CHAPTER I
INTRODUCTION

1.1 Background of the Research

In today's world of work, academic writing skills are needed. A company, the business world, the world of work, industry, and institutions all need research experts who can write down the results of their research scientifically as a basis for making policies for the progress, and success of the company. On the other hand, one indicator of a country's progress is the number of researchers per capita. Each country will strive to increase the number, and quality of researchers. Each country will continue to promote an increase in the number, and quality of researchers. Academic human resources with academic writing skills will continue to be in demand in the future in a variety of fields. Head of the Center for Scientific Documentation, and Information of the Indonesian Institute of Sciences (PDII LIPI) Sri Hartinah in Kompas.com (2012) said, the number of accredited national scientific journals owned by Indonesia is still very low. This indicates that language education in Indonesia has failed. According to Alwasilah (2012) the weak creativity of writing articles, journals, and textbooks among academics reflects the failure of language education, and low levels of literacy. The cause is a lack of literacy, and a lack of space to improve academic writing skills. Marwa, M, & Dinata, M. (2020) also argues that the main cause of this weakness is reading, and writing culture which is an important aspect of undeveloped research in Indonesian society in general, and in universities in particular.

Currently, the English Proficiency Index of Indonesian countries is ranked 80th (EF EPI, 2021). This shows a decline in our literacy level after previously being ranked 74th in 2020. It is very clear that education in Indonesia has failed. Unwittingly the decline of EPI Indonesia made Indonesia retreat from the increasingly hot global competition. Of course, there needs to be efforts to improve the quality of education. Minister of Education, Nadiem Makarim has made a policy in the field of education in the form of a National Assessment. Reporting from

Youtube Chanel Pusmenjar (2020) Nadiem Makarim said that the National Assessment is not only designed as a substitute for national examinations but as a marker of a paradigm shift about education evaluation. The National Assessment consists of three parts: 1) Minimum Competency Assessment (AKM), 2) Character Survey, 3) study environment survey.

Discuss related to Minimum Competency Assessment (AKM). This AKM is intended to assess students' performance in terms of cognitive learning outcomes, such as literacy and numeracy. Nadiem Makarim also explained that literacy and numeracy skills are abilities that will have an impact on all those who are studied and taught. Literacy and numeracy assessments have three main components: content, cognitive processes, and context. Based on content, a reading literacy assessment presents the text in the form of information and fictional text. Numeracy assessments present numbers, geometry and measurements, data and uncertainties, and algebra. Based on cognitive processes, literacy assessment. Students are tested for competence in reading literacy to find information, interpret and integrate text content, evaluate and reflect the content of the text with other contexts outside the text. Meanwhile, numeracy assessment involves the process of understanding concepts, the ability to apply concepts to routine problems, and reasoning for routine problem-solving.

The concept of AKM itself is quite good, it's just why is this AKM program not given to all students and or students in Indonesia? Why the government makes policies related to AKM participants who actually make this AKM policy will not run in accordance with its goals and expectations. Reporting from YouTube Chanel Pusmenjar (2020), AKM participants are; 1) All units of education, 2) Not all students, and 3) Sample selection is done randomly. This makes a concern for the program or policy that has been carried out by the government itself. The government is aware that literacy and numeracy skills are abilities that can have an impact on everything that is learned and taught. However, inequality or inequality to AKM participants makes this program or policy useless. Indonesia's English Proficiency Index has fallen drastically, and one of the reasons is the low literacy culture in Indonesia. So what if this literacy program or policy is only given to a

handful of students? The new government policy has an impact on the scientific writing course in Language Education. According to recent research, curriculum renewal and syllabus development projects are important components of a quality assurance system that emphasizes transparency and responsibility in curriculum design and implementation (Bumela, L., 2020).

The current discourse on learning languages for generations focuses on four skills, namely listening, speaking, reading, and writing. Of the four language skills, writing skills are the most difficult to learn and teach. This is because the language education curriculum in Indonesia is not supportive. According to Alwasilah (2012) the curriculum of foreign language learning at a basic level tends to be text-centric, not reader-centric, and writer centric and focuses more on correctness. Education today must be modern. In the sense of education, and human freedom it must be continuous. Based on the principle of modern education by Kent (1992) as cited in Gert Biesta (2010) that education is not just about planting, and training but requires orientation towards freedom, independence, and autonomy. Related to language learning in academic writing skills, students as academics must be able to think freely, and critically with the courage to enter arguments in it. To make an argument, of course, the author must have a lot of knowledge first. This knowledge can be obtained by means of literacy, literary teaching, the implementation of holistic education and bilingual education. According to Garcia, O. (2009) bilingual education is a way of providing meaningful and equitable education, as well as an education that builds tolerance towards other linguistic and cultural groups. Programs that educate in two or more languages, give a broad education, create multiple understandings of languages and cultures, and promote an appreciation for human variety in this way are known as bilingual education programs. The only way to educate children in the 21st century is through bilingual education (Garcia, O., 2009).

