Bridging Language and Learning: A Genre-Based Writing Assessment Model for Indonesian Bilingual Classrooms

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Abstract

This research developed and implemented a genre-based writing assessment model incorporating self-assessment guided by metacognitive principles to improve students' academic writing. Employing a qualitative design, the study involved classroom-based implementation and analysis of student writing performance, lecturer feedback practices, and student reflections. Data were collected through writing samples, rubric-based evaluations, and participant interviews. The findings reveal that the integration of a structured self-assessment model fosters shared understanding between lecturers and students about the expectations of genre-specific writing. Lecturers' enhanced linguistic knowledge was essential in ensuring the reliability of assessment and in delivering more targeted instruction. The findings underscore the importance of aligning assessment practices with pedagogical goals and integrating digital tools to support active, student-centered learning. This model holds practical implications for Indonesian universities aiming to improve academic writing instruction and better prepare students for participation in global academic discourse.

Keywords: Writing Assessment, Genre-Based Pedagogy, Metacognitive Principles, Self-Assessment, Academic Literacy.

Introduction

Expecting Indonesian university students to participate effortlessly in global academic discourse and use English with native-like fluency remains an unrealistic goal. This expectation overlooks the complex interplay between policy directives, pedagogical approaches, and the real challenges of acquiring English in an EFL context. Although government policies such as the Ministry of Higher Education Decree 26/2007 and Government Regulation 17/2010, promote internationalization through the establishment of International Offices, these initiatives indirectly acknowledge the proficiency gap rather than address it directly (Sahiruddin, *et. al*., 2020; Andika and Mitsalina, 2020). The Education First English Proficiency Index (2018) ranked Indonesia 51st out of 88 countries, highlighting persistent challenges in achieving English proficiency despite national policies supporting global competitiveness (Ratnasari, 2019; Rachmawaty, *et. al*., 2020). While genre-based pedagogy has proven effective in improving students' academic writing, its application often remains theoretical, with limited success in transferring classroom learning to real-world academic writing tasks. Research-based assignments and project reports continue to reveal gaps in students' ability to apply genre

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conventions effectively. This disconnect points to systemic issues such as top-down curriculum design, a lack of needs analysis, and insufficient curriculum evaluation, factors that hinder the development of students' English communication skills. Although Task-Based Language Teaching (TBLT) promotes authentic language use and intrinsic motivation (Maulana, 2021), classroom practices in Indonesia still emphasize structural aspects of language, limiting students' exposure to meaningful use of English.

Existing studies have integrated genre-based pedagogy with digital tools like storytelling, online writing, and platforms such as Edmodo (Widodo, 2016; Hsu and Liu, 2019; Duwila and Khusaini, 2019; Rohayati, 2020). These efforts have made writing instruction more engaging, allowing students to visualize and structure their texts with multimedia elements (Lee, 2014; 2015). However, few studies have explored the systematic development of a genre-based writing assessment model grounded in metacognitive theory, specifically tailored for the Indonesian bilingual classroom context. This research addresses that gap by designing a model that incorporates self-assessment, self-regulation, and self-monitoring, core elements of metacognitive development (Eleonora and Louca, 2008). This novel approach not only evaluates students' writing proficiency but also empowers them to become autonomous learners and critical thinkers. The model emphasizes both the formative function of assessment and the pedagogical role of technology, creating a comprehensive framework that supports the development of genre awareness, rhetorical strategies, and communicative competence.

The integration of technology in genre-based pedagogy aligns with emerging educational needs, enhancing student engagement, motivation, and performance (Zhao, *et. al.*, 2023). More importantly, the model is designed with practical implementation in mind, addressing issues related to instructional materials, skill development, learning activities, and available resources (Fatimah, 2019; Safitri and Hamamah, 2021). By aligning assessment with genre pedagogy and metacognitive principles, this research offers a context-responsive innovation that bridges the gap between policy goals and actual student performance. This study contributes a localized, research-based framework for writing assessment that prepares Indonesian university students to participate more confidently and competently in global academic discourse.

