluation that are put upon that text because “the role of linguistics is to say how and why the text means what it does to the reader or listener, and how and why he evaluates it in a certain way.” (Halliday & Hasan, 1985: 328).

The linguistic interpretation of the process by which a text is generated necessitates its analysis in terms of grammar. The critical role of grammar in textual analyses is also pinpointed by Halliday (1990: 17): “a discourse analysis that is not based on grammar is not an analysis at all, but simply a running commentary on a text”, for a text, being a semantic unit, embodies meanings that are “realized through wordings”, and “without a theory of wordings – that is, a grammar – there is no way of making explicit one’s interpretation of the meaning of a text”. In this regard, grammar can be conceived as an instrument for putting the multiple meanings of a text into words. Consequently, “the categories and methods of linguistics,...enable critics to

focus not on the meanings of a work and its implications or value but on the structures that produce meaning” during text generation (Culler, 1983; as cited in Hasan, 1989: 105).

In writing a text, writers are required “to construct interaction between writers and readers” (Mei & Allison, 2003 cited in Emilia, 2005) by adopting interactional and evaluative positions (Martin, 1997; Hood, 2004) to produce “sound argument” (Paul, 1990, cited in Emilia, 2005).

In building a sound argument, it is noteworthy to count on the concept of Critical Thinking (CT), as CT is mainly constructed by argument. Regarding this, according to Emilia (2010), argument is the heart of CT. With CT skills, moreover, students are hopefully “to be well-informed using and referring to credible sources; to be open-minded –considering others point of view than one’s own; to take a position or a stance (and change a position) when the evidence and reasons are sufficient to do so; to be systematic –following a line of reasoning consistently to conclusion” (Ennis, 1987; Beyer, 1997, as cited in Emilia, 2010) so that they become “better students, individuals, and member of society” (Lai, 2011).

This paper tries to examine an exposition text within the umbrella of Critical Thinking (Ennis, 1987; Chaffee, 2000; Paul & Elder, 2007); Critical Literacy (De Souza & Andreotti, 2007; and Appraisal theory Martin (1995;2000); Hood (2004a; 2004b; 2010); Martin & Rose (2003, 2007); and Martin & White (2005) within a broader theory of Systemic Functional Linguistics (Halliday, 1994; Eggins, 1994; Gerrot & Wignell, 1994; Butt, Fahey, & Feez, 2000; Halliday& Matthiessen, 2004), as well as the evaluative positions in the student’s text. More specifically, at this paper, Systemic Functional Linguistic is used as lens for getting a closer look on a text in Exposition genre written by a student taken from <http://atiadmissions.org/argumentative-essay-example-on-the-dangers-of-texting-while-driving>. This text raises the topic about the dangers of texting while driving.

1. Text Analysis

This paper attempts to analyze an exposition text raising the topic about the dangers of texting while driving under the frameworks of Critical Thinking (CT); Critical Literacy (CL); and Appraisal theory. Due to this purpose, the text will be divided into clauses to investigate “the fundamental choices of meaning were made” (Halliday, 1945, cited in Webster, 2009). Regarding this, the following table will present the text in the form of numbered clauses.

THESIS

CC 1	cl. 1	Nowadays, it <u>is</u> a common occurrence
	cl. 2	<u>to see</u> people <u>[[messaging</u> from their cellular devices in the midst of <u>[[driving]]b]]a</u> .
CC 2	cl.3	Many drivers, across the globe, <u>engage</u> in the practice
	cl. 4	without <u>contemplating</u> about the potential detrimental effects of their actions.
CC 3	cl. 5	Notably, researches <u>have depicted</u>
CC 4	cl. 6	that texting <u>[[while driving]] is</u> one of the major causes of road accidents.

ARGUMENT

- CC 5 cl.7 As a matter of fact, accidents [[caused due to messaging while driving]] have superseded those [[which are instigated by drunk drivers]]b)a.
- CC 6 cl. 8 Worth noting is the fact [[that a majority of drivers are inclined to the belief]]a
cl. 9 that they can send some messages
cl. 10 without negatively impacting on their driving abilities.
- CC 7 cl. 11 However, studies have revealed
cl. 12 that drivers are not as capable of multi-tasking as [[they believe [[they are]]b]]a.
cl. 13 Researchers have discovered
cl. 14 that drivers [[who text while driving]] look at the road 400 times lesser
cl. 15 compared to those [[who do not message]].
- CC 8 cl. 16 According to the National Highway Transportation Admission, texting [[while driving]] increases an individual's chances of [[being involved in an accident by 23%]]b)a].
- CC 9 cl.17 In connection with that, the Virginia Tech Transportation Institute equates
cl.18 texting for 5 seconds at a speed of 55 miles per hour with [[driving blind a distance]] equivalent to a football field.
- CC 10 cl.19 Furthermore, the Human Factors & Ergonomics Society has revealed
cl.20 that messaging [[while driving]] tends to reduce an individual's brake reaction speed by almost 18%.
- CC 11 cl.21 Sometimes, the people get very absorbed into the text
cl.22 such that they momentarily forget
cl.23 that they are driving.
- CC 12 cl.24 Sadly, it is those few seconds of distraction
cl.25 which have cost several individuals their lives.
- CC 13 cl.26 Statistics [[conducted by the National safety council]] indicate
cl.27 that texting [[while driving]] responsible for over 1600000 accidents annually.
- CC 14 cl.28 On the other hand, the Harvard Center for attribute 330000 fatal injuries per year to texting [[while driving]].
- CC 15 cl.29 Furthermore, the Institute for Highway Safety Fatality Facts has concluded
cl.30 that 11 teenagers die in road accidents daily
cl.31 which are caused by [[messaging the midst of [[driving]]b]]a.