Indonesia is heading for the golden age of 2045. Various challenges are still faced by Indonesian people. Very good human resources for academic writing need to be prepared. Therefore, the curriculum that supports language teaching by including literature, as well as the culture of literacy, holistic education, and

bilingual education is expected to be applied in education in Indonesia. In addition, the government's attention also greatly influences the sustainability of improving quality, and quantity of scientific writing or academic writing published both in national and international windows, and both academic writing in English and Indonesian.

Discussing the use of language, Indonesian itself is being sought to become an international language. However, the formulation of language internationalization seems to require extraordinary review and strategy. This is for the effect of the implementation of all programs that have been designed and implemented. The number of programs offered is not directly proportional to the results of the program. Even more astonishing when foreign speakers of Indonesian actually follow the Malay National Speech program organized by the Malaysian country (Faizin, F., 2021). The Ministry of Education and Language Development agency already has a direction towards the projected internationalization of Indonesian. Even in the link the Language Agency has spread to various countries that carry out the Indonesian process for Foreign Speakers (BIPA).

Not only that, but the Language Agency has also prepared various teaching materials and other supporting materials with an attractive format. In addition to these programs, the Ministry of Education and Culture also presents 650 students every year to learn the Indonesian language and culture at various universities in Indonesia (Faizin, F., 2021). To strengthen these efforts, the Ministry of Education through the initiators of the Language Agency also sent no less than 30 BIPA teachers to all countries to accelerate the internationalization of the language. Should the implementation of efforts to revitalize the internationalization of Indonesian, BIPA teachers must be able to teach well. In a sense, BIPA teachers should enhance the opportunity to synergize other programs, such as improving the quality and quantity of academic writing in scientific journals both nationally and internationally. However, according to Alwasilah (2012), in the last 10 years, the development of BIPA has been less than satisfactory. There has been progress, but such progress is sporadic, fragmentary, uncoordinated, and also less in synergy with other programs. As for the reasons, among others; first, the arrogance of the

organizing institution that feels great, and excessive fear (Riasa, 2007 as cited in Alwasilah, 2012). Second, the way BIPA activists think is still rolling on the micro level, corpus language, and teaching. Third, there is a conflict between universities in the implementation of BIPA, especially between Indonesian language study programs with English studies, or between Indonesian study programs and language institutions or centers (Alwasilah, 2012).

Pleased with the things that have been explained, the problem of language learning and literacy for academic writing is increasingly visible. Where data from Scimago Institution Rank shows that scientific publication journals in the span of 2017 to 2020 owned by Indonesia decreased in terms of quality, this is seen from the number of citations that decreased while the number of journals continued to increase. While in the AD Scientific Index data in 2022 showed that the ranking for Indonesia was ranked 82nd in Asia.

Shifting towards the academic writing practices of lecturers at one of the universities located in Cirebon, through data from the official website of the college there are 164 lecturers on one faculty at the college, The researchers looked for data on the Scopus Preview web, and the results showed that out of 164 lecturers there were only 14 lecturers who had the indexed journal Scopus. The reasons above are the basis for conducting this research.

1.2 Identification of the Issue/ Phenomenon

Related to the background of the problem, in academic writing, researcher can find several phenomena such as one of the indicators of a country's progress seen from the number of researchers per capita. Indonesia's English Proficiency Index declined. National assessment policymaking. Internationalization of Indonesian language. From some of the above phenomena, there are some problems that can be taken;

1. The quality of Indonesian publication journals is declining
2. At least the number of indexed journals Scopus owned by lecturers at one of the universities located in Cirebon

3. The use of some skills such as speaking, writing, listening, and reading is always separated in each course/learning.

4. There is no synergy between the Indonesian Language for Foreign Speakers (BIPA) program as a projection of language internationalization with other programs such as improving the quality and quantity of scientific writings.

1.3 Delimitation and Focus of the Research

To limit the scope of the research, this study only focuses on lecturers' and reviewer views on academic writing in the 21st century. In this study, the researchers selected two lecturers at ELTD, two lecturers at ILTD, one lecturer who is an expert in the field of assessment, and one journal reviewer.

In this research, a researcher focused on three things. First, academic writing is generally taught in the English Language Teaching Department and the Indonesian Language teaching Department. Second, the views of lecturers from both departments towards the evaluation of academic writing pedagogy. Third, the lecturers view the link between their research practices and the publication of academic writing.

1.4 Research Question

Research questions in this study include:

1) How is academic writing generally taught by lecturers in English Language Teaching Department and Indonesian Language Teaching Department?

2) How do lecturers in both departments view the evaluation of academic writing pedagogy?

3) How do the lecturers view the links between their research practice and academic writing publications?

1.5 Aims of the Research

Based on the formulation of the problem above, the objectives of this study include:

1) To find out academic writing generally taught by lecturers in English Language Teaching Department and Indonesian Language Teaching Department.

2) To find out the lecturers in both departments view the evaluation of academic writing pedagogy.

3) To find out the lecturers' view of the links between their research practice and academic writing publications.

1.6 Significances of the Research

In doing research there must be information that is useful to others. Therefore, there are several significances of this study in this research, including:

1) Scientific Signification

The scientific significance of this research is directed at the development of science and the theoretical use of the multi-lingual practice in academic writing in the 21st century.

2) Practical Signification

This research is expected to contribute to the development of academic writing in the 21st century, considering that academic writing is one form of global competition.

