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ACADEMIC WRITING IN THE 21ST CENTURY: VOICES FROM ENGLISH AND INDONESIAN LECTURERS

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Academic writing is a general skill that must be mastered by every college graduate, especially those majoring in English Language Education. However, academic writing is the most neglected language skill in education in Indonesia. It is believed that poor and outdated pedagogy as well as the low quality of teachers are the main factors that makes academic writing more challenging to learn. Furthermore, in the context of 21st century, each learner should be equipped with bi/multilingual proficiency as a key instrument for global communication, and, therefore, a sound language pedagogy is the one that helps learners to develop their bilingual academic proficiency. This current study critically gathered insights from six respondents on the nature of academic writing both in English and in Indonesian language and the role it plays in the acceleration of knowledge building in their own fields. Qualitative research was employed. The collected voices were transcribed and analyzed in the forms of thematic analysis and word clouds. The results of the study show that the respondents (especially the lecturers) have not provided key arguments on how bilingual academic literacy should be approached. However, other respondents believed that academic writing (pedagogy and assessment) should be approached differently. Innovation in academic literacy pedagogy in Indonesia should be addressed soon. This study concludes that it takes more time and effort to conceptualize the notion of bilingual academic literacy in Indonesian higher education context. This study is expected to provide key insights on how innovation on academic literacy innovation should be addressed.

INTRODUCTION

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 need to be efforts to improve the quality of education. 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 the quality, and quantity of scientific writing or academic writing published both in national and international windows and both academic writing in English

and Indonesian. The problems of language learning and literacy for academic writing are increasingly visible. Where data from the Scimago Institution Rank shows that Indonesian scientific publication journals from 2017 to 2020 have decreased in terms of quality, this can be seen from the decreasing number of citations while the number of journals continues to increase. Meanwhile, AD Scientific Index data for 2022 shows that Indonesia is ranked 82nd in Asia. The shift towards the practice of academic writing by lecturers at one university in Cirebon, through data from the university's official website there are 164 lecturers in one faculty at the university. Researchers searched for data on the Scopus Preview web, and the results showed that out of 164 lecturers only 14 lecturers had Scopus indexed journals. The reasons above are the basis for conducting this research.

METHOD

In this study, the researcher used the qualitative descriptive method. 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. Interviews were conducted by selecting respondents or resource persons to obtain the data needed in the study. Data analysis was carried out after the data was collected. Researchers used thematic analysis and word cloud in analyzing the data. The steps of the analysis are as follows: (1) The researcher transcribes the interview results into two language versions (Indonesian and English); (2) The researcher reads and reviews first to get an understanding of all the data collected to ensure whether it is sufficient for the study; (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 further data review; (6) Researchers triangulate data as a technique for checking data validity; (7) Researchers use the word cloud as a comparison of data validity with the results of thematic analysis that has been done previously, and (8) The researcher interprets and reports the data findings as a conclusion at the end of this study.

FINDINGS

The first findings from the first research question, the researcher will explain about the result of academic writing is generally taught by lecturers in the ELTD and ILTD.
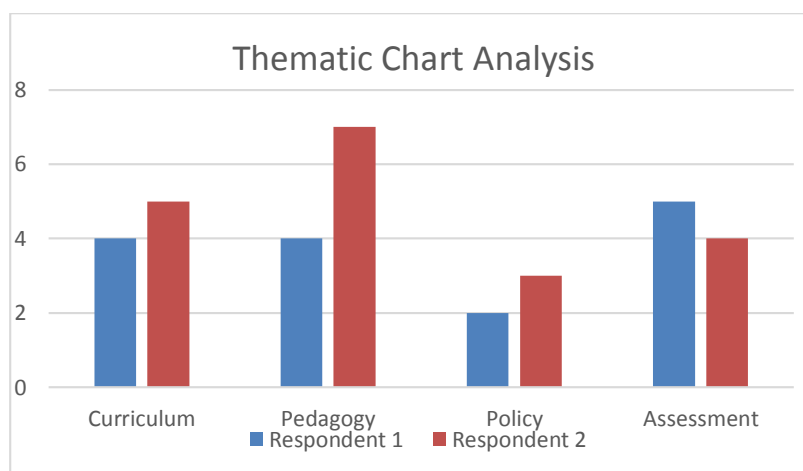