RESTATEMENT OF THESIS

- CC 16 cl.32 Notably, many countries have passed laws [[which forbid messaging [[while driving]]b]]a.
- CC 17 cl.33 Whereas law enforcement agencies strive to ensure
cl.34 that drivers adhere to the regulations,
cl.35 everybody has an individual role to play
cl.36 in order to eradicate the menace.
- CC 18 cl.37 As such, parents should set a good example by refraining from [[making calls or texting [[while driving]]b]]a.
- CC 19 cl.38 People are often advised to pull off the road, park
cl.39 and^ **PEOPLE** respond to the text.
- CC 20 cl.40 Generally, teenagers tend to be rebellious in all aspects.
- CC 21 cl.41 In connection with that, parents can confiscate

cl.42 or **PARENTS** lock up cellular devices of their teen children [[who take the driver's seat]].

CC 22 cl.43 However, the most effective means of [[minimizing accidents]] <<cl. 44>> is [[avoiding the temptation to text [[while driving]]b]]a.

cl. 44 prompted by texting

1.1 The Schematic Structure, Organization, and Purpose of Text

It can be seen that the text entitled '*Dangers of Texting while Driving*' meets the purpose of the **exposition genre**, that is, to argue a case for or against a particular point of view (Gerrot & Wignell, 1994: p. 197; Droga & Humphrey, 2005. p : 144; Droga & Humphrey, 2011. p: 144) and to persuade the reader to think in a certain way by accepting a theory or position Droga & Humphrey, 2005. p :144; Droga & Humphrey, 2011. P: 144) with a linear arrangement of **Thesis** (introduces the topic and the writer's point of view and the writer's position), **series of arguments** (supports the thesis, and which normally involves several arguments), and the **reinforcement of position** which reaffirms the writer's point of view in the light of the arguments presented and sometimes a Recommendation which indicates the recommended course of action. From the CT perspectives, the writer, in this case, the student, is successful to reveal the extent to which the text is a conventional schematic structure of an exposition genre and to evaluate the evidence of any CT or 'higher level thinking skills' (Creighton 1997, as cited in Emilia, 2005. p : 164-165) and CL capacities.

This text has the essential elements of the **Exposition text**. The writer initiates his/her writing with the thesis "*Nowadays, it is a common occurrence to see people messaging from their cellular devices in the midst of driving. Many drivers, across the globe, engage in the practice without contemplating about the potential detrimental effects of their actions. Notably, researchers have depicted that texting while driving is one of the major causes of road accidents.*" It can be seen that the writer elaborates the macro theme of his/her argument initially in his/her thesis to indicate that he wis going to discuss the dangers of texting while driving. His/her good opening statement could grab audiences' attention to read more the text (Feez and Joyce, 1998: 138).

The next element in the exposition text that should be constructed by the writer after having the thesis is the series of argument. Series of arguments is aimed at convincing the audience about the issue. The writer wrote four arguments related to the statement of the issue in the thesis about the dangers of texting while driving.

The first argument was "...*accidents caused due to messaging while driving have superseded those which are instigated by drunk drivers*". The writer elaborated the accidents caused due to messaging is higher than of by the drunk drivers while driving. He argued that a majority of drivers are inclined to the belief that they can send messages without negatively impacting on their driving abilities. This fact has supported his first argument, so this made the argument sound logical (see Feez and Joyce, 2000).

The second argument was "...*that drivers who text while driving look at the road 400 times lesser compared to those who do not message.*" This argument elaborated how the drivers

do texting activities during driving. It indicates that the drivers do something incapacitated. This argument is supported by the National Highway Transportation Institute statement which stated that texting while driving increases the drivers' chances of being involved in an accident by 23%.

The third argument was "*texting for 5 seconds at a speed of 55 miles per hour with driving blind a distance equivalent to a football field*". The writer provided his/her argument by comparing texting 5 seconds at a certain feet to a football field. It is also supported by the Virginia Tech Transportation Institute's statement.

The fourth argument is "*....., the people get very absorbed into the text such that they momentarily that they are driving.*" The argument is supported by the Human Factors and Ergonomic Society revealed that people (drivers) tend to reduce their brake's reaction speed by almost 18%. It was in line with Derewianka (1990: 76) and Feez and Joyce (2000: 138) who say that the arguments should be provided by evidence or possible example.

The fourth argument is "*...texting while driving responsible for over 1600000 accidents*". This argument is supported by the National safety Council and the Institute for Highway Safety Fatality Facts.

Based on the four arguments provided, it can be seen that the writer elaborates the arguments by including reference to authorities. From the CT perspectives, the schematic structure of the text shows the accuracy of reasons and evidence in each statement made by the writer. (Toulmin et al, 1984; Nosich, 2001 as cited in Emilia, 2010,p. 44-50). To be effective critical thinkers, it is not just to accept the information as it is presented. It is needed to determine the accuracy of the information (Chaffee, 2000, p. 32). The writer of the text shows that he/she provides the evidence of the dangers of texting while driving.

In terms of conclusion, the writer summed up the arguments and reinforced his/her personal point of view by reaffirming the general issue under discussion "*...many countries have passed laws which forbid messaging while driving.*" (see Derewianka, 1990: 76). He also recommended that *the most effective means of minimizing accidents is avoiding the temptation to text while driving*. From the review of the schematic structure, it indicates that the writer composed the text in several paragraphs that comprised thesis, four arguments and restated his/her position and followed by recommendation to forbid messaging while driving. It indicates that the writer understands the purpose and the function of the Exposition text that is to persuade the reader or listener by presenting one side of an argument (Feez and Joyce, 1998, 2004; Derewianka, 1990: 75).

From the review of schematic structure, this text shows that the writer understands and achieves the goals and the function of the text. From the perspective of Critical Literacy related to why this text is a written text that is communicative functions (Emilia, 2010). The schematic structure indicates the flow of information and thus serves to guide readers through the content of the text (Thompson, 2001 in Emilia, 2010), with the elements of the schematic structure overtly marked by appropriate themes. Overall organization of the text flows clearly in waves as certain information is introduced then reintroduced and finally the text is concluded.

