

ABSTRACT

Zain, Wilda Z.F (2021) "**An Analysis of Descriptive Text Written by Bilingual Program Students through the Ideational Metafunction of Systemic Functional Linguistics (SFL)**"

Key words: bilingual, descriptive text, SFL, transitivity.

Bilingual program students have more advanced language skills than those who are monolingual. During an internship program at a bilingual program school, it was found that the students at bilingual program are very creative in using dictions. Yet, the use of creative dictions cannot guarantee a well-written text. Many language features of descriptive text should be highlighted and used properly in writing a text. Using SFL's ideational framework as an approach, an analysis was employed. This assessment was done to review students' work after getting examined by the teacher using traditional grammar theory.

This research uses a descriptive qualitative method and adopted document analysis as the instruments. Using purposive sampling, Six texts were collected from the site. This research focuses on students' descriptive text writing skills on the ideational theory of SFL or also known as transitivity system. Furthermore, this study will explain the analysis result of the six descriptive texts being involved.

This study found that the students experienced some mistakes, and they were categorized into three major categories such as generic structure, inappropriate verbs, and incomplete sentences. In detail, the majority of the students did not write the correct generic structure of the descriptive text. They also used the wrong verb or as known as "inappropriate" verbs (e.g. the use of material process in describing a look of a house). Resulting the text to have a shift in the meaning. Lastly, there were also found that there were many incomplete sentences. From the SFL perspective, it was found that the examination system using traditional and functional grammar resulted in a significantly different result. That is to say, this research claims that SFL should be involved in English as Foreign Language (EFL) classroom. Followed by the pedagogy theory, it is expected to employ collaborative and reflective approach due to its values that are in line with teaching writing.