

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion

This research aimed to develop a linguistically explicit writing assessment model grounded in genre-based pedagogy for Indonesian bilingual classrooms. One key insight from the study is the importance of shared understanding between lecturers and students regarding genre-informed self-assessment practices. A shared metalanguage around assessment criteria allows lecturers to guide students more effectively in improving the quality of their essay writing. When lecturers possess enhanced linguistic knowledge, they can more accurately interpret and apply the criteria in self-assessment rubrics. This understanding supports more consistent and reliable evaluations of student texts. Fang and Wang (2011) emphasize the importance of equipping lecturers with a deep understanding of how language functions across different genres and registers, enabling them to identify systematic linguistic features that support their assessments. Such shared knowledge is also critical in designing future instruction and remedial support that responds directly to students' needs within genre-specific writing tasks, such as those aligned with Indonesia's KKNI framework.

Regarding the communicative quality of student writing, the study indicates that student autonomy plays a significant role in enhancing writing outcomes. Therefore, instructional practices that align with students' learning preferences and support independent writing development are vital. In this

context, lecturers' knowledge of genre-specific features is not only essential for consistent assessment but also for delivering effective writing instruction that promotes academic success.

In the Indonesian context, assessment practices in writing still tend to prioritize surface-level accuracy, spelling, punctuation, capitalization, subject-verb agreement, and verb tense, over more meaningful, purpose-driven dimensions such as content, organization, interaction, and communicative intent. This study argues for a shift toward assessing these meaning-oriented aspects, which more accurately reflect the demands of academic writing. Writing is a multifaceted process that requires learners not only to generate and organize ideas but also to express them clearly using appropriate grammar and discourse structures. In higher education, assessment plays a crucial role in shaping students' learning experiences and behaviors, often more so than instruction itself (Bloxam & Boyd, 2007; Orsmond, Merry, & Reiling, 2000). Therefore, selecting an appropriate and effective assessment model is central to supporting both teaching and learning outcomes.

This study also investigated the recontextualization of genre-based pedagogy within a technology-integrated classroom.. Data collected through in-depth interviews revealed that lecturers successfully implemented genre-based stages with the support of technology. These findings reinforce the pedagogical value of combining genre-based instruction with technology to enhance students' literacy and writing proficiency.

Additionally, the study found that employing linguistically informed assessment criteria, shared and understood by both lecturers and students—is vital to improving assessment quality. As previously noted, when lecturers possess a deeper understanding of language within genre contexts, they can assess student writing more reliably and guide instruction more effectively. This aligns with earlier studies on academic writing, particularly those exploring the explanatory genre (e.g., Hood, 2004, 2010; Lee, 2006, 2007; Nakamura, 2009), which emphasize the importance of genre-specific communicative functions in writing quality.

5.2 Suggestions

The present study has made valuable contributions in three main areas: theory, assessment practice, and professional learning. Theoretically, this study draws on Systemic Functional Linguistics (SFL) (e.g., Halliday 1985a, 1994; Martin 1997; Martin, Christie, and Rothery 1987; Rose and Martin 2012). It extends the application of a theory originally developed within English-dominant ESL contexts to an Indonesian-dominant EFL educational environment. By exploring the concepts of genre and register and their influence on language choices, the study identified key features of successful essays, which then informed the design and implementation of a new marking rubric for assessing student writing. In terms of assessment policy and practice, the study emphasizes the importance of using criteria grounded in both successful writing samples and linguistic principles. Institutionally, it supports the adoption of assessment

policies based on clear, meaningful standards. Practically, it contributes by clarifying what constitutes quality in student essays, making these qualities more visible and actionable for both assessors and learners. Regarding professional learning, this study engaged lecturers directly in a collaborative, research-based process to improve their assessment practices. Instead of imposing externally developed ideas, lecturers participated in developing and refining the marking rubric, fostering a sense of ownership and deeper understanding of assessment criteria. The findings indicate that introducing a linguistically informed writing assessment model through a structured intervention enhanced the reliability of assessments among lecturers in the bilingual science program. However, further research is necessary to generalize these results. Future studies should consider larger participant groups, apply the assessment model to a broader range of writing genres, and involve longer-term interventions to validate the effectiveness of genre-based criteria within the Indonesian academic context. An underexplored area identified by this study is the relationship between lecturers' assessment practices and their perceptions. To better understand this dynamic, more research employing diverse methodologies is needed. Expanding research to include EFL lecturers' perceptions and marking practices across wider educational levels such as regional high schools, universities, or even state-wide programs, would be particularly beneficial. Longitudinal studies investigating lecturers' marking practices and their perceived reliability could reveal further insights into this complex relationship. Such research would shed light on lecturers' abilities to

identify text quality through functional language analysis and whether these abilities are reflected in their marking of student essays.