As far as CT is concerned, the schematic structure shows a good sense of clarity, precision, and relevance at text level. This also indicates the students' capacity in discussing ideas in an organized way (Chaffee, 2000 in Emilia, 2010, p. 4) or "information organizing skill.

1.2 Grammatical Analysis of the Text

Grammatical analysis of the text will be accordingly performed on aspects of textual function, experiential function, and interpersonal function in each stage of Thesis, arguments, and restatement of thesis.

1.2.1 Textual Function

The Theme system is concerned with the organization of information within individual clauses and, through this with the organization of a larger text (Martin, Matthiessen, and Painter, 1997:21). The Theme system consists of two functional components: a Theme as point of departure for the message and a Rheme is that it is the part of the clause in which the Theme is developed (Eggins, 2004:299-300; Halliday and Matthiessen, 2004). In English, as emphasized by Eggins (2004), the Theme can be identified as that or those element(s) which come(s) first in the clause while the Rheme is the rest of the clause which contains new information. Theme can be categorized into three types: ideational (topical), textual, and interpersonal (Gerot and Wignell, 1994: 104; Martin, Matthiessen, and Painter 1997:24-25; Eggins, 2004). In addition, Eggins (2004:307) identifies one more type of Theme namely Multiple Theme.

Ideational or Topical Theme can be recognized as the first element in the clause to which a Transitivity function can be assigned (Eggins, 2004:301; Martin, Matthiessen and Painter, 1997:24; Gerot and Wignel, 1994:104). Topical Themes can be marked or unmarked. In a declarative clause, Unmarked Topical Theme plays a role as a subject (Martin, Matthiessen, and Painter, 1994:24). This type of Theme is frequently found in the students' texts as can be seen in the following example:

Texting while <u>driving</u>	Is one of the major causes of accidents
Top.(Unmarked) Theme	Rheme

Meanwhile, marked Theme refers to a choice that has been made to begin with something other than the Subject of the clause such as and adverbial group or prepositional phrase or a nominal group not functioning as Subject (Halliday and Matthiessen, 2004:67 cited in Derewianka and Christie, 2008:21). It gains a greater textual prominence (Martin, Matthiessen, and Painter, 1994:24). Below is an example of marked Topical Theme which was found in the students' texts.

<u>The most effective means of minimizing accidents</u>	is avoiding the temptation to text while driving
Top (marked) Theme	Rheme

Another type of Theme which occurs before the Topical Theme is named Interpersonal and Textual Theme. Emilia (2010: 18) adapted from Eggins (2004: 302-306) categorizes Interpersonal Theme into:

- *The unfused finite* (interrogative structure), typically realized by and auxiliary verb, signaling that a response is needed;
- *Some categories of Modal Adjunct*, especially *Mood Adjunct* (some of which realized in interpersonal metaphors or modality, such as *I think*) and *Comment Adjunct*, (typically realized by and adverb, providing speaker’s comment or attitude towards the message, such as *inevitably*).

This type of Theme can be found in the students’ texts as can be seen in the following example:

Notably,	researchers	have depicted
Interpersonal Theme	Top. Th	Rheme

Another type of Theme that does not express any interpersonal or experiential meaning, but plays important cohesive work in relating the clause to its context is named Textual Theme (Eggins, 2004:305). An example of Textual Theme was also found in the students’ texts.

Furthermore,	The Institute for Highway Safety Fatality Facts	Has concluded
Text. Theme	Top. Theme	Rheme

From the example above, a Conjunctive Adjunct which occurs before Topical Theme is known as Textual Theme. It is in line with Eggins (2004:306) who says that cohesive conjunctions are elements which serve to link sentence together. Conjunctions are described as textual Theme when they occur before the first topical Theme in a clause.

This text also applies the longer unit themes, in this case, long nominal groups as in “...*accidents caused due to messaging while driving* have superseded ...”; “*Statistics conducted by the National Safety Council indicate ...*”; “*The most effective means of minimizing the accidents* is ...”; and also applies non finite embedded clause as in “*Worth noting is the fact that ...*”; “... *texting while driving is one of ...*”; “...*texting while driving increases ...*”; “...*messaging while driving tends to ...*”; “...*texting while driving responsible for over ...*”. It shows that the writer tries to make sound arguments by applying the longer unit themes as the topical theme. From CT perspectives, when an argument includes both true reasons and a valid structure, the argument is considered to be sound (Chaffee, 2000. p: 411).

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.

Summary of Textual Meanings of THEME

Cl	type	Textual Themes			Interpersonal Themes				Topical Themes	
		cont	Conj'ion	Conj'ive Adjunct	Vocative	Finite	Mood Adjunct		Marked	Unmarked
							Comment	Modal		
THESIS										
1	Ind						√			√ (messaging from their cellular devices in the midst of driving)

3	Ind								√ ((drivers)
5	ind					√			√ (researchers)
6	dep		√						√ (texting)
ARGUMENT									
7	Ind			√					√ (accidents)
8	ind								√ (worth noting)
9	dep		√						√ (they = drivers)
10	Dep					√			
11	Ind			√					√ (studies)
12	Dep		√						√ (drivers)
13	Ind								√ (researchers)
14	Dep		√						√ (drivers)
16	Ind							√	
17	ind							√	
18	Dep								√ (texting)
19	Ind			√					√ (The Human Factors & Ergonomic)
20	dep		√						√ (messaging)
21	Ind					√			√ (the people = drivers)
22	Dep		√						√ (they=people=drivers)
23	dep		√						√ (they=people=drivers))
24	Ind					√			√ (texting while driving)
25	dep							√	
26	Ind								√ (statistics)
27	Dep		√						√ (Texting while driving)
28	Ind			√					√ (the Harvard Center)
29	Ind			√					√ (The Institute for Highway Safety Fatality Facts)
30	dep		√						√ (11 teenagers)
31	dep							√	
RESTATEMENT OF THESIS									
32	Ind					√			√ (many countries)
33	Dep			√					√ (law enforcement agencies)
34	Dep		√						√ (drivers)
35	Ind								√ (everybody)
37	Ind		√						√ (parents)
38	Ind								√ (people=drivers)
39	Ind		√						√