Figure 1 Thematic Chart Analysis of Respondents 1 and 2

Figure 1 shows the word differences that often appear between the first, and the second respondent according to the results of the interviews that have been conducted. According to the chart above, the word that appears most often are pedagogy, curriculum, and assessment.
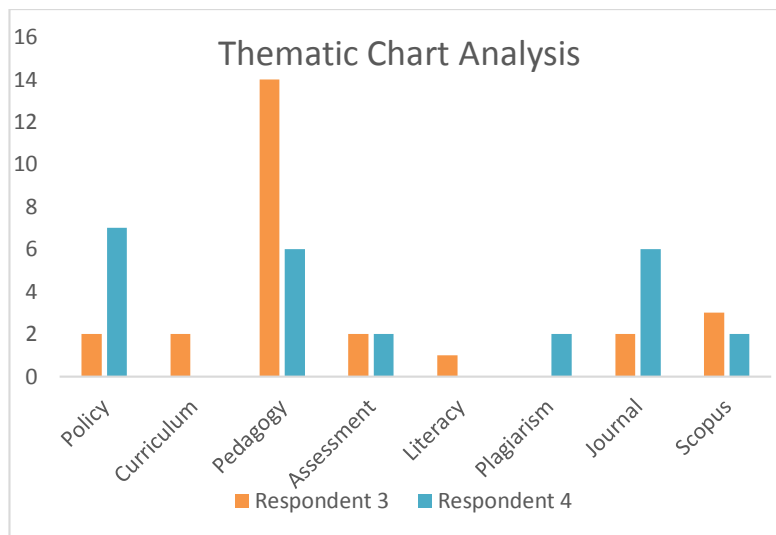

Figure 2 Thematic Chart Analysis of Respondents 3 and 4

Figure 2 shows the differences in words that often appear in respondent 6 according to the interview results. Based on the chart above, the word that appears most often are assessment, pedagogy, and writing. The above data shows the themes that have been formed from the set of code that has been analyzed. There are 8 themes from the results of thematic analysis. In this chapter, the research only needs to take some code from the above theme to be discussed in depth. Some of these findings include: (1) Lecturer activities in the classroom, (2) Student learning activities, and (3) Bilingual reinforcement for academic writing pedagogy.

The first point, writing is a skill that is reportedly most needed by elementary to postgraduate students (Awasilah, 2014 P. 361). In the interview, Respondent 2 said that in the scientific writing class at ILTD the methods and techniques used by the lecturer were Extending Concept Through Language Activities (ECOLA) and True or False methods. According to respondent 2, both techniques are used to distinguish the types of scientific work and examine or mark a sentence that is wrong and correct. Meanwhile, there was no response from respondent 1 regarding the activities of the lecturer in the academic writing class at ELTD. Talking about the lecturer activities in the classroom, Respondent 3 said that in the course he was taught by him, students would be invited to process ideas together. Respondent 3 said it would develop Higher Order Thinking Skills (HOTS) and provide information literacy to students. Respondent 4 tended to apply theory more. As explained by respondent 4 students will be given readings in the form of foreign language readings which then students are asked to translate the readings, then students will discuss and present the theory of the translation results. Until after the process is completed, students will be asked for observation.

The second point, talking about students learning activities. Respondent 1 said that students will get used to reading research journal articles, then are directed to be able to understand the generic structure, understand the arguments that appear in the article, and how

the author supports his argument with supporting ideas from other people or references. Meanwhile, according to respondent 2, in student learning activities in class, students will first explain the important points from the previous activity, namely group discussions, other students will listen first, then students will give their opinions, and when students have finished writing. Respondent 3 said that students' activities are students will make essays from ideas that have been determined and agreed upon by students and the lecturer. With weekly targets, students will be guided by the lecturer in making essays from the first lecture to the final exam to form a product, namely an essay. On the other hand, there was no response from respondent 4 regarding students learning activities at ILTD.

