

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Expecting Indonesian university students to effortlessly participate in global academic events and use English with the same contextual fluency as native speakers is often unrealistic. This expectation is shaped by a complex interplay of regulatory frameworks, pedagogical theories, and the practical realities of language acquisition in a non-native environment. The Indonesian Ministry of Higher Education Decree No. 26/2007 and Government Regulation No. 17/2010, while encouraging universities to establish international partnerships and enhance global competitiveness, implicitly acknowledge the existing gap in English proficiency by mandating the creation of International Offices to support these initiatives (Sahiruddin et al., 2020). Rather than imposing unrealistic expectations of fluency on all students, these regulations promote institutional support systems to bridge the gap (Andika & Mitsalina, 2020). The disparity between policy aspirations and students' actual capabilities is also reflected in the 2018 Education First English Proficiency Index, which ranked Indonesia 51<sup>st</sup> out of 88 countries (Ratnasari, 2019). This data highlights the systemic challenges in achieving widespread English fluency, despite policy efforts promoting internationalization and English language learning (Rachmawaty et al., 2020).

Based on the preliminary research, the main problem underlying this research is the lack of a comprehensive and integrated writing assessment model in the context of implementing a genre-based pedagogical approach in Indonesian

bilingual classrooms. Some specific issues identified include: the inconsistency between the writing assessment with the OBE learning objectives, where the assessments often do not explicitly measure students' ability to produce texts according to the characteristics of the genre of the writing task being studied. The second was the students' lack of focus on the writing process: assessments tend to focus on the final written product, ignoring the writing process. The third issue was the limited feedback given to students. The feedback is often general and does not provide clear guidance on how to improve the quality of their writing. The last issue was the absence of valid and reliable assessment instruments to measure what they are supposed to measure that is also consistent in providing results.

Moreover, the use of language as a medium of instruction in Indonesian classroom is an additional complex issue than the policies on language education seem to suggest. Other than Bahasa Indonesia, different languages are used in everyday life, involving mixing and switching as people communicate and move from one language to another (Errington, 1998, Goebel, 2010). In their everyday lives, Indonesians naturally are bilingual or multilingual, switching from one language to another, this switching and mixing are carried on in classrooms. Particularly with university students, most of them use at least one other language. Thus, the teaching of any subject areas involves the use of more than one language, though commonly, the main medium is Bahasa Indonesia. This research aims to engage with contemporary theories of bilingual education in university students as well as the latest development of genre pedagogy. Studies in bilingual

education have been long concerned with the issue of multilingualism to promote balanced bilingual performance (Garcia, 2014) and functional bilingualism (Hamers & Blanc, 2000). Those studies aim to achieve competence in L2 while maintaining L1 competence. the challenge of implementing a particular model of bilingual education is often to deal with the language ecology (Haugen, 1972), that is, the geographical, socio-economic and cultural conditions of the language in a bilingual context are often differently valued. (Creese & Martin, 2003), so that there is a complexity of different multilingual contexts from one place to another.

As already being a part of the national curriculum, the genre pedagogy has been deployed to change the course of English literacy teaching in Indonesia. The type of language teaching in Indonesia is no longer providing communicative competence only, but also to develop interest in reading and writing to actively participate in the globalized world. (Alwasilah, 2013). This literacy can progress the nation into an advanced and developed country. And genre pedagogy has now rapidly become part of the curriculum for other languages, emphasizing the importance of literacy teaching in all different language. Its role in Indonesian education cannot be underestimated. It is a national significance though which social change of literacy teaching in Indonesia has been brought about. It functions as a foundational framework that profoundly shapes the understanding and production of everyday texts, particularly for university students navigating the complexities of academic and professional communication. Genre awareness, the conscious understanding of the conventions, purposes, and audience

expectations associated with different types of texts, is an indispensable skill for students aiming to excel in their studies and future careers. Genres are culturally formulated activities that represent everyday language used to achieve societal goals; these activities are typically organized in stages, known as schematic structures, to accomplish those goals. As recurrent configurations of meaning, genres enable us, as a culture, to anticipate how situations will unfold and to engage with them effectively. They are readily recognizable to members of a particular culture. It is crucial for university students to understand how genres function as communicative tools that facilitate effective participation in various social and academic contexts (Rashid, 2024).