1.7 Theoretical Foundation

1.7.1 **Definition of Language**

According to Haviland., William (1985) language is a sound system that, combined according to certain rules, gives rise to meanings that can be captured by everyone who speaks the language. Language is the key to the

treasure of knowledge where reading is a guarantee to gain that knowledge (Koh Boh Boon 1989).

Thomas Sebeok and Noam Chomsky are the accepted founding fathers of two scientific fields known as Biosemiotics and Biolinguistics, respectively that have grown in tandem over the last 50 years. Both fields suggest that language has biological foundations and that it must be examined as a natural phenomenon, thereby bridging the gap between nature and culture. Aside from sharing a same purpose, they share a number of other significant characteristics. Despite the use of various terminologies, their concepts of language, for example, have a lot in common. They both see language as a faculty, or a modeling system, that arose quickly in the evolution of life and most likely evolved as an exaptation from earlier animal systems. Both agree that recursion, or the ability to construct an infinite number of structures from a finite collection of constituents (the quality of 'discrete infinity'), is a basic feature of language. Both believe that humans are born with an aptitude to learn a language in a few of years and with little effort the innate component of language (Barbieri, M., 2010).

1.7.2 **Definition of Proficient and Proficiency**

In the Great Indonesian Dictionary (KBBI) the word "proficient" has the means of highly trained (in doing things); Good, and skilled. While the word "proficiency" is proficiency (in doing something); ability; Cleverness: gymnasts competent to show each one. According to Hassan, C.Z.C., & Rahman, F. A. 2021,) Writing skills are one of the language skills that should be emphasized in the educational curriculum.

1.7.3 **Academic Writing**

1.7.3.1 Definition of Writing

Writing is a form of language activities using written symbols, and good language mastery is the main key to education. According to Alwasilah (2012) the mastery of language is the entrance to education, and

culture. According to Kellog (1999) symbols are created, manipulated, and communicated to produce meaning. Symbols can be classified in various ways, but he believes that the typology created by Kolers and Smythe (1984) in the context of cognitive psychology is the most relevant here. Kolers and Smythe, in short, emphasize the difference between thinking in the private world of individual consciousness and speaking in the public sphere of cultural and social consciousness. Translating from one type of symbol-private and private-to another-cultural and public-is necessary when communicating through written materials.

In the world of education, literary teaching, literacy habits from an early age, and carrying out holistic education must always be instilled. According to Alwasilah (2014) said that where there is education there is literature. The same goes for holistic literacy, and education. Literature must be engineered. Because literacy engineering is a systematic effort to make people educated, and cultured through optimal language mastery (Alwasilah, 2012). Supported by holistic education that appreciates all the potential of learners when undergoing the learning process, including emotional, intellectual, physical, aesthetic, social, and spiritual potential should make the process of language teaching inherent in students by itself, and without realizing students will have many corpus words, and sentences that will be needed when writing.

Talking about writing as a language activity, be it a first or a second language, Canagarajah (2020) argues that academics of multilingual writing have concentrated on comparing and contrasting Chinese and English rhetoric and how similarities and contrasts affect Chinese learners' English learning since Robert Kaplan (1966). Developed the idea of contrastive rhetoric. Canagarajah thinks that the rhetorical characteristics of different languages influence how L1 and L2 learners write differently. But one of the weaknesses of the original contrastive rhetorical theory is that it focuses too much on culture while ignoring the meddling effect of the authors' background and personal preferences on their L2 writing (Lin, 2007 as cited

in Canagarajah, 2020). According to him there are different literary traditions in each language, and contrastive rhetoric has a dynamic rather than static effect on people.

On the other hand, not a few teachers still think that writing is seen as a product whose process is not so important for students (Yavani, 2018). This results in a decrease in students' enthusiasm for writing and allows them to have a negative view of writing activities. In Yavani's research, (2018) writing is considered as a series of processes in which ideas can be generated, then incorporated into the first draft, then compiled and compiled as a whole, then revised and corrected, until finally writing the final draft. However, Harmer (2007) as cited in Yavani (2018), the actual writing process is not linear, but recursive. Where it shows that the author planned, compiled, and edited but then often re-planned, redesigned, and re-edited. Seeing as a process related to research that shows that writing as a process can provide more benefits for future performance in writing activities, Brown (2001, p. 335) as cited in Yavani (2018) adds that the process approach is beneficial for students in learning a language.

1.7.3.2 Definition of Academic Writing

According to Oshima (2007), academic writing is different from creative writing, which is the type of writing that people do when writing stories. Academic writing is also different from personal writing, which is the type of writing that people do when writing letters or emails to friends, and family. Creative writing and personal writing are informal, so one can use incomplete slang, abbreviations, and sentences. However, academic writing is formal, so a writer should not use slang or contractions (Oshima, 2007).

1.7.3.3 Characteristics of Academic Writing

Academic writing is different from journalistic writing or anything else. Academic writing has several characteristics. According to Hikmat, Ade.,et al., (2020) the characteristics of academic writing include:

1. It always has to do with facts and data.

2. Written informal language, has a clear and standard structure, and contains a bibliography or references.

3. It is based on the assessment of critical ideas and information that is complex, objective, and based on things that can be seen or measured.