									(people=drivers)
40	Ind					√			√ (teenagers=drivers)
41	Ind							√	
42	ind		√						√ (parents)
43	Ind			√					√ (the most means of minimizing accidents)
TOTAL			13	7			7	5	33

From the table, it can be seen that topical theme dominating the theme systems (33) followed by multiple theme (36%) and textual (4%) respectively. The makes use of topical theme in this text serves “to help identify the field under discussion” (Emilia, 2005) in all stages of thesis statement, supporting argument, and reinforcement of thesis that is drivers who text while driving. It also can be seen that the writer also use the multiple themes as in “*Notably, researchers have depicted...*”; “*However, studies have revealed that....*”; “*Whereas law enforcement agencies strive to ensure....*”. All these, as far as CT is concerned, may suggest the writer’s attempt to create the relevance and clarity of the text, which also shows his/her emerging information-organizing skill. (Emilia, 2005, p: 173)

Initially, in building the thesis, this text makes use of “marked topical theme”(Eggin,1994) in clause 1 “*Nowadays, it is a common occurrence...*”. The use of marked theme in this thesis signals “new phase in discourse: a new setting in time” (Martin & Rose, 2007), precisely, the time when the people message from their cellular devices in the midst of driving. Additionally, unmarked topical theme serves to inform “basic orientation to the field” (Martin & Rose, 2007), that is, the drivers as in clause 3” *Many drivers, across the globe, engage in the practice without contemplating about the potential detrimental effects of their actions*”. Having finished with informing and convincing readers with the field under discussion, the writer of this text proposes thesis in the form of nominalization as in “...*that texting while driving is one of the major causes of road accident*”. The use of nominalization helps writers ‘get their themes right’. (Droga&Humphrey: p. 103). Many theme patterns rely on nominalization to condense previous information into a single word that can be used to move the text along. In terms of CT, this can construct the “objective claim” (Wood, 2002) so that will help the text to meet its “accuracy and precision” (Paul & Elder, 2007).

In supporting the arguments, the writer of this text uses textual theme. The argument element is opened with a textual theme as in “*As a matter of fact, accidents caused due to messaging while driving...*” Textual theme is used to shape and structure the text (Butt, Fahey, & Feez, 2000, p. 152). Additionally, the writer of the text activates various textual themes, which, in this text, play a vocal point as, among others, “conjunctive, coordination, subordination and relative” (Martin, Mathiessen, and Painter, 1997). The role of textual theme as conjunctive can be observed in *However, studies have revealed that drivers are not as capable of multi tasking;Furthermore, the Human Factors & Ergonomic has revealed that messaging while driving tends to reduce...; On the other hand, the Harvard Center for attribute 330 fatal injuries per year to texting while driving*; and, lastly, textual theme as relative can be found in *that they send*

some messages without negatively....; *that* drivers who text while driving look at the road 400 times lesser....Textual theme is purposively conducted to “make the connection between clauses clear” (Butt, et al, 2000) so that it can produce a “unity of texture” (Paltridge, 2006) between clauses, which, in this text, can help to generate both cohesive and coherent of text. From CT perspectives, coherent and cohesive text will make “combination of thoughts are mutually supporting” (Paul & Elder, 2007), so it will promote logical thinking.

Besides, unmarked topical themes are used to let readers know about the effects of messaging while driving as in “*accidents caused due to messaging while driving...*” Interpersonal themes are used in this text as in “...without *negatively* impacting on their driving abilities”; “*Sometimes, the people get very absorbed into the text*”; “*Sadly, it is those few seconds of distraction ...*”.

Additionally, multiple themes (initiating with textual theme: e.g. furthermore, whereas) 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 other references (valid data) as in *Furthermore, the Institute for Highway Safety Fatality Facts...*; and *Furthermore, the Human Factors & Ergonomic Society has revealed...* indicates that the writer of this text tries to inform and convince the reader in the field under discussion.

In restatement of thesis, the writer of this text chooses interpersonal theme indicating the kind of interaction between writers/readers or the positions which they are taking (Butt, Fahey, Feez, 2000, p. 138) as in “*Notably, many countries have passed laws which forbid messaging while driving.*” Departing from this interpersonal theme, then, the writer of this text restate the thesis in using textual themes and topical theme as in *Whereas law enforcement agencies strive to ensure.....; that drivers adhere to the regulations.....; as such, parents should set.....* The use of textual theme in restating thesis statement plays a role in making the text “cohesive with well-signposted” connections between messages (Butt, Fahey, & Feez, 2000, p. 137).

Furthermore, how the writer of the text tries to craft their writing so that it will best communicate the ideas will be analyzed from the experiential function.

2.2.2 Experiential Function

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	1a, 1b,3,4,6	7,7,7,7,9,10,14,14,15,15,16,16,18,18,20,20,21,22,23,25,27,30,31a,31b	32,32,32,32,33, 34,36,37,37,37,37,39,40,41,42,42, 43,43,43,43,44,44	53
Relational	1,6	7,8,12,12,16,18,24,26,31	35,43	13
Mental	2	8,12,13,14,28		6
Behavioral	0	0	0	

Existential	0	0	0	
Verbal	5	11,17,19,26,29,	38	7
Total	9	44	26	79

It can be seen from the table, the types of processes in this text are dominated by material type (53) which then followed by relational type (13), verbal type (7) and mental verb (6) respectively.

In constructing the Thesis, material processes exist 5 times followed by relational processes (2), mental processes (1) and verbal process (1) respectively. In this text, **material process** are used *to build experience of the field* as in “...to see people [*[[messaging from their cellular devices in the midst of [[driving]]b]]a*” ; “Many drivers, across the globe, *engage in the practice without contemplating about the potential detrimental effects of their actions*”.