The third point, talking about reinforcement of bilingual academic literacy, respondent 2 also said something that is not too different from respondent 1. Respondent 2 said that the papers in the scientific writing course at ILTD are not bilingual, meaning that the papers remain in Indonesian. However, respondent 2 also said that bilingual development is only applied to abstract parts. The rest use Indonesian. respondent 3 said that he never asked students to write in two languages. According to respondent 3, he wrote directly using English only. Respondent 4 also said the same as respondent 2 and others. That is, ILTD does not develop bilingual reinforcement of academic literacy for academic writing. so in the practice of learning academic writing in the ILTD, the use of bilingualism is only in the abstract. Respondent 4 said that Indonesian is the language of instruction in the world of education.

The second findings from second research questions, the researchers conducted interviews with six respondents from ELTD, ILTD, and Reviewer. This chapter discussed how lecturers' views related to the evaluation of academic writing pedagogy.
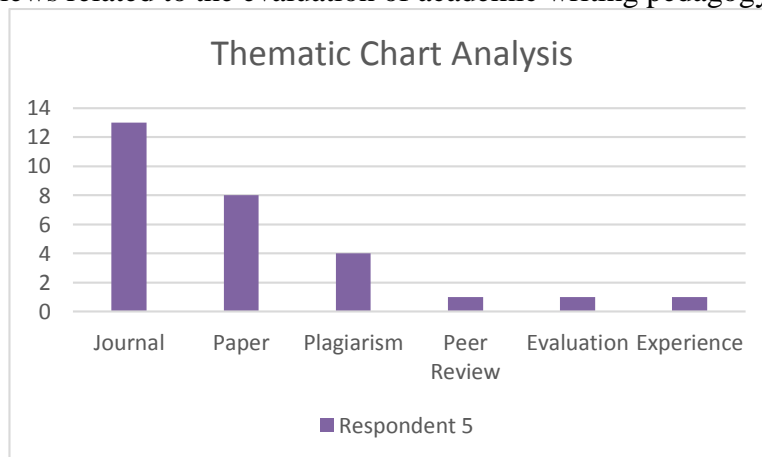

Figure 3 Thematic Chart Analysis of Respondent 5

Figure 3 shows the differences in words that often appear in respondent 5 according to the interview results. Based on the chart above, the word that appears most often is journal, Paper, and plagiarism.
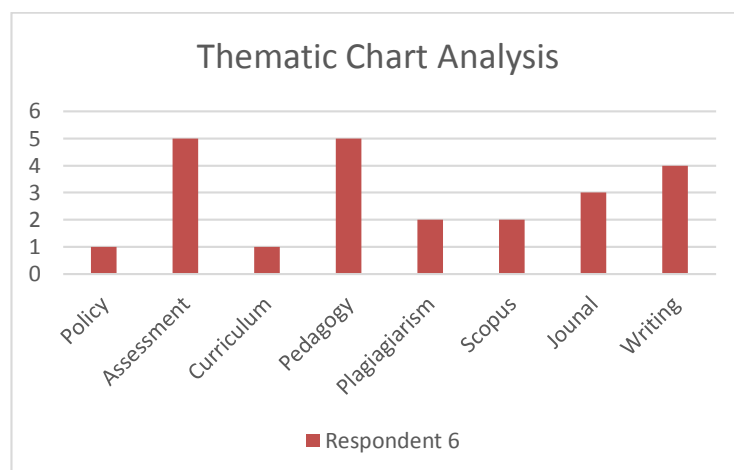
Figure 4 Thematic Chart Analysis of Respondent 6

The data above shows the themes that have been formed from the code collection that has been analyzed. There are 8 themes from the thematic analysis results. In this chapter, the research only needs to take some codes from the above themes to be discussed in depth, namely assessment.