4. The ideas or arguments presented must be supported by strong evidence to convince the reader.

5. Contains clarity in terms of the message to be conveyed.

1.7.3.4 Kinds of Academic Writing

Academic writing has many different types and names for each of its writing assignments. Among them are Essays, assignment papers, research papers, work papers, research proposals, final assignments (thesis, thesis, and dissertation), and others. Although it has different types and structures, all types of academic writing have the same goals and principles (Whitaker, 2009). The following will outline the five types of academic writing:

1. Essays

In KBBI (Great Dictionary of Indonesian), essays are scientific papers or essays that explain a particular problem from the author's personal point of view with valid data. According to Dalman, (2016) an academic essay is a short prose composition that expresses the author's opinion on a particular subject.

2. Assignment Papers

An assignment paper is a type of written work that is scientific with discussions about a particular subject matter. According to Hikmat, Ade., et al., (2020) a paper is one form of scientific or academic paper that addresses a particular topic written systematically and logically accompanied by logical and objective analysis. Topics covered in a paper can be theories or concepts or problem reviews. It could also be that the topic discussed in the paper is a reaction in the form of comments or responses to previous works. According to

Kalijernih, (2010) assignment papers can also contain efforts to sharpen ideas or knowledge that are already widely known. Assignment papers are papers that students create in order to fulfill the written tasks of their lecturers in a particular field. Similar to other scientific writing, this type of paper writing, is intended as a means of strengthening the academic culture of students in the form of skills to convey critical opinions or ideas in written form objectively, logically, and systematically (Hikmat, Ade.,et al., 2020).

3. Research Papers

A research paper is an official paper on a subject that is intended to be read or presented in general (seminars, discussions, panels) and which is often used for publication or scientific papers on a particular topic covered in the scope of a lecture (Resmini, Novi., 2005) According to the Great Dictionary of Indonesian, papers are interpreted in two respects. First, is the official writing of a subject that is meant to be read in public at a conference and which is often structured for publication. Second, it is defined as the writing of students or students as a report on the results of the implementation of school or college assignments (Wajdi, M.B. N., Ali, M., & Lestari, V. N. S., 2017).

4. Working Papers

A working paper is a scientific work that analyzes data that is as empirical and objective as a paper. The difference is that the working paper analyzes the data in more depth as well as in detail. This is done because a working paper is usually the subject of discussion in science sessions and seminars. Definition of Works Paper (SA Section 339 Paragraph 03) as cited in Suhayati, E., (2020). Records held by the Auditor regarding the audit procedures he took, the tests he conducted, the information he obtained, and the conclusions he made in connection with his audit.

5. Research Proposals

A research proposal is a research design from students who will hold scientific papers in the form of a thesis, thesis, or dissertation. According to Akhir, Dant (2020) research proposal (thesis proposal) is a projection of what will be studied and the results in the field are arranged systematically and logically. Proposals are the key to the success of the research process that will be carried out. Meanwhile, according to Hikmat, Ade., et al., (2020) the proposal is a scientific planning blueprint that contains the subject matter and methodology, as well as the flow of mind used to compile the final task such as thesis, thesis, and dissertation.

6. Final Assignments

The Final Task is the written result of the implementation of a study, which is made for the resolution of certain problems by using the rules that apply in the field of science. According to Hikmat, Ade., et al., (2020) the final task is a research report as a form of independent course, whose contents discuss a topic in detail, and are written by following the rules of academic writing that have been determined.

1.7.4 Peer Review

Since scientific progress depends on peer review, then it is in the best interests of researchers to ensure that evaluation is as error-free and as high-quality as possible. Scientists, on the other hand, are human, and humans have biases as well as emotions. Academic research is subject to peer review before publication. It is very important that this approach is free from reviewer bias. The peer-review process is widely accepted as essential for the growth of scientific knowledge. The various peer reviews include:

1. Single-Blind Paper Review

Quoting from Enago Academy.com, (2021) single-blind peer review is a common type of peer review in which authors are unaware

of the identity of reviewers. The reviewers, on the other hand, are aware of the author's identity.

2. Double-Blind Peer Review

Assessment procedures take into account human humanity. To protect reviewers from author retribution, single-blind reviews never reveal reviewers' identities to authors. All conferences, journals, and grants that researchers are aware of use at least a single-blind review. Some also use double-blind reviewing. For most of the double-blind review process, reviewers don't know the author's identity and vice versa. According to McKinley, Kathryn., S., (2008) the purpose of double-blind reviewing is to focus the evaluation process on the quality of submissions by reducing human bias with respect to the author's reputation, the author's gender, and the institution, by not disclosing such details. Quoting from Enago Academy.com, (2021) double-blind peer review occurs when neither the authors nor the reviewers are aware of each other's identities or connections.

3. Open Peer Review

Quoting from Kuliahkomputer.com, (2019) open peer review is both authors and reviewers know each other's identities? This system allows reviewers to comment on authors' responses regarding their articles to be published.

4. Collaborative Peer Review

Quoting from Kuliahkomputer.com, (2019) collaborative peer review is conducted in journals that prepare reviewers and authors to be able to conduct discussions related to article improvement. Often, the identity of the reviewer is disguised to the author but is likely conveyed at the time the article is published.