Literature Review

The development of a writing assessment model through genre-based pedagogy necessitates a systematic approach that aligns with both the distinct characteristics of different genres and the specific learning objectives of the curriculum. This process involves the careful selection of genres suitable for instruction and self-assessment, as well as the identification of key features for each genre. Assessment tasks should be designed to allow students to demonstrate their ability to effectively apply these features in their writing. One innovative approach to addressing the disconnect between classroom learning and real-world applications is the Pull to Push (P2P) learning model. This model emphasizes student autonomy, allowing learners to take ownership of their learning by engaging in self-assessment and managing their own progress at their own pace. The P2P model helps bridge the gap between the structured environment of the classroom and the real-world usage of genre conventions, where students may not naturally apply what they learn in academic settings to their personal or professional lives. This approach contrasts with Project-Based Learning (PBL), which emphasizes collaborative and inquiry-based learning, while P2P focuses on individualized assessment and self-paced progression (Bell, 2010). Figure 1 is writing assessment model in the implementation of genre-based pedagogy.

Figure 1. Writing Assessment Model in the Implementation of Genre Based Pedagogy

To address this gap, it is critical to design learning experiences that connect classroom knowledge with authentic, real-world tasks. Incorporating real-world scenarios into the curriculum enables students to encounter and apply genre conventions in contexts similar to their intended use. The integration of technology further enhances this approach, providing students with instant access to learning materials, assessment tools, and feedback that enable them to monitor their progress and address areas for improvement (Taylor, 2017). The P2P model also outlines a structured framework for assessment, which includes self-assessment (Pull) and readiness (Push). In the self-assessment phase, students engage with digital materials, assess their own work, and determine when they are ready for formal evaluation. If students pass the assessment, they move on; otherwise, they are given the opportunity to revisit the material. During the "Push" phase, students share their progress with peers and lecturers, receiving feedback to refine and revise their work until they are confident in their mastery of the genre. This iterative process encourages students to take responsibility for their learning and adapt their work according to feedback.

Furthermore, the development of clear and specific criteria for assessing student performance in various genres is essential. Rubrics based on established writing frameworks provide a foundation for evaluating content, organization, language accuracy, and adherence to genre conventions. These criteria guide both student learning and lecturer feedback, ensuring clarity and consistency in the assessment process. To assess the model's effectiveness, formative assessment strategies are employed, allowing for continuous feedback and revision. This process aids students in internalizing the conventions of different genres and improving their writing skills over time. Practicality tests, such as response questionnaires from lecturers, are essential to evaluate the feasibility of implementing the model in real classroom settings. These tests help identify potential challenges and provide insights into how the model can be refined for effective

application in diverse educational contexts. By utilizing this structured approach, the P2P model offers a comprehensive framework for improving student writing skills and enhancing academic success.

Previous studies in Asian educational contexts, including Indonesia (Emilia, 2005; Sutojo, 1994), Thailand (Kongpetch, 2003; Payaprom, 2012), and Vietnam (Dang, 2002), have demonstrated the effectiveness of Systemic Functional Linguistics (SFL)-informed genre approaches in improving students' academic writing across various genres, such as Exposition, Discussion, and Report. When students are taught to write within specific genres, it becomes essential to assess their writing systematically, based on genre purpose and corresponding linguistic features outlined by SFL theory. Aligning instruction and assessment in this way enhances learning outcomes, necessitating curriculum refinement to support such alignment. In terms of lecturer preparation, pre-service educators should be equipped with knowledge of systemic language features to teach and assess writing more effectively. In-service lecturers, likewise, would benefit from professional development workshops that focus on evaluating student writing based on clear, textual evidence.

The implementation of a genre-based writing assessment model has shown significant positive effects on students' literacy, particularly writing proficiency. This highlights the need for technology integration in classrooms to support learning goals, especially in bilingual contexts where students must navigate both language and genre complexity. Developing and using genre-based self-assessment models fosters shared understanding between lecturers and students, which in turn enhances writing quality. Lecturers' linguistic expertise plays a crucial role in ensuring accurate, consistent evaluations and informed instructional planning that addresses students' specific needs in accordance with the Indonesian National Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia* [KKNI]).