Respondent 1	Respondent 2
	If you consult diligently, then it will automatically be visible in your work. I see more from his work or the end result. Automatically if students diligently consult the results will be different. A portfolio is what I value. This paper is the result of his work that I appreciate
For the assessment based on their product. Later I will refer to it using a rubric. There is a rubric for essay responses and a review rubric that I use. Rubric for reviewing articles.	
	Oh, it's very relatable. It has something to do with it. For example, the assessment pattern for the practice comes from three terms or three criteria. Criteria for the content of the paper, linguistic rules, and citation rules.
In my course, it is clear to use rubrics and details. In the department, writing scientific papers such as theses is not detailed and too general.	As for the assessment criteria, I already have my own guidelines, the pattern of competency assessment, as I mentioned earlier. For example, if the elements are complete, incomplete, very complete, and incomplete. If it is very complete, I give it a score of four, complete three, incomplete two, incomplete one. That's an example of my assessment pattern. Likewise, for linguistic rules, how to check spelling,

	diction, sentences, paragraphs, coherent or not. If the citation is appropriate, you have not used the application that I recommend. Later, just add it up, the total score was divided by the total aspect, multiplied by 100. That's how I judged it in the evaluation section.

Table 1 Response from Respondents 1 and 2 about Assessment

Respondent 3	Respondent 4
How is the lecturer when giving research assignments, for example. Making a writing report is usually ended before learning is complete. So before studying is over. Possibly about three or four meetings before the lesson is finished, the lecturer gives a mini-research assignment. So the main thing for this mini-research is how to report it. Without providing guidance, without providing guidance, if only providing templates is good, I don't think I'm sure the lecturer will provide those templates. So that's what I thought why was ignored because the lecturer didn't care.	
Assessment should be known from the beginning. This means that the signs that will be the assessment must be known to the students so that when the student is doing the work, they will follow the signs, that guide. A kind of washback is so. So the review rubric has already been notified. So that the student knows what he has to do.	
Perhaps, what is certain is that the rubric should be clear. The rubric guide first, if the rubric is not clear, the value at will, yes, you can't, it won't be Ok.	

Table 2 Response from Respondents 3 and 4 about Assessment

Respondent 6
The academic writing assessment, it's definitely not just grammar, because there are so many aspects. Anyway, it's not a summative assessment. But formative assessment. Not about the score, but a process. I'm more into the process when assessing it. So you can use self-assessment, you can use peer assessment.
As for Academic Writing, I think it depends on who wants to teach. He wants to implement what kind of system.

In English now, it is not only grammar, but it has started to shift. Not just the end result.
I still use assessment as learning support. Because I apply in class it is not a score.
If the peer assessment is at least both, or for example blind paper review, right? What I wrote yesterday was originally a peer assessment. In peer assessment, friends don't just judge right away, it's not like that. So there is also questioning in the peer assessment. There is also a writer who can ask about what his friends know about his writing. So, from peer assessment first, then to self-assessment, later to teacher validation. Actually, if you reverse it, it's okay to want to self-assess first. As for self-assessment, we can't confirm it anymore. For peer assessment, we can ask questions
Yesterday, I discussed with Mr. LB, that it's better to use a double-blind peer review.
Therefore, alternative assessments are used, namely self-assessment and peer-assessment.

Table 3 Response from Respondent 6 about Assessment

Respondent 1	Respondent 2
Evaluation of this academic writing pedagogy It refers to the easiest assessment, which is the thesis assessment. Yes, it's not detailed enough. My answer is less detailed in this department.	In this course, the assessment evaluation is as before. They need to write a paper, so that's the main thing.

Table 4 Response from Respondents 1 and 2 about Evaluation

The first point about the assessment of academic writing courses in ELTD and ILTD from the results of this study, assessment has an important role in teaching and learning activities. From the results of the interview, respondent 1 said that the assessment carried out in the academic writing class was based on the product results. Respondent 1 said that the assessment carried out refers to the use of rubrics. Where the rubric consists of an essay response rubric and a review rubric. Respondent 2 said that the assessment carried out in academic writing classes is based on product results. According to respondent 3, there are still many lecturers who ignore academic writing classes. Respondent 6 said that the assessment of academic writing is no longer in the form of a summative assessment and is no longer about an assessment of grammar. So alternative assessments that can be used according to respondent 6 are self-assessment and peer assessment.