5. Third-Party Peer Review

Quoting from Kuliahkomputer.com, (2019) the author's article is reviewed by a self-reviewed service before the author enters the article

for any journal. In accordance with the results of the review, the author may decide to enter the article into the journal of choice.

6. Post-Publication Peer Review

Quoting from Kuliahkomputer.com, (2019) journals prepare a kind of container for post-publication discussion forums to be commented on. Once the published article is available on the platform, anyone can read, view, and comment on the article.

7. Cascading Peer Review

Quoting from Kuliahkomputer.com, (2019) when the article is rejected post-review because it is not the main priority of the journal at the time or does not attract the article to journal readers, the journal can suggest that the author can submit the article to another journal in the review. Often, new journals are submitted according to the needs of the publisher.

1.7.5 Teaching Academic Writing

As already explained above, academic writing is different from writing emails and other writing, then one of the goals of studying academic writing in writing III courses is to produce scientific work that is useful for students to participate in competitions between students at the university, regional, national or international levels. In addition, students are able to produce scientific work in the form of articles, essays, and papers that are often a task for students from other courses, where the resulting paper has the quality and can be projected to penetrate the world of publication.

Given the importance of academic writing, Bailey (2006) argues that academic writing teaching strategies include; Academic writing materials that must be given to students are the process of writing, writing elements, writing accuracy, writing models that include topics of discussion about planning, organizing paragraphs, writing introductions, main bodies and conclusions. In addition to learning grammar, the types of sentences, cohesion, types of academic writing, how to quote, paraphrase theories, edit,

revise, avoid plagiarism, and publication. While according to Bean (2001) some academic writing teaching strategies that are easy to apply in the classroom include; Asking the student's response to some questions that have been provided by the teacher at the beginning of the lecture based on the reading and anticipating the ideas that arise when starting the lecture.

Meanwhile, according to Lian, A.B (2017) educators need to take an innovative approach to computer-assisted learning as an opportunity to question how educators understand the challenges that the learning process presents to students and how they can overcome them with the help of digital technology. Lian, A.B, (2017) has turned the framework into a learning tool related to pedagogy. The tools presented in his research are tools for transformative pedagogy, such as Reading for Emotion, Verbotonal Approaches, and Aesthetics. The findings in the research of Lian, A. B., Bodnarchuk, A., Lian, A. P. & Napiza, C, (2017) show that the way we write is reflected in the way our brain organizes information in general to produce a pleasing aesthetic effect. then to relate these assumptions to writing, the act of reading is used to reveal the characteristics (ways of generating meaning) of academic writing that otherwise escape people's attention when the text is only in written form. Neurological theory based on aesthetic experience can provide projects with a perspective for analyzing the communicative or aesthetic impact of texts, while concepts from corrective phonetics (principles of verbotonalism) and the understanding that intonation and rhythm offer a temporal dimension to human speech and behavior (Schwartz & Kotz, 2015; Eagleman, 2011, Lian, A. B., Bodnarchuk, A., Lian, A. P. & Napiza, C, 2017). In terms of the neurological theory of aesthetic experience this is a very significant issue, given that perception, and therefore understanding, both depend on clues. Therefore, the text must be rich in instructions to be more effective and efficient, the text needs to convey a lot of things in a short time (Lian, A. B., Bodnarchuk, A., Lian, A. P. & Napiza, C, 2017).

In the research of Bumela, L. (2021), he has given the characteristics of the difference between traditional pedagogy and modern pedagogy for academic writing in the 21st century.

No.	Traditional	Postmodern
1.	Teacher centered	Student centered
2.	Monolithic pedagogical approach	Multidimensional research approach
3.	Rely on pedagogic grammar and descriptive linguistics	Learning as an ensemble (rhythm, intonation, movement, emotion, and aesthetics)
4.	The focus of students is to memorize and replicate grammatical or linguistic formulas	The student's focus is on learning by feeling or experiencing patterns
5.	Traditional ELT pedagogy uses spoken and written language	Encourage language learning as a multisensory experience by activating the auditory and vestibular sensory systems in the body