Moreover, students' autonomous learning significantly influences the communicative quality of their writing. Teaching practices that cater to students' learning preferences can better prepare them for diverse writing tasks. Educators' understanding of genre and linguistic features is not only key to consistent assessment but also vital to instruction that fosters writing development. As technology reshapes educational practices, formative and summative assessments are increasingly intertwined (Cope et al., 2011). This shift demands a rethinking of traditional pedagogy to equip students with 21st-century skills such as communication, collaboration, critical thinking, and creativity. With educational technology becoming more prominent (Mali and Salsbury, 2021), university lecturers face new challenges in assessing writing. Therefore, innovative and meaningful assessment methods in English as a Foreign Language (EFL) contexts are essential for authentic student progress (Nurhayati, 2020).

In Indonesia, a shift from focusing solely on surface-level accuracy (e.g., grammar and punctuation) to more holistic elements—such as purpose, content, organization, and interaction, is needed. This approach aims to develop students' real-world writing abilities, enabling them to communicate effectively across contexts (Saputra and Marfuah, 2022). Digital tools and platforms can further support students' writing, particularly for narrative texts (Clarita *et. al*., 2023). Integrating technology with genre-based pedagogy responds to the evolving nature of bilingual classrooms and supports students in constructing genre-specific texts through tools like digital storytelling and online writing platforms. As such, educators and researchers must continue to explore and refine the use of genre-based pedagogy in technology-enhanced classrooms to align with its core principles and respond to contemporary educational demands.

Method

This study adopted a design-based research (DBR) approach to develop, implement, and evaluate a Pull to Push (P2P) writing assessment model. The model was grounded in the principles of genre-based pedagogy and aligned with the task sequence outlined in the Indonesian National Qualification Framework (KKNI). The research was conducted within the Science Bilingual Study Program at Universitas Negeri Medan, where explanatory writing is a central component of most courses. The DBR methodology was selected due to its iterative nature and practical orientation, allowing for the refinement of educational interventions through cycles of implementation and evaluation in real classroom settings.

The research design involved a multi-phase process beginning with preparation and training. In this initial phase, participating teachers received comprehensive professional development focused on genre-based writing instruction, the structure and application of the P2P self-assessment model, rubric-based evaluation, and the integration of relevant digital technologies. Alongside this training, essential teaching and learning resources were developed and distributed. These included model texts, writing prompts, scoring rubrics, and digital tools to support classroom implementation. To ensure the model's usability and address potential issues prior to full deployment, a small-scale pilot test was conducted with a selected group of students. This phase helped identify challenges in the design of assessment tasks, the clarity of the rubrics, and the overall procedural flow.

Following the pilot, the main implementation phase was carried out in a classroom setting. The process began with introducing the writing tasks and clearly explaining the objectives of the assessment, along with the evaluation criteria. Instructional scaffolding was provided to support students throughout the writing process. Activities such as brainstorming, outlining, and peer review were integrated into the lessons to help students plan and refine their writing. Time was carefully managed to ensure students had sufficient opportunities to complete each stage of the writing task. Additionally, technology was embedded into the learning process, particularly during the planning and drafting stages, to enhance students' engagement and organization.

Data collection was conducted throughout the implementation period and involved multiple sources to ensure a comprehensive understanding of the model's effectiveness. Student writing samples were collected and evaluated using the assessment rubrics, allowing the researchers to measure performance and track improvement over time. Teacher feedback was obtained through structured interviews and reflective journals, capturing their experiences and perceptions regarding the model's practicality and pedagogical impact. Student perspectives were gathered using questionnaires and focus group discussions, which provided insights into their understanding of the tasks, their interaction with the assessment rubrics, and their engagement with the writing process.

