

## BUILDING A CRITICAL RESPONSE TO TEXT THROUGH THE TEXTUAL GRAMMAR OF MESSAGE: AN SFL PERSPECTIVE

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### ABSTRACT

*Systemic functional linguistics along with genre has been applied in Indonesia since the implementation of the 2006 English curriculum. This paper seeks how systemic functional linguistics (SFL) of the textual grammar of message helps the students enhance their critical response to text. To put ideas into a written form is something that students feel so difficult. Moreover, they have to give a response to text they read or write critically. Textual meaning, one of metafunctions as suggested by Halliday, presents a number of ideas how to improve the students' writings not only of its content but also its coherence. According to Hammond et.al (1992) SFL has a number of tenets that make it particularly useful as a basis for developing literacy programs. This theory has been used by many linguists to analyze variety of texts through the use of context of situation and one of them is textual meaning/grammar. The notion of textual grammar, thematic progression and cohesion, helps the students, potential readers and writers to develop their critical skill and to evaluate their own writing or others. The data were obtained from twenty students' hortatory text with a chosen topic for their discussion. The realization of the textual grammar of the message is analyzed based on the textual meaning realization network developed by Butt (2000). The findings show that students be able to edit their own writings or others through the use of thematic patterns and cohesive devices. In addition, they can make a clear information flow which is created a coherent text by employing both thematic progression and cohesive devices. Moreover, by applying them, the students also can share and develop their critical response to the topic given through its theme and thematic displayed in the text critically.*

Keywords: cohesion, critical response, sfl, textual grammar, thematic progression

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