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. p: 31). The first of the relational processes, which is identifying and describing, appears in “Nowadays, it *is* common occurrence to see people....” ; “...that texting while driving *is* one of the major causes of”. The two sentences above are examples of showing the description of what is happening in road nowadays that many drivers text while their driving.

In previewing the thesis, **mental processes** are used to encode meanings of thinking or feeling (Eggins, 2004). There is only one time of mental process found in the thesis of this text. It is useful to influence reader’s emotion dealing with the dangers of texting while driving. The writer used this process to involve the people and world in considering the dangers of driving while texting as in “... *to see people messaging from....*” *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 & 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.

Verbal process is also applied in previewing the thesis in the text as in “*Notably, researchers have depicted that texting while driving*”. Verbal process expresses meanings about what we (or others) ‘say’ (Humphrey & Droga, 2011, p: 30). Interestingly, the writer uses the “*researchers’* as the subject of the clause. It shows that the writer provides the valid source which describes that texting while driving is one of major causes of road accidents. I do believe that what the writer stated is true that driving while texting will cause many road accidents nowadays. From CT perspectives, this text shows the credibility and the accuracy of the information being presented by the writer (Chaffee, 2000, p: 34).

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 is dominated by material (25) followed by relational (9), then mental processes (5), and verbal process (5). 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 “...*that drivers who text while driving ...; ...compared to those who do not message; ...texting while driving increases an individual’s chances of.....; Sometimes, the people get very absorbed...* The dominant use of material processes in argument may suggest that the writer ‘did not only tell the readers but also showed them’ (Chaffee 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”(Eggin, 1994) with the carrier (*drivers*) as in “...*that drivers are not as capable of multitasking as they believe they are.*”. Additionally, as can be observed 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 (5) are also used in this argument as in “*However, studies have revealed that drivers.....; “...the Virginia Tech Transportation Institute equates texting ...” ; “Furthermore, the Human Factors & Ergonomic Society has revealed that messaging ...” ; Statistics conducted by the National Safety council indicate that texting...*”. The writer provides the sources as the subject of the clause. It shows that the writer provides the valid source which describes that texting while driving is one of major causes of road accidents. I do believe that what the writer stated is true that driving while texting will cause many road accidents nowadays. From CT perspectives, this text shows the credibility and the accuracy of the information being presented by the writer (Chaffee, 2000, p: 34).

In restatement of thesis, the processes are dominated by material processes (23) and relational processes (2) and Verbal process (1). The frequently material processes can be found in the sentences “*Notably, many countries have passed laws ...; “Whereas law enforcement agencies strive to ensure....; “As such, parents should set a good example...; “Generally, teenagers tend to be rebellious...”. The relational process, the text tries to offers solution regarding how to consider the drivers as in “...*everybody has an individual role to play ...” ; Departing from this process, then the text tries to strengthening the restatement of the thesis about the all things to consider as in “*However the most effective means of minimizing accidents is avoiding the temptation ...” Moreover, verbal process is applied in this stage, as in “*People are often advised to pull off the road...*” 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, some of which use clause

embeddings, involving nominalizations as in “Worth **noting** is the fact that a majority of drivers are inclined to the belief that they can send some messages without negatively impacting on their **driving** abilities”; According to the National Highway Transportation Admission, **texting** while driving increases an individual’s chances of being involved in an accident by 23%; “Furthermore, the Human Factors & Ergonomics Society has revealed that **messaging** while driving tends to reduce an individual’s brake reaction speed by almost 18%; “Statistics conducted by the National safety council indicate that **texting** while driving responsible for over 1600000 accidents annually”.

Droga & Humphrey, 2011, p: 103 states that nominalization helps writers ‘get their themes right’. Many theme patterns rely on nominalization to condense previous information into a single word that can be used to move the text along. 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 analysis of linguistic features of the text results in a description about general participants, kind of the process or experiential meaning (Transitivity system), the use of simple present tense, passive voice, conjunction system and interpersonal metafunction (modality system). From the result of analysis (see appendices), it is found that the writer has applied the appropriate linguistic features of the Exposition text as follows.

Summary of linguistic features

No	Linguistic Features	Numbers
1	Generalised Participant	
	a. human	√
	b. non-human	√
2	Processes:	
	a. Material	53
	b. Mental	6
	c. Verbal	7
	d. Relational	13
	e. Behavioral	-
	f. Existential	-
3	Simple Present Tense	√
4	Passive	√
5	Conjunction System	20
6	Modality System	3

Based on the table above it can be seen that the writer applied the appropriate language features for an Exposition text. With respect to the participants, the existence of the generalized participants, both human and non human was the characteristic of the Exposition text (Derewianka, 1990: 76; Gerot and Wignell, 1994: 199 and 210). “... *it is a common occurrence to see people messaging from their cellular devices in the midst of driving*” “ *texting while driving is one of the major causes of road accidents*”. “As a matter of fact accidents caused due to messaging while texting have..”

Regarding the process used in the text, the use of varieties of verb (process type) i.e. material (action), mental, relational (linking), and verbal were found in this text. Experientially,

the dominance of material, relational, and mental process denotes that the text has fulfilled the lexicogrammatical features of the Exposition text (see Gerot and Wignell 1994: 197 and 209).

