



ASSESSMENT FOR LEARNING MODEL OF GENRE BASED WRITING SKILLS GRADE VII

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ABSTRACT

This study aims to develop an Assessment for Learning (AfL) model in genre-based writing learning for seventh grade junior high school students. The background of the research is the weak practice of formative assessment, lack of constructive feedback, and limited teacher understanding of genre-based approaches. The method used is Research and Development (R&D) with the ADDIE model. Data were obtained through literature study, survey, observation, and expert validation. The research results produced a model that: (1) integrates assessment into the writing process to provide continuous feedback, and (2) improves students' understanding of the structure and social functions of various genres. The model supports reflective, collaborative, and contextualized writing learning.

Keywords: Assessment for Learning, writing skills, genre-based, grade VII.

INTRODUCTION

The 21st century demands fundamental changes in the learning process. Learning is no longer focused solely on cognitive, affective, and psychomotor aspects, but also on the development of life and career skills, learning and innovation skills, and mastery of information technology (P21 Framework, 2007). The Partnership for 21st Century Skills emphasizes the importance of critical thinking, problem-solving, communication, and collaboration as key competencies that students must possess. Therefore, learning in schools needs to be designed with an approach that fosters active engagement, contextual learning, and a focus on developing 21st-century competencies.

In Indonesian language learning, the genre-based approach has become the main strategy applied in the 2013 Curriculum. According to Martin and Rose (2008), this approach teaches language through authentic genres, enabling students to understand the structure and social purpose of a text. Genres reflect cultural values and social communication, so learning is not only about language form but also its communicative function. Students are expected to be able to produce texts with systematic structures, in accordance with established rules and social contexts.

However, field observations show that writing skills remain a serious challenge for junior high school students. Based on surveys and interviews at Karakter Junior High School, it was found that most students had difficulty organizing ideas, using appropriate vocabulary, and writing with proper structure and spelling. They also admit that they rarely receive constructive feedback from teachers. This is reinforced by the findings of Yulistio and Fhitri (2019) that writing instruction is still dominated by theory and lacks intensive practice, due to time constraints and curriculum overload.

Furthermore, survey results from teachers indicate that most have not systematically applied the genre approach. Important stages such as building context, text modeling, and collaborative writing are often overlooked. Assessment also focuses more on the final outcome (summative) rather than the learning process. Teachers still use standard rubrics from textbooks without adapting them to the characteristics of the texts written by students. Such assessment overlooks the potential of learning as a continuous process.

In this context, Assessment for Learning (AfL) is a relevant and solution-oriented approach. AfL is a form of formative assessment that emphasizes providing feedback during the learning process (Black & Wiliam, 2009). Its purpose is not merely to evaluate learning outcomes but to guide students in understanding performance gaps and improving them. AfL encourages active student involvement in the assessment process, both through self-reflection and peer assessment. The principles of AfL include clear learning objectives, the use of formative rubrics, and the provision of specific and actionable feedback (Sadler, 1989; Andrade & Cizek, 2010).

In writing instruction, AfL has great potential for application because the writing process is gradual—beginning with planning, drafting, revising, and finally publishing. With AfL, each stage can become a meaningful learning moment. Teachers do not merely assess the final product but guide students' thinking processes and writing strategies. Research shows that the use of formative rubrics in writing can improve text quality and students' emotional engagement (Andrade & Cizek, 2010).

Unfortunately, the practice of AfL in writing instruction at the junior high school level is still not optimal. Observations indicate that teachers do not yet have a systematic, practical assessment model that aligns with the characteristics of genre-based texts. Time constraints, lack of understanding, and limited skills in developing assessment tools are the main challenges. Yet, assessment and learning must proceed hand in hand within a unified cycle that reinforces each other.

Based on these issues, this study aims to develop an Assessment for Learning model for genre-based writing instruction for junior high school students. This model is designed to integrate the assessment process into the writing stages, provide in-depth formative feedback, and enhance students' understanding of the structure and social functions of texts. With this approach, it is hoped that writing instruction will become more meaningful, focused, and capable of continuously improving students' writing skills.

METHOD

This study aims to develop an Assessment for Learning (AfL) model for genre-based writing skills in seventh-grade junior high school students. The approach used is a mixed method with a research and development (R&D) design based on the ADDIE model. The study involves three Indonesian language teachers in the Greater Jakarta area and will take place from September 2024 to December 2025. The initial phase includes needs analysis through literature review, interviews, and questionnaires, followed by the design and development of assessment tools and instructional materials validated by experts. Implementation was carried out through writing instruction emphasizing active and continuous formative assessment, such as teacher feedback, self-reflection, and peer assessment. Formative and summative evaluations were used to assess the model's effectiveness. The final outcome is an AfL assessment model for 7th-grade text writing that is responsive to students' needs and supports reflective and participatory learning.