Table 1. 1 *Traditional, Modern, and Postmodern Pedagogy in Language Teaching for Academic Writing in the 21st Century*
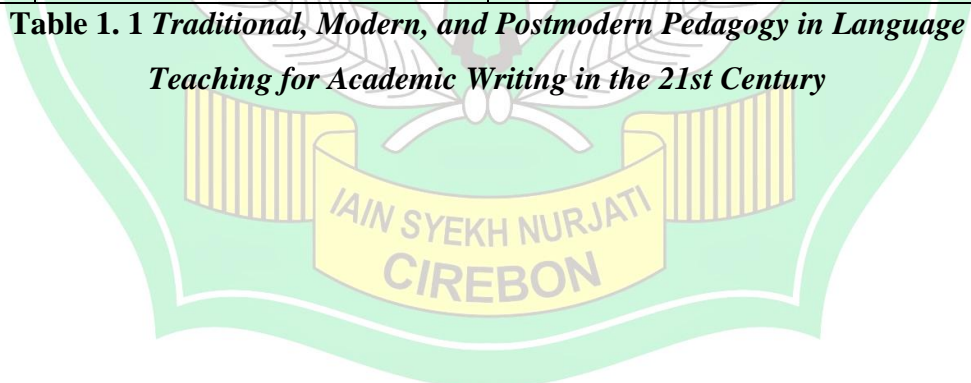
In the framework of 21st-century competence, the same person, Sudimantara (2021) mentions the skills needed include; 1) develop learning and innovation skills, 2) develop digital literacy and technological literacy capacity. Regarding technology and digitalization, Bumela, L., (2001) said that there are three tools to support academic writing learning in the 21st century, including; 1) Reading for Emotions, as informed by A.-B Lian (2017) 2) Verbotonal approach, as informed by research by Guberina (1975), A.-P Lian (2017), and A,-P Lian & Cai (2021) and 3) Aesthetics, as informed by aesthetic neurological principles as informed by Ramachandran and Hirstein (1999). These three tools are designed as tools to support multisensory language learning experiences because neurologically all types of learning (especially language learning) occur first in the right hemisphere of the brain where intonation is the first language component processed by the brain. Therefore his research places prosody as a top priority to advance the pedagogy of academic writing.

1.7.6 Evaluation of Teaching Academic Writing

Evaluation has had many understandings from experts, including; According to Guba and Lincoln (1985) cited in Asrul et al (2014), the definition of evaluation is a process for describing an evaluand and judging its merit and worth. Meanwhile, Gilbert Sax (1980) cited in Asrul et al (2014), argues that evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator.

The evaluation process in education according to Asrul et al (2014) can be described in the form of transformation diagrams as follows:
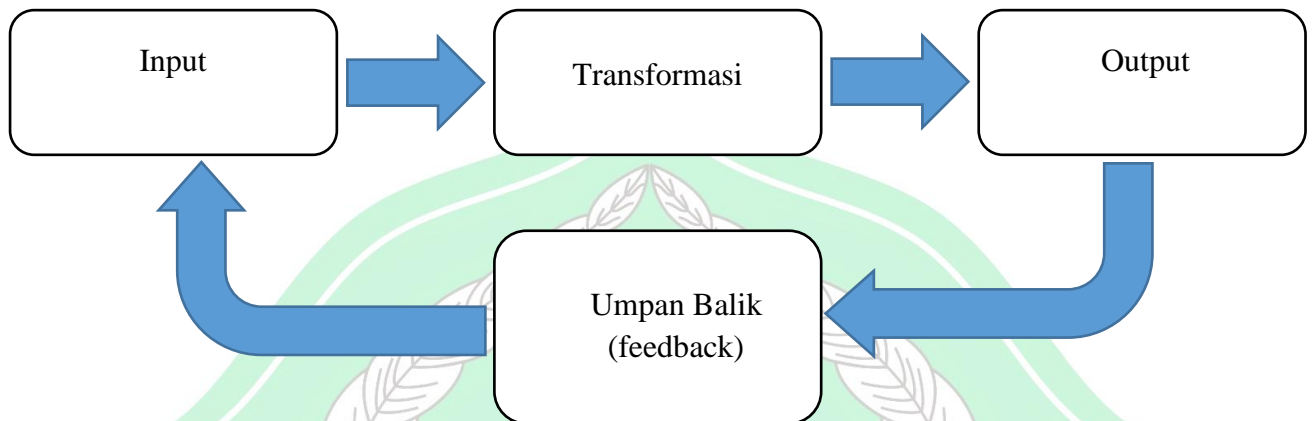
Figure 1.1 Evaluation Process in Education

In the diagram, Asrul et al (2014) outlines the explanation that ***input*** is the raw material that is incorporated into the transformation. Where in the world of education referred to by raw materials are prospective learners who will just enter the school/institution. While ***output*** is the finished material produced by transformation or in this case is a student graduate school/institution to be able to determine whether learners are entitled to graduate or not, this of course requires assessment activities. ***A transformation*** is a machine that is tasked with converting raw materials into finished materials. In the world of education, the school/institution is meant by transformation. ***Feedback*** is all information regarding both output and transformation. In this case, feedback is intended as something that is needed once to improve inputs and transformations.

1.7.7 Research and Publication

Academic publications not only concern reputation but ask about significant relevance in a social space that is not empty. Reflective writings on academic publications have been the subject of quite a long discussion. Since Suci, Eunike Sri Tyas (2021) wrote in Kompas Daily with the title "Reorientasi Publikasi Akademisi Indonesia". In general, Suci, Eunike said about the workload of lecturers and the need to pursue scientific publication requirements, this is actually still pivoting on the quantity aspect, apart from the quality and impact it produces. The reference taken by Suci, Eunike is an article published in The Straits Times 2015, with the title "Prof, no one is Reading You" written by Asit K Biswas and Julian Kirchherr. In this review, it is seen how academics' scientific works are not only silent from being read by the public, but also have limitations from their influence on contributions in the realm of policy making.