The use of material process indicates that the participants do something “process of doing” usually concrete, tangible action (Eggins, 2004: 215). This means that the participants have made changes in the material world that can be perceived such as motion in space and change in physical make up (see Martin, Matthiessen, and Painter, 1997: 103). The material processes which were produced by the writer can be seen from the sample of text (*clause 16*) “*According to the National Highway Transportation Admission, texting while driving increases an individual’s chances of being involved in an accident by 23%.*”

Moreover, the use of mental process construes a person involved in conscious processing, including process of perception cognition and affections (Martin, Matthiessen, Painter, 1997: 105). The writer also used mental verb to state what the writer thinks or feels about the issue. It can be seen from the following clause (cl. 13 & 14) taken from the text “*Researchers have discovered that drivers who text while driving look at the road 400 times...*”

Another feature of experiential meaning of the Exposition text which was found in this text is the use of relational process to state of being, including having. This can be used to identify something or to assign a quality to something (see Gerrot and Wignell, 1994: 67). It can be seen from the following clauses taken from the text “*Nowadays, it is a common occurrence to see people.....,*”

2.2.3 Interpersonal Function

Regarding the use of present tense verbs, the writer has applied them in the text. An existence of mainly timeless present tense when presenting position and points in the arguments is the linguistic features of the Exposition text (see Derewianka, 1990: 78, Gerot and Wignell, 1994: 210). It can be seen from the following clauses taken from the text as in clause 3 “*Many drivers across the globe engage in the practice without contemplating*”

Concerning the use of passive voice, the writer also applies it in the text as in clause 7: *As a matter of fact, accidents caused due to messaging have superseded those which are instigated by drunk drivers.* It indicated that the writer has an ability to use passive voice as the language features of the Exposition text (see Derewianka, 1990: 78; Gerot and Wignell, 1994, 210). Passive voice can be used to enable writers not only to change the theme of a clause, but also to ignore and leave out the responsible participant altogether. It is used when the writer wants an event, outcome or phenomenon to be more prominent in a text, than those responsible (Humphrey, Droga and Feez, 2012: 142).

Regarding the use of modality, the use of words that show author’s attitudes and judgments of various kinds” (see Eggins, 1994: 179) and indicate the degree or qualification or a writer’s position in relation to absolute truth or fact, in order to manipulate a reader’s perspective (see Knap and Watkins, 2009: 55) is the language features usually found in exposition text (see Derewianka, 1990; Gerot and Wignell, 1995) can also be found in text expressing her judgment

about the **obligation** (Eggins, 1994:179) as in clause 37 “*As such, parents should set a good example by refraining from making calls or texting while driving.*”

This text makes use of equal low modalities (2 times). Low modalities exist in Thesis as in clause 9 “...*that they can send some messages...*”, Argument as in clause 41 “*In connection with that, parents can confiscate...*”.

Interpersonally, the use low modality as can “can lessen the speaker’s confidence” (Shujing, 2010) as well as “avoid imposing the speaker’s proposition on the others so that the speaker can gain acceptability of others” (Nash,1990, as cited in Shujing, 2010) so that it “can make one’s ideas sound more persuasive, polite, and tactful” (Yan, 2010). Additionally, the use of low modality in this text signals how the writer “view their relatives” (Droga& Humphrey, 2011. p: 63), that is, *the drivers*. In this text, the writer of the text, in this case, the student, does not demonstrate that he/she is “a high level of expertise” (Droga& Humphrey, 2011) so that the audience can “accept the writer’s proposition willingly” (Shujing, 2010). In relation to CT perspective, the use low modality “can make language expression more precise and thus make the claim is not likely to be overstated” (Shujing, 2010). At the same time, from CL perspectives, the writer of the text seemingly aware of “what is the topic of the text, who is the writer to whom, how is the text being written” (Hughes, 2007)

Concerning the use of conjunctions, the text looks interconnected between processes—adding, comparing, sequencing, and explaining them. These are logical meanings that link activities and messages in sequences (see Martin and Rose 2007). This text has various types of conjunction such as the use of **enhancement** in “*People are often advised to pull off the road, park and respond to the text. In connection with that, parents can confiscate or lock up cellular devices of their teen children who take the driver’s seat.*

To summarize the use of generalized participants, material process, relational process, mental process, verbal process, present tense, passive voice modality and conjunction indicated that the writer had applied appropriate linguistic features of the Exposition text.

2.3 Appraisal Theory Analysis

One of the main strengths of the SFL perspective is that it offers a comprehensive view of evaluative resources, including instances of attitude and positioning and the sources of these evaluative stances in discourse. SFL provides a model which allows us to systematically relate lexico-grammatical choices to the construction of different meanings on the basis of its theoretical principles.

The Appraisal theory describes a hierarchy of the language used to communicate evaluation, detailing types of Attitude (how writers communicate their point of view), Engagement (how writers align themselves with respect to the position of others) and Graduation (how writers amplify or diminish their opinions), the recognition which may assist in performing other tasks in sentiment analysis. (Read, J. , 2009 : 1). Appraisal theory is concerned with the linguistic resources for by which texts/speakers come to express, negotiate and naturalize particular inter-subjective and ultimately ideological positions. (Martin & White, 2005: 1)

Appraisal consists of three subsystems that operate interactively: Attitude is concerned with one's personal feelings (emotional reactions, judgments of people and appreciations of objects); Engagement considers the positioning of oneself with respect to the opinions of others (heterogloss) and with respect to one's own opinions (monogloss); while Graduation addresses how language functions to amplify or diminish the attitude and engagement conveyed by a text. (Martin & Rose, 2007 : 25)

Attitude

Attitude is concerned with our feelings, including emotional reactions, judgments of behavior and evaluation of things. **Attitude** can be subdivided into three semantic regions i.e. Affect, Judgment, and Appreciation. Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored? Judgment deals with attitudes toward behavior, which we admire or criticize, praise or condemn. Appreciation involves evaluation of semiotic and natural phenomena, according the way in which they are valued or not in a given field (Droga & Humphrey, 2011 : 64).

The writer only applies one judgment as in “... *that drivers are not as capable of multi-tasking as they believe they are*”. As suggested in Humphrey & Droga (2011, p : 144) that the use of evaluative vocabulary is not valued in more developed exposition.

Graduation

Graduation is concerned with gradable resources for expressing feelings and values. (Hood, 2010). The model of appraisal outlined in Martin & Rose (2007 : 42) identifies two senses in which attitude may be graded. The first is that of force, which has to do with degrees of intensity. The second is that of focus, which has to do with sharpening or softening the boundaries of a categorical meaning.