The analysis of data involved both quantitative and qualitative methods. Student writing performance was quantitatively analyzed using descriptive statistics to assess the reliability of the assessment tools and to identify patterns of improvement. Qualitative data from teacher and student feedback were subjected to thematic analysis to uncover key themes related to the model's usability, clarity, and instructional value. Triangulation was employed by comparing and integrating the quantitative results with the qualitative findings, thereby strengthening the validity of the conclusions drawn.

Based on the analysis, the final phase of the study focused on revision and refinement. Weaknesses identified during the implementation were addressed through adjustments to the assessment tasks, rubrics, and instructional procedures. At the same time, strengths of the model, such as its clear structure and capacity to foster student autonomy, were reinforced. The model underwent continuous refinement, guided by evidence from classroom practice, in order to enhance its relevance, effectiveness, and sustainability for future use in similar educational contexts.

Results and Discussion

The implementation of the Pull to Push (P2P) writing assessment model, grounded in genre-based pedagogy and aligned with the KKNI task series, yielded several important findings regarding its practicality, effectiveness, and areas for further development within the Science Bilingual Study Program at Universitas Negeri Medan. The first stage, which involved preparation and training, revealed the foundational importance of equipping teachers with the knowledge and tools necessary to carry out the model effectively. Teachers responded positively to the comprehensive training sessions, which focused on genre-based pedagogy, the structure of the P2P self-assessment process, the use of analytic rubrics, and the integration of digital tools. The resource development process ensured that teachers had access to essential materials such as model texts, writing prompts, scoring rubrics, and instructional technology. A small-scale pilot test conducted prior to the full implementation allowed the research team to identify and resolve minor issues in task design and procedural flow, ensuring smoother execution during the main phase. Figure 2 is the implementation procedure of the P2P writing assessment model.
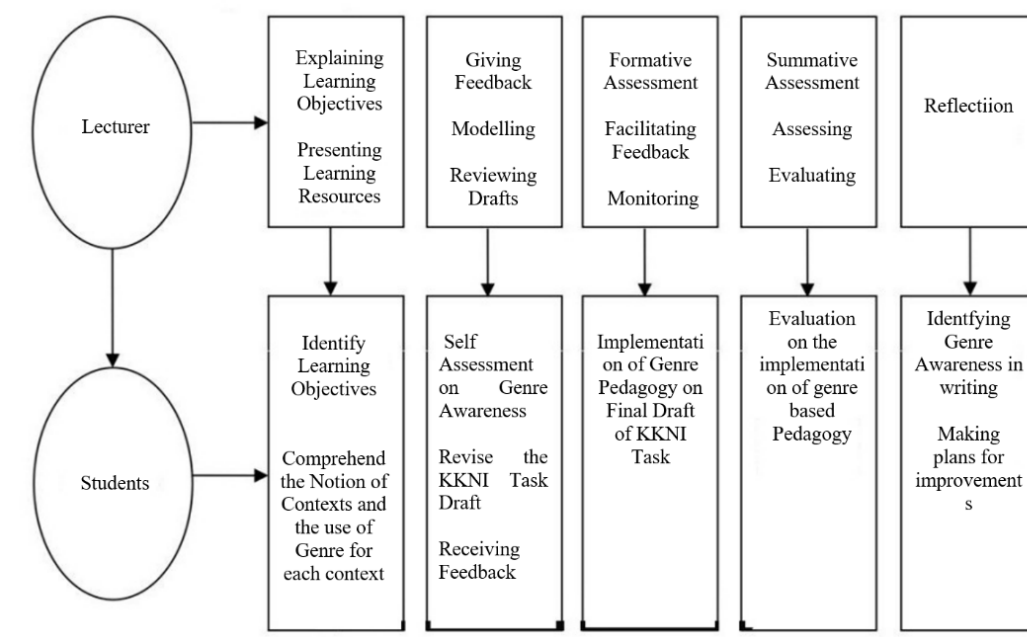

Figure 2. Implementation Procedure of the P2P Writing Assessment Model

During the implementation phase, students were introduced to the goals and expectations of the assessment. The provision of scaffolded learning activities, including brainstorming sessions,

outlining exercises, and peer review, proved to be instrumental in supporting students' writing development. Time management was an essential factor, with structured timelines helping students manage their work across different stages of writing. The integration of technology, particularly in the planning and drafting stages, was positively received by both students and teachers. It enabled more interactive engagement with the writing process and contributed to improved organization and coherence in student texts.