According to Suci, Eunike Sri Tyas (2021) Asit K Biswas and Julian Kirchherr recommend that professors (in the context of Indonesian academics) need to start thinking about writing comments and expressing their thoughts in popular media, such as opinion columns in newspapers and magazines, which of course is easy. Accessed and read by the general public, including policy makers. However, writing thoughts on social media or opinion columns is different from writing in scientific publication journals. The general public can read the writings of academics on social media or in the opinion column, but ordinary people who do not have expertise in certain sub-fields, they will not be able to review the results of scientific writing, while articles in scientific journals will reviewed by experts in the field. According to Yusuf, Arief Anshory (2021) in Kompas Daily, said an opinion entitled "Terdistoriskah Publikasi Akademik Kita?" The main role of academics is to conduct research and publications. Therefore, it is not valid to compare the number of journal readers with the number of readers of opinion articles in non-journal media aimed at the general public. Marzoeki, Djohansjah (2021) wrote in Kompas Daily

entitled, "Penelitian, Kemanfaatan Ilmu dan Budaya Ilmiah", stated that there is a separate and different distance between science and the use of science. By that way, even though there is no direct impact, a scientific publication remains an integral part of a scientific culture.

The dynamics of discussion in academic circles is unique, because all things can be responded to differently by using the basis of supporting arguments and there is no black-and-white, because the dialectic is kept alive. Another thought comes from Brodjone goro, Satryo Soemantri (2021) in Kompas Daily, regarding the "Manfaat Publikasi Ilmiah", in that description, it was stated that the quality of the publications produced had not yet reached a level strong enough to influence policy formulation. One of the bad contributors to the achievement of scientific publications is predatory journals. It cannot be separated, the publication target which is a condition of the obligation to create transactions in the academic market. It is not only a question of awarding honoris causa titles to political elites, but also about the tendency to take shortcuts in efforts to publish scientific papers.

According to San, Fauziya (2020), broadly speaking, the assessment of scientific articles based on the accreditation instrument of scientific journals covers two things, namely the writing style and the substance aspect of the content. Writing styles include; the effectiveness of titles, the inclusion of names and author institutions, abstracts, keywords, systematics of article writing, utilization of supporting instruments, a system of library and citation, preparation of bibliography, and use of terms and language. Aspects of the substance of the content include the scope of science, insight aspirations, originality of the work, the meaning of contributions to the advancement of science, scientific impact, the ratio of primary reference libraries to other reference libraries, the degree of upgrading of the reference library, analysis and synthesis and inference (Darmalaksana, W., 2021).

1.8 Previous Research

First, Cilliers, C.B. (2012) talks about students' perceptions of academic writing skills activities in traditional programming course activities. In his research, students' academic writing activities rely heavily on direct intervention activities from instructors. The difference between this study and previous research is; this research uses qualitative research design and uses the perception of lecturers from the English Language Teaching Department and Indonesian Language Teaching Department related to academic writing pedagogy in the 21st century. Whereas previous research used qualitative and quantitative research design to analyze the activities of academic writing skills in the traditional activities of programming courses based on student perception.
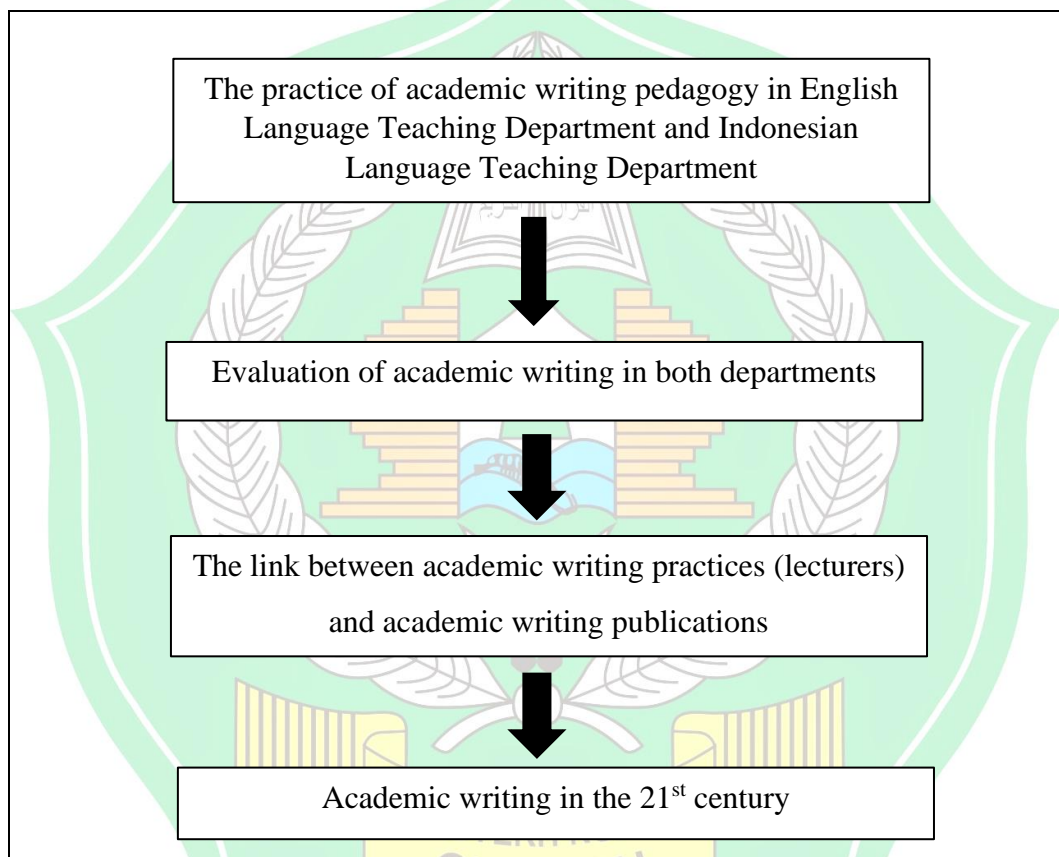
Second, Li, Y., & Flowerdew, J. (2020) talks about teaching English for the purpose of research publication, where the research takes a review of pedagogical initiatives from teachers. In their research, they referred to the English language problem as Lingua Franca (EFL), which the EFL serves as a possible target for a critical pragmatic approach. The difference between this study and previous research is; this research takes the view of lecturers majoring in English Language Teaching Department and lecturers majoring in Indonesian Language Teaching Department, while previous research took reviews from teachers. This research will probably take a holistic pedagogical approach with the help of three tools for new academic writing practices called The Verbotonal Approach, Reading emotions, and Aesthetics as it is being developed by Lian, A.B, (2020).