The second point about the evaluation of academic writing courses in ELTD and ILTD from the results of this study, respondent 1 said that the evaluation in the ELTD department (for thesis assessment) was lacking in detail. Meanwhile, according to respondent 2, the evaluation of academic writing at ILTD, the form of assessment is based on the results of student writing (papers), because according to respondent 2 in that semester what students need is to write papers.

The third finding from the third research question. This chapter discusses how the views of lecturers are affected by the evaluation of academic writing pedagogy. The researchers conducted interviews with six respondents from lecturers and reviewer. After that, the researcher got some of the data needed in this study. Specifically, in this chapter, the researcher used data from wordcloud analysis.

Figure 5 Wordcloud of respondent 1

Figure 6 Wordcloud of respondent 2

Figure 5 shows some of the words frequently discussed by respondent 1 during the interview. The first position was filled by the word "Research" as the word most discussed by respondent 1. The second position was filled with the word "Writing" and the third position with the word "Article". The following is the order of the words displayed in Figure 4.1, including: (1) Research, (2) Writing, (3) Article, and so on.

Figure 6 shows some of the words frequently discussed by respondent 2 during the interview. The first position was filled by the word "Paper" as the word most discussed by respondent 2. The second position was filled with the word "Scientific writing" and the third position with the word "Sentences". The following is the order of the words displayed in Figure 4.2, including: (1) Paper, (2) Scientific writing, (3) Sentences, and so on.
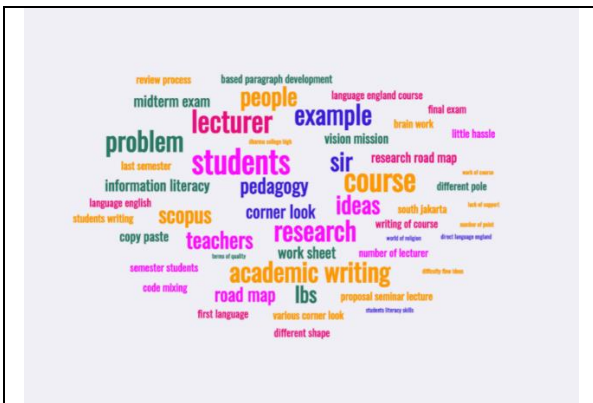

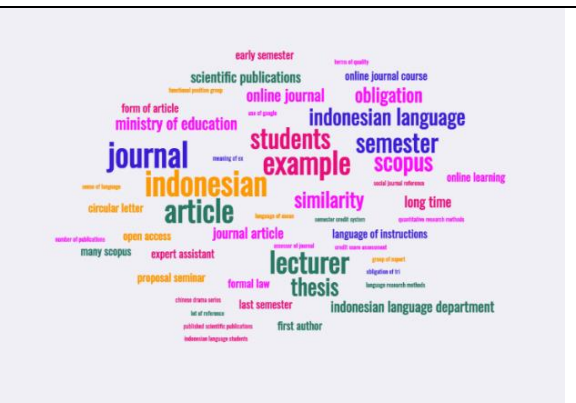Figure 7 Wordcloud of respondent 3

Figure 8 Wordcloud of respondent 4

Figure 7 shows some of the words frequently discussed by respondent 3 during the interview. The first position was filled by the word "Students" as the word most discussed by respondent 3. The second position was filled with the word "Course" and the third position with the word "Lecturer". The following is the order of the words displayed in Figure 4.3, including (1) Students, (2) Course, (3) Lecturer, and so on.

Figure 8 shows some of the words frequently discussed by respondent 4 during the interview. The first position was filled by the word "Journal" as the word most discussed by respondent 4. The second position was filled with the word "Indonesian" and the third position with the word "Article". The following is the order of the words displayed in Figure 4.4, including (1) Journal, (2) Indonesian, (3) Article, and so on.