Force covers assessments as to degree of intensity and as to amount, and it is also divided into two categories, i.e. Intensification and Quantification. The assessment of degree of intensity of qualities and processes is termed Intensification. Quantification involves scaling with respect to amount (e.g. size, weight, strength, number) and with respect to extent, with extent covering scope in time and space and proximity in time and space (Martin and White, 2005: 140).

Focus applies most typically to categories which, when viewed from an experiential perspective, are not scale. Under Focus it is possible to up-scale or sharpen the specification so that proto typicality is indicated or to down-scale or soften, the specification so as to characterize an instance as having only marginal membership in category (Martin and White, 2005: 138).

Graduation

Appraising Items	Force		Focus	
	Intensification	Quantification	Sharpen	Soften
Many drivers		√		
notably	√			
One of the major causes		√		

A majority of drivers		√		
negatively	√			
400 times lesser		√		
An accident by 23%		√		
5 seconds at a speed of 55 miles per hour		√		
An individual's brake reaction speed by almost 18%		√		
sometimes	√			
very	√			
sadly	√			
Few seconds of distraction		√		
Several individuals		√		
Over 1600000 accidents		√		
annually	√			
330000 fatal injuries		√		
11 teenagers		√		
daily	√			
notably	√			
everybody		√		
generally	√			
Driving blind a distance				√
A football field			√	
Temptation to text				√
The most effective	√			

It can be seen from the table, in the graduation, the writer seemed to prefer to choose Force Intensification (9) and quantification (13). While focus whether it is sharpen or soften only (3). The domination used of quantification indicated the writer has tried to show the readers that many road accidents caused by texting while driving. The writer showed the evidence from the valid sources (survey done by some researchers). It can be seen from the following excerpt.

Statistics conducted by the National safety council indicate that texting while driving responsible for over 1600000 accidents annually

Many drivers, across the globe, engage in the practice without contemplating about the potential detrimental effects of their actions.

Furthermore, the Institute for Highway Safety Fatality Facts has concluded that 11 teenagers die in road accidents daily which are caused by messaging the midst of driving.

By doing so the writer places cellular devices can cause many road accidents on high rank in relation other choice the writer could have made (Martin and Rose, 2007). Thus we can amplify the force of attitude by the word such as very, sadly. The lexical realization of degree of intensity take us to a point in the grammar which is marginal between interpersonal meaning and experiential meaning in that such values combine a subjective assessment of degree of vigor with a depiction of some condition in the external world. (Martin and White, 2005)

Engagement

Engagement is concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer with respect to the value position being advanced and with respect to potential to potential response to that value position. Engagement covers all those locutions which provide the means for the authorial voice to position itself with respect to engage with the other voices and alternative position. In analysis engagement, I implemented the taxonomy proposed by Martin and White (2005) that consist of Monoglosic and Heteroglosic.

Monoglosic	Heteroglosic			
	Disclaim	Proclaim	Entertain	Attribute
	1	6	3	9

From the table above, in this text, the writer used various Heteroglossic such disclaim, proclaim, entertain and attribute. This text is dominated by attribute. It shows that the writer introduces the other voices about the topic under discussion, which is, the dangers of texting while driving. From CT perspectives, it shows the validity of the sound arguments by providing the valid sources as is “*Furthermore, the Human Factors & Ergonomics Society has revealed that messaging while driving tends to reduce an individual’s brake reaction speed by almost 18%.* This text is also dominated by proclaim. It indicated that the writers take a position to support the idea of avoiding texting while driving. It can be seen this excerpt “*Nowadays, it is a common occurrence to see people messaging from their cellular devices in the midst of driving*”.

Furthermore, concerning disclaim “*...that drivers are not as capable of multi-tasking as they believe they are*”. It indicates the writer voice position itself by presenting his/her contrary position. Furthermore, concerning the entertain, the writer tried to be explicitly presenting the proposition as an individual subjectivity, the author voice represent the proposition as but one of a range of possible position. It can be seen from the following excerpt “*As such, parents should set a good example by refraining from making calls or texting while driving.*”

2.4 Critical Theory

Critical thinking is skilled and active interpretation and evaluation of observation and communications, information and argumentation (Fisher and Scriven, 1997: 21 in Emilia, 2005). There are some components of critical thinking among others are arguments, the issue, reasons, facts and opinion (Moore and Parker, 1995; Reichenbach, 2001; Toulmin, 1971 in Emilia, 2005). The standards of critical thinking cover the commitments to clarity in the arguments, relevance of data and evidence used, accuracy of the quality of the arguments, depth and breadth and sufficiency in the arguments and precision in the sense of being specific about detail (Nosich, 2001; Paul, 1993, 2003; Barnett, 1997 in Emilia 2005).

Furthermore, Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationship. Critical Literacy develops the capacity to read, linking the development of self-efficacy, an attitude of inquiry, and the desire to effect positive social change. Central to this is the notion of dialogue,

or in Freire's terms, 'reading the word' and 'reading the world' (Freire and Macedo, 1987). Moreover, Luke (1997) in Emilia (2005) notes that critical approaches to literacy involve 'a shift away from psychological and individualistic models of reading and writing towards those approaches that use sociological, cultural and discourse theory to re-conceptualize the literate subject, textual practices, and classroom pedagogy'. Critical approaches to literacy are characterized by:

... a commitment to reshape literacy education in the interests of marginalized groups of learners, who on the basis of gender, cultural and socioeconomic background have been excluded from access to the discourses and texts of dominant economics and cultures.

2.5 Critical Thinking Standard

Concerning the **clarity**, there are three questions that can be used to probe this standard, they are: Is the idea easily understood? Is the information free from confusion or ambiguity or vagueness? Are concrete and specific examples given? (Nosich, 2001).