Third, Rosyada, A., & Sundari, H. (2021) talks about academic writing courses for EFL scholars through the Google Classroom app from home environment. His research investigated virtual learning activities and students' writing performance. Their findings show a significant correlation between using Google Classroom and student writing performance. The difference between this study and previous research is; this study used a

descriptive qualitative research design whereas previous research used a sequential explanatory research design.

1.9 Frame of Thought

To clarify how the relationship between current academic writing practices and academic writing practices in the 21st century, the framework of thought in this study describes concepts as below:

The practice of academic writing pedagogy in English Language Teaching Department and Indonesian Language Teaching Department

↓

Evaluation of academic writing in both departments

↓

The link between academic writing practices (lecturers) and academic writing publications

↓

Academic writing in the 21st century

Figure 1.2 Frame of Thought

1.10 Research Method

1.10.1 Research Design and Steps of the Research

The research uses descriptive qualitative. Qualitative means something related to the quality aspect of value or meaning that is behind the fact and can only be explained through language or linguistic words

(Gunawan, 2015: 82). To dig up and understand the data, the points are comprehensively explained. According to Hidayat (2010), descriptive research is a research method used to find extensive knowledge of research objects at any given time by not exaggerating data or manipulating variables.

The steps of this research are; (1) find the research sample first. (2) data collection is using interviews and (3) analyzing the data that has been obtained.

1.10.2 Source and Type of Data

The sources and samples of this research are two lecturers at ELTD, two lecturers at ILTD, one lecturer who is an expert in the field of assessment, and one journal reviewer. The types of data obtained from this study are answers from two lecturers at ELTD, two lecturers at ILTD, one lecturer who is an expert in the field of assessment, and one journal reviewer through interviews.

1.10.3 Data Collection Techniques and Instruments

An interview is one of the techniques used in collecting data, it is done with the method of researcher did conversation and contact with speakers as interviewees (Mahsun, 2007: p.250). In this study, a researcher used a basic technique in an interview, which is to dig up information from informants. In addition, researchers use (continuity-face-to-face interviews), because researchers have direct conversations with informants. The interview was conducted by selecting respondents or sources from two lecturers from ELTD, two lecturers from ILTD, one lecturer who is an expert in the field of assessment, and one journal reviewer to obtain the data needed in research. Meanwhile, the researcher used the researcher herself as the instrument used in the data collection process.

1.10.4 Data Analysis Techniques

Data analysis was carried out after the data was collected. Researchers used thematic analysis and word cloud in analyzing the data. According to Braun and Clarke (2006), thematic analysis is a technique for studying qualitative data that involves searching through data collection to find, examine, and document recurring patterns. While word cloud is a graphic depiction of word frequency taken from written text (Atenstaedt, 2017). The analysis steps are as follows:

1) Researchers transcribed the results of the interview into two language versions (Indonesian and English).
2) The researcher reads and reviews first to get an understanding of all the data collected to make sure whether it is sufficient for research.
3) The researcher organizes or encoded the data into several categories.
4) Researcher construct description of people, place, and activities, and write them down in detail to enrich the description.
5) All data is collected to build a theme for later data review.
6) The researcher triangulated the data as a technique for checking the validity of the data.
7) The researcher uses the word cloud as a comparison of the validity of the data with the results of the thematic analysis that has been done previously.
8) The researcher interprets and reports the data findings as a conclusion at the end of this research.

1.11 Research Timeline

This research takes 6 month to complete all the stages.

No	Activity	January 2022				February 2022				March 2022				May 2022				June 2022				August 2022			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposal seminar and research instrument	■	■	■	■																				
2	Conducting reseach sample, validity and reability of data					■	■	■																	
3	Data collection									■	■	■	■												
4	Data analysis													■	■	■	■								
5	Finishing theses writing																	■	■	■	■				
6	Thesis examination																					■	■		
7.	Thesis revision																							■	■

Table 1.2 Research Timeline