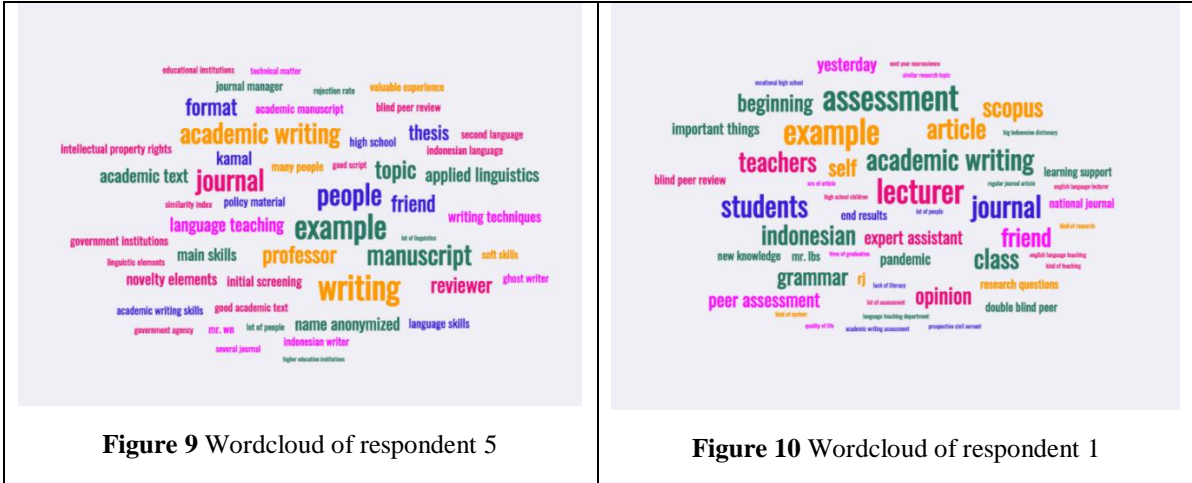| **Figure 9** Wordcloud of respondent 5 | **Figure 10** Wordcloud of respondent 1 |

Figure 9 shows some of the words frequently discussed by respondent 5 during the interview. The first position was filled by the word "Writing" as the word most discussed by respondent 5. The second position was filled with the word "Journal" and the third position with the word "Academic writing". The following is the order of the words displayed in Figure 4.5, including (1) Writing, (2) Journal, (3) Academic writing, and so on.

Figure 10 shows some of the words frequently discussed by respondent 6 during the interview. The first position was filled by the word "Assessment" as the word most discussed by respondent 6. The second position was filled with the word "Lecturer" and the third position with the word "Students". The following is the order of the words displayed in Figure 4.6, including (1) Assessment, (2) Lecturer, (3) Students, and so on.

In this chapter, the researcher will review three points; (1) Lecturers' views on the policy of academic writing obligations (2) Lecturers' views and reviews of double-blind peer review (3) Lecturers' views on Scopus.

The first point, talking about the policy of academic writing obligation, respondent 1 said that he agreed with the policy. According to respondent 1, research and academic writing are part of the Tri Dharma of Higher Education and according to him, research or academic writing will strengthen teaching, and teaching will strengthen research. Respondent 2 considers that the existence of a policy of academic writing obligations will actually create other opportunities or reproaches. So according to respondent 2, the advice he gave for this writing obligation policy was to limit the number of authors in one article title. On the other hand, respondent 4 said that the academic writing policy had existed since 2012. She said that in 2012 a circular letter was issued from the Director-General of Higher Education under the Ministry of Education and Culture that at that time students who were about to graduate had to publish scientific publications both undergraduate and postgraduate, and doctoral.

Meanwhile, according to respondent 6. Respondent 6 said that according to him this academic writing policy will still continue, this is because of the ongoing writing trend.

The second point, according to respondent 6, double-blind peer review is one way to maintain objectivity in the academic world, and the reputation of a journal lies in this paper's review. Therefore, according to respondent 5 in the double-blind peer review process, the name was not included. So that what reviewers receive from the admin is only the title and abstract without the identity of the author. Meanwhile, according to respondent 6, the practice of double-blind peer review is very possible in the classroom. Respondent 6 said that it was very possible to do so.