The pervasive influence of genre in everyday texts is evident in the diverse range of communication tasks that university students encounter, impacting everything from academic essays and research papers to emails, presentations, and social media posts. Understanding genre conventions allows students to tailor their communication to specific contexts, ensuring that their message is not only understood but also well-received (Yaylı, 2011). Furthermore, the recognition of genre is often implicit but profoundly influential in shaping reader expectations and interpretations. In academic writing, for instance, students must master various genres such as literature reviews, research reports, and argumentative essays, each with its distinct structure, style, and purpose (Bangeni, 2013). These various genres represent various approaches to organizing and presenting knowledge, requiring students to adapt their writing strategies accordingly. By understanding the specific features of each genre, students can

effectively convey their ideas, engage with scholarly discourse, and demonstrate their understanding of the subject matter.

The understanding of genre conventions is not innate but rather acquired through exposure, experience, and explicit instruction (Dirgeyasa, 2016; Yulianti, 2018). Genre-based pedagogy, an instructional approach that emphasizes the explicit teaching of genre features, has proven effective in developing students' writing skills and communicative competence. The ability to analyze and adapt to different genres is crucial for success in academic and professional settings, allowing students to communicate effectively with diverse audiences and achieve their desired outcomes (Field, 1999). Mastering genre conventions enables students to produce texts that meet the expectations of their intended audience, enhancing their credibility and persuasiveness (He & Wang, 2020). Genre awareness also extends beyond the formal academic setting, influencing how students interact with everyday texts such as news articles, social media posts, and online forums. By recognizing the genre of a particular text, students can critically evaluate its content, identify potential biases, and understand the author's purpose, fostering media literacy and informed citizenship.

Lecturers need to focus on equipping their students with the linguistic knowledge to improve the assessment quality. Genres are not static entities; they evolve and adapt over time in response to changes in technology, culture, and social practices (Tardy, 2019). The capacity to transfer rhetorical knowledge obtained in one context to new writing circumstances is key to successful writing development (Field, 1999). University students must develop a critical awareness

of genre conventions, recognizing that they are not fixed rules but rather flexible guidelines that can be adapted and challenged as needed. Students can learn to recognize the elements and produce texts in various genres appropriately. In conclusion, genre plays a vital role in shaping everyday texts and influencing communication practices across various contexts

Genre-based pedagogy, while considered effective in improving writing skills, also reveals the gap between theoretical knowledge and practical application, particularly in the context of research-based assignments and project reports faced by university students. This approach highlights the difficulties in transferring classroom knowledge to real-world academic scenarios, further illustrating the challenges in attaining native-like fluency. The idea that curriculum objectives should help students achieve their learning goals is not always reflected in the reality of the Indonesian context, where top-down approaches, the absence of needs analysis studies, and a lack of curriculum evaluation contribute to the underdeveloped English communication competencies of graduates. Task-Based Language Teaching promotes natural learning, generates students' intrinsic motivation, and develops language skill development that can lead the students to accelerate their communicative competence (Maulana, 2021). But because of the accentuation of linguistic structural properties as well as the lack of exposure to and usage of the target language in the classroom, graduates' English communicative skills are still low.

Further, sociocultural theory posits that language acquisition is deeply intertwined with social context and cultural background (Zhao et al., 2023). This

theoretical framework suggests that Indonesian students, whose primary socialization occurs within a Bahasa Indonesia-speaking environment, face inherent challenges in acquiring the nuances and contextual understanding. The challenge is compounded by the fact that English education in Indonesia has historically focused on structural aspects of the language, rather than communicative competence (Maulana, 2021). The absence of extensive and immersive English language environments further exacerbates the difficulty in achieving native-like fluency. The limited exposure to authentic English communication, combined with a focus on rote learning and grammar rules, hinders the development of the pragmatic and sociolinguistic skills necessary for effective communication in global academic settings (Masduqi & Prihananto, 2021). The shift in the curriculum of 2013 based on third-wave English has resulted in less attention given to the English language, with decreased time allocation for learning it at all levels of schools (Salim & Hanif, 2021).