Data collected throughout the implementation provided insights into both student performance and the model's user experience. Analysis of student writing samples, scored with the developed rubrics, showed measurable improvements in several key areas: idea development, text organization, use of genre-specific language features, and overall coherence. Teachers reported that the model encouraged more focused and reflective writing among students, while students themselves expressed increased clarity about writing expectations and greater confidence in assessing their own work.

The evaluation phase, which included both quantitative and qualitative analyses, confirmed the reliability and pedagogical relevance of the assessment model. Quantitative data highlighted consistent gains in student performance across multiple criteria, while qualitative feedback from teachers and students illuminated the model's strengths and limitations. Teachers valued the model's structure and its alignment with genre-based instruction, while also noting the need for ongoing support in rubric application and peer assessment facilitation. Students appreciated the opportunity to be actively involved in evaluating their own and their peers' work, reporting that it deepened their understanding of effective writing practices.

Triangulation of data from multiple sources, student performance scores, teacher reflections, and student feedback provided a comprehensive picture of the model's impact. It also informed a final revision phase in which identified weaknesses were addressed. Specifically, rubrics were refined for clarity, peer review guidelines were improved, and more examples of strong writing were integrated into instruction. At the same time, successful aspects of the model, such as its scaffolded approach and alignment with genre pedagogy, were preserved and strengthened.

Overall, the findings of this study suggest that the P2P writing assessment model is a feasible and beneficial approach for improving explanatory writing among bilingual science students. Its structured, participatory design fosters deeper engagement with the writing process and contributes to both teacher development and student learning. Continuous refinement and adaptation based on classroom experience will further enhance its effectiveness and sustainability in similar educational contexts.

The findings from this study provide important insights into the implementation of the Pull to Push (P2P) writing assessment model within the context of genre-based pedagogy, aligned with the KKNI task series, in the Science Bilingual Study Program at Universitas Negeri Medan. Overall, the study reveals the positive impact of the model on student writing performance, as well as its practical application in a bilingual learning environment. The discussion will explore the implications of these findings, addressing the strengths of the model, challenges encountered during its implementation, and suggestions for further refinement.

One of the most significant findings is the effectiveness of the teacher training phase. The comprehensive training sessions, which covered genre-based pedagogy, rubric application, and the integration of technology, were critical in preparing teachers to effectively implement the assessment model. Teachers' positive responses indicate that providing them with the necessary

tools and resources, such as sample texts and digital tools, enhanced their confidence and competence in guiding students through the writing process. This highlights the importance of professional development as an essential foundation for successful implementation of innovative teaching models. As previous research has shown, teacher readiness and skill are crucial to the effectiveness of pedagogical innovations (Guskey, 2002). Therefore, ongoing training and support should be considered in future applications of this model to maintain its success.

The use of a pilot test prior to full implementation proved to be a valuable strategy for identifying and addressing potential issues. The pilot phase allowed the research team to fine-tune assessment tasks, rubrics, and procedural flow, ensuring that the full-scale implementation was smoother and more effective. This aligns with best practices in action research, where iterative testing and refinement are central to developing sustainable educational models (McNiff, 2016). By addressing minor issues early on, the researchers ensured that the main implementation phase was better aligned with the students' needs and the curriculum's objectives.

Another key finding from this study is the value of scaffolded learning activities, which included brainstorming, outlining, and peer review. These activities were particularly instrumental in supporting students' writing development, providing structure and guidance throughout the writing process. The importance of scaffolding in writing instruction is well-established in educational literature, as it helps students develop their skills progressively while building confidence (Wood, Bruner, & Ross, 1976). The incorporation of peer review also proved to be an effective strategy, as it not only provided students with opportunities for feedback but also allowed them to engage critically with their peers' work. This collaborative element deepened students' understanding of effective writing practices and provided them with a sense of ownership over their learning.