The third point, talking about publications. According to Respondent 3 that Scopus is one of the standards. Although according to him, there are many who end up, the writings there are only for the purpose of coming to Scopus. Respondent 3 also said that in terms of content quality, there are still many that are outdated or not new. Respondent 3 said that Scopus is not enough to ensure that academic writing is really quality in terms of content. Meanwhile, according to respondent 6. Respondent 6 said that when lecturers were asked to write without having to publish on Scopus there was no problem, but if they were required to do Scopus, according to respondent 6 it was a problem. Because she thinks the waiting period for Scopus is long and paid.

DISCUSSION

Discussion of the findings of the first research question is the first the researcher can conclude that First, the language curriculum traditionally consists of four aspects (listening, speaking, reading, and writing). According to Alwasilah (2014, P.363) writing is the most difficult skill to master. But unfortunately, at ILTD itself, the lecturers are more inclined toward theory and grammar. While the pedagogy applied in ELTD, especially in academic writing courses, is not clear, it is said by the resource person that in ELTD each lecturer has their own thoughts, which is actually good if the goals are the same, but unfortunately, the goals are not clear and not the same. 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.

Second, the activities of lecturers in the classroom will be interrelated with student learning activities. This means that students will follow the instructions given by the lecturer. In learning activities at ELTD, students will carry out different learning activities when the courses are taught by different lecturers. This shows that in ELTD pedagogy and crucibles are applied too freely for lecturers to teach in any way, especially in academic writing classes. Whereas in ILTD, both in terms of lecturer activities in the classroom and student learning activities in academic writing classes, it shows that the applied pedagogy focuses on theory and grammar, which is done on the basis of the view that teaching Indonesian is not easy so that The lecturer must check the correctness and standard of the sentences made by the students. Lecturers must be able to develop new academic writing pedagogies, where new pedagogies must be able to break away from theory and grammar. Like the research of Sudimantara (2021) which succeeded in developing a new academic writing pedagogy that broke away from pedagogic grammar. This new pedagogy will basically activate the non-verbal components of the brain (rhythm, intonation, movement, emotion, and aesthetics).

These components have been incorporated into academic writing learning resources and significantly improve students' academic writing skills.

The inclusion of rhythm and intonation into academic writing pedagogy was previously informed by Verbotonal research (Guberina, 1972; A.-P Lian, 1980, Asp, 2006, as cited in Bumela, 2021). The Verbotonal approach was originally developed to help children and adults with hearing loss but was later used for foreign language teaching purposes. In essence, the Verbotonal approach introduces the use of filtered intonation as a basis for enhancing the reorganization of speech patterns by exploiting the neuroplasticity of the brain and neural networks as a whole (Guberina, 1972 as cited in Bumela, 2021). According to Guberina, (1972); Asp, (2006) as cited in Bumela, (2021) Verbotonal approach basically encourages language learning as a multisensory experience by activating the auditory and vestibular sensory systems in the human body. Chafe (1988, p.397) as cited in Bumela, (2021) believes that writers as they write, and readers as they read, experience auditory images of certain intonations, accents, pauses, rhythms, and voice qualities, even if the writing is itself may exhibit these features poorly, if at all. This "covert prosody" of written language is clearly something quite obvious to a reflective writer or reader".

Third, language education majors, especially the Department of English Language Education, require bilingual academic literacy skills. A comprehensive approach to 21st-century language learning and teaching should encourage an integrated multisensory experience that adopts key components one of which is enhanced hearing input (verbotonalism) (Bumela, 2020, 2021), for the human brain will process any language in the same way, and the first thing in the process is prosody (intonation and rhythm). Verbotonalism defines intonation as a framework that governs human speech "in time," as well as possible aspects within prosodic groupings, such as grammar. Research on second language learning suggests a relationship between intonation and grammar, stating that "prosodic structures can aid in the acquisition of bootstrap syntax" (Christophe, Gout, Peperkamp & Morgan 2003, p. 595, as cited in Lian, A. B., Bodnarchuk, A., Lian, A. P. & Napiza, C. P. 361).