The notion of communicative competence, as defined by Dell Hymes, extends beyond grammatical accuracy to encompass the ability to use language appropriately in different social contexts. This broader definition highlights the difficulties faced by Indonesian students who may possess adequate grammatical knowledge but lack the pragmatic awareness and cultural understanding to navigate complex academic discussions and presentations in English. The complexities inherent in achieving native-like fluency in a foreign language, particularly when the learning environment is not fully immersive or contextually rich. The acquisition of pragmatic competence is essential for language learners,

yet Indonesian language programs often focus on formal grammar and vocabularies, neglecting informal conversational Indonesian, which is essential for developing this competence (Suwarno, 2018).

Furthermore, the diverse linguistic landscape of Indonesia, with its numerous regional languages and dialects (Nelu et al., 2021; Roza, 2022), further complicates the acquisition of standardized English. The cultural differences in rhetorical styles, such as the preference for inductive reasoning in Indonesian communication, can lead to misunderstandings and misinterpretations in international academic settings where deductive reasoning is often favored. The challenge is not merely linguistic but also cultural, requiring students to navigate different communication styles and expectations. Expecting all Indonesian university students to attain native-like fluency in English and perform at the same level as native speakers in global academic events is thus not only unrealistic but also disregards the complex interplay of linguistic, cultural, and pedagogical factors that shape language acquisition. A more nuanced and context-aware approach to language education is needed, one that recognizes the unique challenges faced by Indonesian students and provides them with the necessary support and resources to develop effective communication skills in English, without imposing unrealistic expectations of native-like fluency (Rahardi, 2021).

Genre-based pedagogy has become a cornerstone of English language education in Indonesia, deeply embedded within the national curriculum since its initial introduction in 2004 and continuing to be a salient feature in the 2013 Curriculum (Nurlaelawati et al., 2020; Wardani et al., 2021). This pedagogical

approach aims to foster students integrated English language skills through active engagement with a diverse array of text types, encompassing descriptive, narrative, recount, procedure, factual report, and analytical exposition texts (Nurlaelawati et al., 2020). Within the Indonesian educational landscape, genre-based pedagogy, often referred to as the genre-based approach, holds a prominent position in shaping English language instruction (Nurlaelawati et al., 2020). Curriculum 2013 emphasizes the cultivation of students' ability to seek pertinent information, conduct observations or experiments, and discern relationships that align with the pedagogical approach being employed (Angraini & Rozimela, 2020). This approach aligns with the broader educational objective of equipping students with the skills to actively participate in the globalized era, particularly through enhanced reading and writing proficiency (Wardani et al., 2021). The essence of genre-based pedagogy lies in enabling students to comprehend language structures, linguistic features, and the overall composition of various text types, with the goal of facilitating successful writing endeavors (Zebua & Rozimela, 2020). The lecturer plays a crucial role in elucidating the pivotal concept of text genre, emphasizing the social goals inherent in each genre and the structural similarities that bind them (Angraini & Rozimela, 2020). By explicitly teaching the organization and linguistic characteristics of different genres, educators empower students to master written language skills effectively (Wardani et al., 2021). Curriculum objectives should therefore explicitly address the multifaceted challenges Indonesian university students encounter when engaging with academic writing in English, moving