5.3 Implication

Previous research conducted in Asian educational contexts, including Indonesia (Emilia, 2005; Sutojo, 1994), Thailand (Kongpetch, 2003; Payaprom, 2012), and Vietnam (Dang, 2002), has highlighted the effectiveness of genre-based approaches informed by Systemic Functional Linguistics (SFL) in improving students' academic writing across genres such as exposition, discussion, and report writing. Teaching students to write within a specific genre necessitates a systematic approach to assessment, one that aligns with the genre's communicative purpose and linguistic features as defined by SFL genre theory. Ensuring this alignment between instruction and assessment is crucial for enhancing student learning outcomes.

Accordingly, educational policies, particularly around curriculum development, should be revised to reinforce this alignment. For instance, pre-service lecturer education programs should incorporate training on systemic language features, equipping future lecturers with the tools to both teach and assess writing effectively. In-service lecturers would similarly benefit from professional development opportunities, such as targeted workshops that emphasize how to assess student writing using genre-specific, text-based criteria.

The implementation of writing assessment models within genre-based pedagogy has shown significant positive effects on students' literacy skills, particularly their writing proficiency. This success underscores the importance of

integrating technology in classrooms to support both lecturers and learners in achieving their educational goals. This integration is especially critical in bilingual classrooms, where students must navigate the complexities of both language and genre. Developing and using genre-based self-assessment models, shared by lecturers and students, is crucial for improving the quality of student essays. Lecturers' deeper linguistic knowledge fosters a better understanding of the criteria in self-assessment rubrics, which in turn leads to more reliable and consistent evaluations. Educators need to cultivate a strong grasp of how language functions across genres and registers to identify systematic linguistic evidence that supports their assessments. This shared understanding also guides the planning of targeted instruction and remediation tailored to students' specific genre-related needs, aligning with the Indonesian National Qualifications Framework (KKNI) requirements.

Further, the communicative quality of students' texts is closely connected to their ability to engage in autonomous learning. Teaching and learning approaches that emphasize these learner preferences effectively prepare students for varied writing tasks. Educators' expertise is not only vital for ensuring assessment consistency but also plays a key role in delivering instruction that genuinely improves writing skills. The rise of technology in education is introducing new forms of formative assessment, often blending formative and summative purposes (Cope et al., 2011). This trend calls for rethinking traditional teaching methods to better equip students for 21st-century skills such as communication, collaboration, critical thinking, and creativity. As educational

landscapes evolve, lecturers are increasingly incorporating technology into their pedagogical practices (Mali & Salsbury, 2021). However, these developments also present challenges for university lecturers in assessing writing effectively. Thus, innovative and meaningful assessment approaches in English as a Foreign Language (EFL) writing are essential to foster authentic improvement in students' writing abilities (Nurhayati, 2020).

Moreover, in the Indonesian educational context, there is a pressing need to transition from a focus on accuracy-related issues to a more holistic consideration of the systematic and meaning-oriented elements of student essays, encompassing purpose, content, interaction, and organization. This transition involves equipping students with real-world writing skills that extend beyond the classroom, enabling them to effectively communicate and interact in various contexts (Saputra & Marfuah, 2022). The implementation of digital tools and platforms can greatly enhance students' writing skills, particularly in the context of narrative texts (Clarita et al., 2023). The integration of genre-based pedagogy with technology acknowledges the evolving landscape of bilingual classrooms, aligning with current technological advancements that incorporate technology into the learning process. It has been shown that integrating technological assistance, such as digital storytelling, online writing, and platforms, can aid students in constructing their writing within a particular genre. In light of these advancements, educators and academics must delve deeper into the implementation of genre-based pedagogy in technology-integrated classrooms, aligning the approach with the fundamental principles of genre-based pedagogy.