Discussion of the findings of the second research question is the first the lecturer's indifference to students and the assignments given can affect assessment activities. In addition, the use of rubrics for assessment needs to be designed as perfectly as possible. Rubrics have special properties, and cannot be generic. In ELTD there is no uniformity of rubrics because (a) the applied curriculum requires lecturers to decide and redesign the assessment (b) the department staff does not have a rubric for assessment reference (c) at the same time the lecturers do not develop their respective rubrics. People cannot create rubrics because they do not understand the discipline or discipline of language learning. While the requirement to create a rubric is that someone must understand the secrets of learning. Where learning is related to individual transformation in terms of increasing knowledge, skills, and attitudes. On the other hand, in ILTD and ELTD the assessments made by lecturers are still summative assessments. Where the assessment needed in learning in the 21st century is no longer about scores, but must refer to the creation of learning transformations.

Second, assessment and evaluation have a very close relationship. So the design and implementation require a very complex assessment process. Julaiha, R, (2022) succeeded in designing an innovative assessment for literacy activities, where the developed assessment rubric has integrated ideas about the nature of multisensory learning, Bloom Taxonomy, CEFR, and Multiple Intelligence. In Australia, evaluating teaching initiatives has become a top priority. The new courses and programs describe their teaching outcomes in terms of graduate quality, i.e. by reference to abilities and skills that are closely related to 21st-century

competencies. From all the discussion above, we can get some conclusions to answer the questions of this chapter. The lecturer's view regarding the evaluation of academic writing pedagogy is that the evaluations carried out at ELTD and ILTD are still in the form of summative assessments, not formative assessments. Summative assessments and rubrics are used as a form of evaluation in academic writing classes. The two departments (especially the ELTD department) do not have uniform rubrics, and at the same time, lecturers do not develop their respective rubrics (Oliver, Jones, Tucker & Ferns, 2007, p. 1, as cited in Lian, A. B., Bodnarchuk, A., Lian, A. P. & Napiza, C. 2017).

Discussion of the findings of the third research question is the first some respondents view their research practice with academic publications as an obligation that must be done. This is because research, writing, and publication activities can improve the teaching quality of lecturers. Not only that but academic publications are also used as pre-service requirements for lecturers. In this case, based on respondents' answers that the practice of research, academic writing, and academic publications is considered an obligation, not a necessity. Although this is considered to be able to improve the quality of teaching, unfortunately, the facts on the ground are that there are still many lecturers who ignore academic writing, both in terms of teaching and in terms of assessment, as discussed in the previous chapter.

Second, the practice of reviewing papers using the double-blind peer review technique commonly used by reputable journals is believed to be carried out in the classroom with the help, experience, and knowledge of the lecturers when publishing their writings.

Third, it relates to the research practices of lecturers and academic publications. Scopus is the standard that is considered the highest. However, some respondents think that the policy of publishing articles in Scopus has its own problems. Even so, some respondents thought that there was no problem with Scopus.

CONCLUSION

The conclusion of this study is that academic writing is a general skill that must be mastered by every college graduate, especially those majoring in English Education in Indonesia. The challenges in studying academic writing in Indonesia are largely due to the pedagogy of the academic writing discipline, which focuses too much on language and grammar while failing to teach academics a critical disposition. No pedagogy is perfect. However, it would be better if the pedagogy applied in universities, especially in English Lanfuage Teaching Department (ELTD) and Indonesian Language Teaching Department (ILTD), used the pedagogy that was closest to the ideal pedagogical criteria. But unfortunately, academic writing courses taught at ELTD and ILTD generally have not achieved that. The most ideal pedagogy that can be used in 21st-century learning is a pedagogy that leads to a multisensory and multidimensional approach. In addition to pedagogy which is still considered traditional because it has not yet reached the ideal level, the evaluation conducted at the ELTD and ILTD is still in the form of a summative assessment. Summative assessment cannot help students accelerate understanding. While formative assessment can help students accelerate understanding and can provide wider space to see the learning process more comprehensively. Summative assessment is still needed, but it would be better if the assessment process shifted to formative assessment, because students have to bring their understanding slowly. On the other hand, the lecturer's view regarding his research practice with the publication of academic writings only shows that his research practice is a lecturer's obligation because research is included in the Tri Dharma of Higher Education.

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