beyond a singular focus on linguistic competence to encompass genre awareness, rhetorical strategies, and contextual understanding (Helaluddin et al., 2020). The current landscape reveals a tension between the global aspirations of Indonesian higher education and the practical linguistic capabilities of its students, necessitating a nuanced approach to writing instruction and assessment (Nurlaelawati et al., 2020). Genre-based pedagogy, with its emphasis on understanding the conventions and expectations of different academic genres, offers a promising avenue for bridging this gap, but its effectiveness hinges on careful implementation and adaptation to the specific needs of Indonesian students (Dirgeyasa, 2016). Moreover, in Universitas Negeri Medan, the tasks in the KKNI framework necessitate conducting assignments structured as mini-research proposals and project reports, which aligns with outcome-based education learning objectives. However, students often struggle to transfer theoretical knowledge of genre conventions to practical writing situations, highlighting the need for a more integrated and scaffolded approach to instruction. This struggle is further compounded by the diverse linguistic backgrounds and learning experiences of Indonesian students, necessitating differentiated instruction and assessment strategies that cater to individual needs and learning styles.

Therefore, it is crucial to understand the specific challenges Indonesian university students face in academic writing, which extend beyond linguistic proficiency to include cultural and rhetorical differences, unfamiliarity with academic conventions, and difficulties in critical thinking (Muflihun & Tohamba,

2021). The integration of 21<sup>st</sup>-century skills, such as critical thinking, collaboration, and communication, into writing instruction and assessment is also essential. The need for improvement is underscored by the importance of writing proficiency for Indonesian students, especially in higher education contexts where they are expected to produce essays, papers, and scientific writing (Hakim & Sari, 2022). Effective writing skills are crucial for academic success and professional development (Elfiyanto & Fukazawa, 2020). The discrepancy between policy goals and student performance highlights the need for targeted interventions and pedagogical approaches that address the specific challenges faced by Indonesian students in acquiring academic writing skills (Helaluddin et al., 2020).

The development of a writing assessment model grounded in genre-based pedagogy and tailored to the Indonesian context holds the potential to enhance students' ability to effectively communicate their ideas and engage in scholarly discourse. This model was developed based on metacognitive theory in which metacognitive skills are crucial in developing autonomous learning skill. The metacognitive skill covers self-regulation, self-monitoring and self-assessment. Metacognition principally means cognition about cognition, thoughts about thoughts, knowledge about knowledge or reflections about actions (Eleonora and Louca, 2008). Constructing a writing evaluation model using genre-based teaching, ascertaining the model's validity and reliability, and assessing its practicality are all necessary. The key is in adapting English teaching strategies to meet the individual needs of the students. Classroom teaching is still the main form of educational work and the secret to raising teaching standards, even with

new advancements in teaching inside and outside of the classroom (Zhao et al., 2023). The use of technology is becoming increasingly important in EFL classrooms as a tool for both instructors and students to accomplish learning objectives. By modifying conventional English teaching techniques, the use of technology in the classroom has been shown to raise student interest, engagement, and performance (Zhao et al., 2023). To that end, research questions should address the design principles of such a model, its impact on student learning outcomes, and its feasibility for implementation in diverse Indonesian university settings (Fatimah, 2019; Safitri & Hamamah, 2021). The research can be based on the issues in instructional materials, learning activities, skill development, and available resources (Fatimah, 2019). The aim is to create a framework that not only evaluates writing proficiency but also fosters students' understanding of genre conventions, rhetorical strategies, and critical thinking skills, ultimately empowering them to become confident and effective communicators in the global academic community. By addressing these crucial areas, universities in Indonesia can more effectively prepare the university students to succeed in the globalized academic arena and make significant contributions to their respective fields.

## **1.2 The Identification of the Problems**

Based on the background of the study, this research focuses on three main areas of investigation. First, while numerous theoretical studies have explored strategies for enhancing college students' writing skills, there remains a lack of empirical research demonstrating how to translate these theories into practical

assessment tools tailored to academic research and publication needs. Second, the proposed development of a research-based, extended genre-based writing assessment model introduces a significant innovation. This model aims not only to improve students' writing proficiency but also to support their academic performance throughout the publication process. Third, there is currently no valid, effective, and practical assessment model that fully supports college students' participation in academic research and publication.