Having read this article, the idea of this text is easily to be understood. From the title and content of the text as a whole, the readers can easily understand that the topic of the text is about the dangers of texting while driving. The writer clearly explained about his/her arguments concerning his/her opponent on the use of cell phone to text while driving. In presenting his/her arguments, the writer presented it cohesively begin with the thesis then followed by series of arguments and closed by re-statement. The information given by the writer also seems to me relatively clear and free from confusion and ambiguity because he provided some concrete examples in his text and some evidence from valid references (Statistics by National Safety Council).

One way to focus on the concept of **validity** is to assume that all the reasons in the argument are true and then try to determine how probable they make the conclusion (Chaffee, 2000, p : 410). In this text, in supporting his/her argument, the writer gave more detail information by providing some sources to make his/her arguments more convincing to the readers that there are some dangers of texting while driving. It can seen that there is a relationship between the reasons and the conclusion as in "...texting while driving is one of the major causes of road accidents" (reason). Then, the writer concludes that *the most effective means of minimizing accidents is avoiding texting while driving*. He supported the arguments by several statements from valid references (sources). The text has also indicated that the presence of illustrations realized in other process types, such as material processes may suggest that the writer "did not only tell the readers but also showed them" (Emilia, 2010). It means that what have done by the writer by giving the illustration can give clear picture to the readers concerning the topic written.

Second, in term of **accuracy**, there are also three aspects should be considered in analyzing the text, i.e. first, the information should be free from errors, mistakes, or distortion; second, the information have conformity with fact or truth; third, the words should describe the way things actually are (Nosich, 2001).

Having read the text, the arguments presented in his text seems to be accurately presented his/her arguments on the topic the dangers of texting while driving. In his thesis the writer claimed that *“Nowadays, it is a common occurrence to see people messaging from their cellular devices in the midst of driving”*. His thesis is then supported four arguments the dangers of texting while driving.

Interestingly, some of the information written in the text is confirmed to the trusted sources like research survey and statement from the expert (researchers) on this field. It can be seen in the paragraphs when the writer elaborated his arguments. The writer is successful in writing exposition text the writer should be able to persuade the reader to do what the thesis and arguments recommended (Martin, 1985; Derewianka, 1990; Martin and Rose, 2007). Therefore, with referring to the trusted sources, it can make critical reader trust about the arguments presented by the writer. Thus the purpose of writing to persuade the reader to follow the writer’s point of view will be easier to achieve by the writer. In terms of the words choice, the writer seemed to use the words that describe the way things actually are. Most of the words can be understood by the reader.

Pertaining to the focus on what is important and point relate to the topic (**relevance**), there are two aspects that should be kept in our mind in analyzing the text. In presenting his argument, the writer focused on the writer’s belief that texting should be avoided in the midst of driving. The points elaborated by the writer are related to his/her topic and arguments due to my reading from other text, the points were also to be the problems that appear in midst of driving that the divers text while driving.

Considering **precision**, there are two aspects should be considered, i.e. whether the thinking is precise or not and whether the reason detailed enough or not in supporting the argument (Nosich, 2001). This text is elaborated in detailed and refer to trusted sources like trusted statistics in this area. It can be seen from the presence of survey from other sources.

Pertaining, **the depth and breadth**, in presenting his argument, I think the writer presented the arguments was quite in depth and breadth because in elaborating his argument, the writer has tried to identify the complexities of the issue. He explained it in depth, and the elaboration was quite detailed. And it was supported by the references, but as a reader, I could find the elaboration of argument that discussed the issue was quite in depth and breadth. It can be seen from his elaboration of his argument on each survey provided. It means that the writer be able to look the phenomena happened in the real life concerning the dangers of texting while driving.

Concerning the Critical Literacy (CL) this text is written because there is an issue concerning the increasing of cellular devices technology and the issue of the use of cellular devices in the midst of driving. The issue of the dangers of texting while driving became hot topic in daily conversation among people. There are some pro and contra among the society on the use of cellular devices in the midst of driving. Thus, this text is written as a reaction against the rapidly increasing the use of cellular devices in the midst of driving among people, especially, the drivers. This text is intended to awaken the readers that cell phone is not always bring benefits, but also can create some problems when it is used improperly. This text was

written and addressed to whom who may concern on driving. They can be the students, the officers, the civil servants, and other people who drive to the places they go everyday in their daily activities.

Having read the text, there are some gaps or absence in this article, i.e. the sound of people who agree or support on the use of cellular devices among people. However, this is not being my concern in analyzing this text, because I know that the writer was trying to convince the reader the use of cellular devices in the midst of driving can cause some road accidents. It can be seen from the first paragraph when he stated “*Notably, researchers have depicted that texting while driving is one of the major causes of road accidents*”. Thus this text was written in the form of exposition that is used to persuade the reader that something is the case.

In writing his text, the writer has tried to position the readers to believe and follow on his/her arguments. As stated that the function of exposition is to persuade the reader. Thus the writer has tried to convince the readers that the cellular devices should be avoided to use in the midst of driving because it can cause the road accidents. It can be seen from his arguments that were supported by some example, facts or cases.

2. Conclusion

This paper has discussed an expository text entitles *Dangers of Texting While Driving* under the frameworks of CT and CL. It 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 argument, and restatement of thesis. In addition, as the text has revealed, clear thesis statement in the text acts applies Topical Theme, Interpersonal Theme and Textual Theme which helps to construct precise argument as suggested by CT. Departing from this, the text helps readers to get a clear focus which, from CT perspectives, develops clarity and relevance.

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 and medium modality. 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.

In summary, the analysis of the text displays the writer capacity in control of writing exposition text. In terms of function of the text, the writer has been able to convince persuade the reader to follow his idea concerning the dangers of texting while driving. The writer also convinces the reader based on relevant sources from other voice or sources to provide reasons for assertion of support needed in argumentative text more objective. The presence of argument and position taken by the writer seems to suggest that the writer has some critical thinking evident in the text. Constructing the text in well formed schematic structure indicate that the writer is able to present the idea flowing from the thesis to the series of argument and closed by restatement or recommendation.

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