RESULTS AND DISCUSSION

Preliminary studies conducted in this research indicate that writing instruction in seventh grade junior high school still faces various challenges, both from the teachers' and students' perspectives. Teachers struggle to integrate formative assessment into the overall learning process. Most assessments conducted are summative, focusing on final outcomes rather than the writing process students undergo. As a result, students do not receive continuous feedback that can help them improve their writing gradually.

Additionally, interviews and observations indicate that students still struggle to understand genre structures and apply them in relevant social contexts. They are not yet fully capable of composing texts with structures, content, and language appropriate to the genre type, such as narrative, descriptive, or expository. Teachers also stated that they did not yet have a systematic and appropriate assessment model to evaluate genre-based writing skills. Many teachers also relied on instruments from textbooks without adapting them to actual practices and student needs in the classroom.

In response to these issues, this study designed an Assessment for Learning (AfL) model integrated with a genre-based pedagogy approach. Although this model is still in the planning stage and has not yet been implemented in the classroom, its initial design has shown great potential in overcoming the obstacles identified. This model aims to: (1) integrate assessment into the writing process so that students receive continuous feedback to support the gradual improvement of their writing skills; and (2) enhance students' understanding of genre conventions and their use in relevant social contexts.

This model refers to five main stages in the genre approach, namely: Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, Independent Construction of Text, and Reflection and Feedback. Each stage is equipped with relevant and specific formative assessment strategies. For example, in the initial stage, assessment is carried out through observation and short quizzes to measure understanding of the social context and genre topics. In the Modelling of Text stage, teachers and students analyze text examples together, and assessment is conducted through guided discussions and observation sheets.

In the Joint Construction of Text stage, students write texts collaboratively with the support of teachers and peers, while applying rubric-based peer assessment. The Independent Construction of Text stage allows students to write independently and conduct self-assessment, while revisions are made based on feedback from teachers and peers. In the final stage, Reflection and Feedback, students reflect on the strengths and weaknesses of their writing through reflection journals and class discussions, while also developing improvement plans.

Assessment in this model is also designed to cover five main aspects: content (ideas and their development), text structure according to genre conventions, language (vocabulary, sentence structure, spelling), coherence and cohesion between paragraphs, and revision and reflection skills. Each aspect is evaluated using formative rubrics, teacher notes, observations, and peer and self-assessment instruments.

Theoretically, this model is rooted in Black and Wiliam's (2009) view of Assessment for Learning as assessment that supports the learning process, not merely evaluates outcomes. Meanwhile, the genre approach is based on Martin and Rose's (2008) perspective, which emphasizes the importance of social structure and communicative purpose in text learning. The integration of both results in a writing learning model that

not only focuses on the product but also facilitates students' learning process in a reflective, collaborative, and contextual manner.

More than just helping teachers provide feedback during the text modeling stage, this model is expected to optimize the comprehensive application of the genre approach. In other words, this model provides a systematic framework for teachers to effectively apply all stages of genre-based pedagogy with the support of relevant formative assessment. This addresses the long-standing issue in the field of weak integration between writing instruction, assessment, and the genre structure itself.

Going forward, research will continue in the model development and validation stages, including limited classroom trials to measure its effectiveness and feasibility. If proven effective, this model has the potential to make a real contribution to Indonesian language learning, particularly in improving the quality of genre-based writing skills that are measurable, targeted, and sustainable.

CONCLUSION

Writing instruction in seventh grade junior high school still faces various challenges, both in terms of students' understanding of the structure and function of genre-based texts and teachers' limitations in integrating continuous assessment during the writing process. Preliminary studies show that assessments conducted so far tend to be summative and do not provide adequate feedback for students. This situation impacts students' low writing skills and the suboptimal implementation of genre-based approaches in the classroom.

In response to these issues, this study designs a genre-based Assessment for Learning (AfL) model that integrates formative assessment strategies into every stage of genre-based learning, from establishing context to final reflection. This model is expected to strengthen the role of assessment as an integral part of the learning process, while also enhancing the effectiveness of the genre approach as a comprehensive and contextual writing learning strategy.

Although still in the development stage, this model is designed to help teachers provide systematic feedback, support students in the revision and reflection process, and foster active student engagement in the assessment process. Thus, this model not only improves the quality of assessment but also strengthens the integration between writing activities and the genre approach as a whole.

Further research will focus on the concrete development of the model, validation by experts, and limited classroom trials. Empirical evaluation is necessary to test the effectiveness, efficiency, and feasibility of the model so that it can be more widely used in Indonesian language learning practices at the junior high school level.

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