Therefore, it is crucial to consider various factors in developing such a model. These include the students' academic growth and development during the publication process, the instructional support they receive to strengthen their writing skills, the challenges and barriers they encounter in publishing their work, and the visibility and impact of their published output. In response to these needs, the assessment model should provide a comprehensive evaluation of students' writing abilities, including their capacity to clearly communicate research findings, adhere to academic conventions, and contribute meaningful work to their field. Moreover, the model should assess students' ability to structure coherent arguments, integrate supporting evidence, and organize their ideas effectively. Ultimately, the goal is to foster students' development as competent academic writers and researchers capable of navigating the demands of scholarly publication.

### **1.3 The Limitation of the Problems**

In light of the previously identified problems, the scope of this study is limited to several key objectives. The research focuses on constructing a writing assessment model within the framework of Genre-Based Pedagogy for use in Indonesian university bilingual classes. It also aims to validate the effectiveness and appropriateness of the model in this specific context. Furthermore, the study examines the reliability of the writing assessment model when applied in bilingual class settings. Lastly, it evaluates the practicality of the model in supporting the successful implementation of Genre-Based Pedagogy in Indonesian universities.

### **1.4 The Problems of the Study**

Designing a writing assessment model for bilingual university students to enhance scientific writing and publication competence raises several research questions regarding the development process. This research endeavours to address critical gaps in the assessment of writing skills within the context of Genre-Based Pedagogy in Indonesian university bilingual classes. The problems of the study are structured as follows;

1. How is a writing assessment model in the implementation of Genre Based Pedagogy in Indonesian University Bilingual Class constructed?
2. What is the validity level of the writing assessment model in the implementation of Genre Based Pedagogy in Indonesian University bilingual students?
3. What is the reliability level of the assessment model in the implementation of Genre Based Pedagogy in Indonesian University bilingual students?

4. What is the practicality level of the writing assessment model in the implementation of Genre Based Pedagogy in Indonesian University bilingual students?

### **1.5 The Objectives of the Study**

The purpose of this research is to achieve what is demanded in higher education by the Indonesian government by adopting a genre-based writing assessment model to enhance bilingual students' academic writing and publication competence by addressing the specific challenges they face in the 21<sup>st</sup> century, teaching critical thinking and analysis skills, integrating research skills into the writing process, providing feedback and revision opportunities, teaching citation and referencing techniques, preparing students for the peer review process, and implementing assessment models that evaluate. The details are as follows:

1. To construct a model of writing assessment in the implementation of genre-based pedagogy in the Indonesian Bilingual Class.
2. To measure the validity of the writing assessment model in the implementation of genre-based pedagogy in the Indonesian Bilingual Class
3. To measure the reliability of the writing assessment model in the implementation of genre-based pedagogy in the Indonesian Bilingual Class

4. To measure the practicality of the writing assessment model in the implementation of genre-based pedagogy in the Indonesian Bilingual Class

The writing assessment model draws on a range of resources, including academic writing guides, sample papers, peer-reviewed articles, and online databases, to achieve its objectives. It emphasizes the importance of research ethics and proper citation practices, equipping students with the necessary skills to navigate the complexities of academic publishing. Informed by insights from these sources, the model is designed to evaluate college students' participation in publication through several key criteria. These include their ability to communicate research findings effectively, demonstrate critical thinking and analytical skills, apply appropriate citation and referencing techniques, uphold academic integrity, and incorporate feedback and revisions throughout the writing process. Additionally, the model supports and encourages collaboration with faculty members or experienced researchers, recognizing the significant influence such mentorship can have on students' academic writing and publishing development.

The assessment model aims to provide students with essential tools and strategies for excelling in college-level writing. It treats their academic tasks and assignments as valuable resources for publication, regardless of their major. By introducing students to genre-based writing, the model fosters a deeper understanding of how writing functions in academic contexts, enabling them to

produce more cohesive and well-developed essays. This approach also enhances students' critical thinking skills and their ability to analyse and evaluate information through the lens of language functions.