The integration of technology, particularly during the planning and drafting stages, was another strength of the model. Students and teachers both reported positive experiences with digital tools, which facilitated organization and allowed for a more interactive approach to writing. The use of technology in writing instruction has been shown to enhance student engagement and improve the overall quality of writing (Bangert-Drowns, 2004). However, the study also highlighted that while technology can be a powerful tool, its effective use requires continuous support and training. This suggests that the successful integration of technology should be accompanied by ongoing professional development for teachers to ensure they are able to leverage these tools effectively in the classroom.

The quantitative data collected from student writing samples revealed measurable improvements in key areas such as idea development, text organization, and overall coherence. This supports the idea that a structured, genre-based approach to writing assessment can lead to tangible improvements in students' writing skills. Additionally, the qualitative feedback from both teachers and students emphasized the clarity and effectiveness of the rubric-based evaluation. Teachers appreciated the model's alignment with genre-based instruction, noting that it encouraged more focused and reflective writing. Students, on the other hand, valued the opportunity to engage in self-assessment and peer evaluation, which they felt improved their understanding of writing conventions and deepened their critical thinking skills.

However, the study also revealed areas for improvement. Both teachers and students noted the need for additional support in the application of rubrics, particularly when it came to peer assessment. This suggests that while the model was effective overall, further clarification of rubric criteria and additional guidance for conducting peer evaluations could enhance its impact.

Furthermore, the study found that while students appreciated the scaffolded approach, some required more time to adapt to the self-assessment and peer review processes. This highlights the importance of allowing for sufficient time and support during the initial stages of implementation to ensure that students fully benefit from the model's features.

Finally, the iterative process of revising and refining the assessment tasks, rubrics, and peer review guidelines based on feedback from teachers and students contributed to the model's ongoing improvement. This aligns with the principles of design-based research, which emphasizes continuous adaptation and refinement of educational interventions in response to real-world classroom experiences (Plomp, 2013). By addressing weaknesses and reinforcing successful components, the researchers ensured that the model was both effective and adaptable for future use in similar contexts.

In conclusion, the P2P writing assessment model proved to be an effective and feasible approach for improving explanatory writing among bilingual science students. The model's structured, participatory design enhanced student engagement and fostered deeper involvement in the writing process. Continuous refinement and adaptation based on classroom feedback will be crucial to ensuring the model's long-term success and sustainability. The findings from this study offer valuable insights for educators seeking to implement genre-based writing instruction in bilingual contexts and highlight the importance of teacher training, scaffolding, and technology integration in achieving positive outcomes.

Conclusion

This study concludes that implementing a writing assessment model within genre-based pedagogy effectively enhances students' literacy, particularly writing skills. As technology evolves, integrating it into classrooms is essential to support both teaching and learning goals. The findings highlight the importance of a shared understanding between lecturers and students regarding genre-based self-assessment models, which can improve essay quality. Lecturers' in-depth linguistic knowledge is vital for interpreting self-assessment rubrics accurately and consistently, supporting both evaluation and instruction. Following Fang and Wang (2011), equipping lecturers with knowledge of language use across genres enables them to identify linguistic features for more meaningful assessment and targeted teaching. Additionally, fostering student autonomy is key to improving the communicative quality of their texts. Therefore, teaching and assessment should align with students' learning preferences and needs. In the Indonesian context, there is a need to move beyond surface-level accuracy to focus on content, organization, purpose, and interaction in writing. Ultimately, assessment should not only measure but also enhance learning, shaping student experiences and promoting academic success.

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Contribution.

Maya Oktora: Conceptualization, methodology, investigation, writing-original draft; project administration.

Sumarsih: Formal analysis, investigation, validation, writing-review & editing;

Meisuri: Formal analysis; validation, visualization.

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