



Academic Writing Based on Reading-Writing-Evaluation (RWE): Case Study of Lecturers at Universidade Oriental Timor-Lorosa'e, Timor Leste

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Abstract

The study of writing is complex in relation to language skills. Writing, especially academic writing, requires high skills. Therefore, not everyone understands the concepts and strategies of writing, whether popular, academic, or creative. Related to writing, this study aims to raise academic writing training among lecturers at the Universidade Oriental Timor-Lorosa'e through the reading-writing-evaluation (RWE) model. The research method used in this study is qualitative. The research respondents were lecturers at the Universidade Oriental Timor-Lorosa'e. The results of the study show the following findings in the first session. First, respondents had difficulty in selecting topics, collecting data, developing structures, using appropriate language, and the peer review process. To improve writing habits and encourage academic progress, institutions need to provide training, guidance, and incentives. This also helps in better topic planning and effective time management. Second, minimal research budgets make respondents reluctant and difficult to conduct research (which outputs are written articles).

Keywords: Writing; Reading-Writing-Evaluation; Pre-Writing; Writing Process; Post-Writing

Introduction

Studies about writing are studies which are complex because they involve linguistic understanding, psychology, and also socio-cultural factors. Studies about writing is an interesting thing in

the academic and non-academic world (Ahmadi, 2020; 2022). This shows that writing is indeed urgent for various segments of life, both among children, teenagers or adults. The urgency of writing cannot be denied because it is human. Modern life cannot be separated from the demands of writing, both as a job requirement and as a necessity of life. A study conducted by Ahmadi & Yulianto shows that the level of writing (in this case, literacy) among adolescents and adults (in Indonesia) is still minimal (Nisak et al., 2023). This is often the case in remote areas caused by various factors, among them due to the lack of information related to writing. Matter this is clearly seen in the lack of writing seminars, literacy seminars, or writing assistance.

In today's global era, writing in an academic context is a major concern for researchers with linguistic or interdisciplinary interests, as writing is the most complex language skill. Therefore, producing academic writing is not easy. However, this does not mean that writing is impossible. As is well known, many people are capable of producing extensive writing. Several studies on writing, among others, show that writing strategies are crucial for increasing motivation and writing quality (Cloutier, 2016; Sodiq et al., 2017). Furthermore, writing is also related to the obligations and responsibilities of an academic. Writing is certainly not easy, as it requires complex skills and persistence. from the authors (De La Paz et al., 1998). Because That, required process which is simultaneous and longitudinal. The more often someone writes, the better their writing becomes.

Current facts on the ground show a concerning situation regarding writing, both academic and non-academic (Eneste, 2009a). First, writing is a talent, so not everyone can write well. This has led to the perception that writing is difficult because it requires a high level of talent. Second, writing forums have not yet provided many facilities for those who want to write. Third, there is a lack of motivation for writing among teachers. Of course, these facts do not necessarily measure the lack of interest in writing among aspiring writers. However, various underlying factors contribute to the writing segment sometimes being overshadowed by other activities. In fact, writing can be done through various segments (Eneste, 2009b; Eneste, 2009c; Eneste, 2009d; Hilaliyah et al., 2024; Harras, 2011) so there is no reason why writing is difficult.

In relation to writing, Unital lecturers also have the ability to write, both scientifically and non-scientifically. However, several obstacles, for example lack of means of training writing for them and also time and busy being factors causes of the emergence of demotivation in authorship. Factors in writing are not only a matter of writing competence within a person, but also a person's psychological factors in writing (Tahmidaten, & Krismanto, 2020; Darningwati et al., 2020; Ahmadi et al., 2020). In addition, writing also needs to be modified so that participants can be more optimal in writing (Owen, 2007). For this reason, this competitive Community Service was carried out in order to optimize writing among Unital lecturers, Timor Leste. The training model in this Community Service seeks to integrate reading-writing-and self-evaluation from participant activity Community Service. The expected disciplined writing model can provide solutions to problems in complex writing (Guzel-Ozmen, 2009; Ahmadi, 2019, 2021; Ahmadi et al., 2024) among Unital lecturers.