Furthermore, the model provides structured guidance for conducting research, organizing findings, and presenting scholarly work. It incorporates instruction on manuscript preparation, citation styles, and the peer review process. Through engagement with this genre-based writing assessment, students develop their critical thinking, analytical abilities, and written communication skills. The model also offers opportunities for students to collaborate with faculty or experienced researchers in their respective fields, providing mentorship and support throughout the writing and publication process. Specifically designed for bilingual science classes, the assessment model integrates various components to evaluate students' progress and growth in academic writing and publication. These components assess the quality and depth of research, organization and structure of writing, adherence to academic conventions and citation standards, critical engagement with literature, and students' ability to navigate the publication process and prepare for conference presentations.

Both formative and summative assessments are emphasized, with continuous feedback provided to support students' development throughout the writing process. To ensure validity and reliability, the model incorporates multiple sources, including rubrics and scoring criteria specifically designed for academic writing and publication, benchmark samples of student work, and expert input

from faculty and experienced researchers. Taken together, the model offers a comprehensive evaluation of students' academic writing and publication skills, accounting for both the writing process and the final product.

### **1.6 The Significance of the Study**

This analysis seeks to contribute theoretically, empirically, and practically to the genre-based writing assessment model design to enhance students' publication skills. Theoretically, the findings will be beneficial for expanding knowledge, new theories, and information regarding the publication rate in Indonesia. In practice, the genre-based writing assessment model will provide students with a structured and comprehensive approach to developing their academic writing skills, specifically in the context of publication.

The assessment model will also guide faculty and experienced researchers in effectively collaborating with students and supporting them in their writing process. Moreover, the assessment model will allow for the identification of students' strengths and areas for improvement in their writing and publishing abilities. Based on the sources provided, the assessment model for evaluating college students' participation in the publication should take into account their ability to effectively communicate research findings, demonstrate critical thinking and analytical skills, apply appropriate citation and referencing techniques, adhere to academic integrity standards, incorporate feedback and revision into their writing process, collaborate with faculty or experienced researchers, and demonstrate proficiency in academic writing.

The assessment model will include rubrics or scoring criteria that align with these critical criteria, allowing for objective evaluation of student's performance in each area. The assessment model should also consider the student's ability to follow guidelines and conventions for publishing in their field, such as formatting requirements and adherence to ethical standards. Considering these factors, the assessment model can comprehensively evaluate students' participation in publication, ensuring they have the necessary skills and knowledge to succeed in academic writing and contribute effectively to the field.

In conclusion, the assessment model for evaluating college students' participation in publication should encompass criteria such as effective communication of research findings, critical thinking and analytical skills, appropriate citation and referencing techniques, academic integrity, feedback incorporation, collaboration with faculty or experienced researchers, proficiency in academic writing, adherence to publishing guidelines and ethical standards.

### **1.7 The Scope of the Study**

This study focused on developing a writing assessment model for bilingual science students in the implementation of genre-based pedagogy and measured its validity, reliability and practicality. It considered multiple criteria, including the quality of research and originality, clarity and coherence of writing, understanding and application of academic writing conventions, critical analysis and synthesis of existing literature, and contribution to knowledge. This study also aimed to identify any challenges or barriers students face in participating in publications

and how these can be addressed through instructional support. Additionally, the study assessed the effectiveness of the genre-based writing assessment model in improving students' skills and confidence in participating in publication. Furthermore, the study considered the perception of both students and faculty regarding the assessment model and its impact on students' learning and future academic pursuits.

### **1.8 The Limitations of the Study**

This is a research and development study, as was appropriate for the design of a writing assessment model, where each step in the design and the implementation is desirable to consider how successful the model is. There were, however, some limitations of the study and its implementation that need to be borne in mind for any future studies. One unfortunate limitation of the study concerned the relatively short period of time in which it was conducted. The whole study was undertaken in only two months involved two periods a week. (16 lesson in all over the two months), because that reflected the amount of time devoted to the science subject and this was all the faculty would permit. Ideally, such a study should be conducted over three to six months, during which one might teach more than one genre and explore the fields about academic writing and publications.