Research Methods

For carry out activity implementation training write academic implemented with the following stages. 1) Providing material using the lecture method, on stage. This Universitas Negeri Surabaya (Unesa) Community Service team provides academic writing activity materials using the lecture method. 2) Discussion method, after the presentation of the material, the Community Service team provides a discussion session so that Community Service participants can ask questions related to academic writing, both from a linguistic, writing, or psychological perspective. Writing base reading-writing-evaluating which used in a way simultaneously. Coordination of activities, at this stage the Unesa Community Service team coordinated with the partner, namely, Unital, Timor Leste. In this case, the Community

Service team coordinated with the dean of the Faculty of Education, CB. For the location of the activity in Timor Leste with respondents as many as 17 lecturers from Universidade Oriental Timor-Lorosa'e (Unital), Timor Leste who came from the departments of Industrial Engineering, Electrical Engineering, Architecture, Industrial Mechanical Engineering, Electrotechnica, Geology, Informatics Engineering, Petroleum and Portuguese. The Community Service team coordinated in terms of agreements on the implementation of activities, from beginning to end.

Implementation of activities, at this stage, the Unesa Community Service team conducted academic writing training activities for lecturers at Unital, Timor Leste. In the implementation of these activities, it was divided into three parts, namely: (a) Initial activities: pre-writing, (b) Core activities: providing writing materials, and writing practice and (c) Closing: reflection and evaluation.

Research Results and Discussion

Result

This research method employed qualitative analysis. The researcher used verbal data presentation based on facts and phenomena in the field (Cresswell et al., 2006). Data collection was conducted in two stages: interviews and literature review. The respondents were lecturers from the Universidade Oriental Timor-Lorosa'e (Unital), Timor Leste. Data analysis used the stages of identification, classification, presentation, and verification (Miles & Huberman, 1994). The response to the Reading-Writing-Evaluation (RWE)-Based Academic Writing Training at the Universidade Oriental Timor-Lorosa'e (Unital), Timor Leste, was conducted by submitting several questions listed on the *Google Form platform*. These questions included:

1. Gender
2. Article title
3. Publication in reputable international journals (eg Scopus)
4. National journal publication
5. Local/campus journal publications
6. Difficulties in writing journal articles
7. Strategies for overcoming difficulties in writing journal articles

From the form, 17 respondents responded to the Reading-Writing-Evaluation (RWE)-Based Academic Writing Training at the Universidade Oriental Timor-Lorosa'e (Unital), Timor Leste. The following results were obtained:

1. Results of the question “Gender”

Table 1. Gender

Gender	Percent
Man	64.7%
Woman	35.3%

Of these questions, 64.7% of respondents were male and 35.3% of respondents were female.

2. Results of the question “Article title”

Respondents wrote a variety of research titles. Here are the research titles from the respondents:

Table 2. Article Title

Full name	Article title
ASG	Performance of Kepok Banana Peels (<i>Musa Paradisiaca</i> L) as Biosorbent for Removing Mn ²⁺ and Fe ³⁺ in Drinking Water Sources
AP	Design and Construction of a Solar Power Generation System at the Church of Saint Miguel, Vitoria Pool, Dili, Timor Leste
AP	Design and Construction of a Solar Power Generation System at the Church of Saint Miguel, Vitoria Pool, Dili, Timor Leste
DdS	Pc Router Design As An Internet Gateway In The Timor Ict Office Using Mikrotik Router Os
DdS	Designing a PC Router as an Internet Gateway at the Timor ICT Office Using Mikrotik Router OS
DdS	Implementation of Mikrotik Router OS to Build a PC Router as an Internet Gateway at the Timor ICT Office
ESdN	The Interaction of Architecture as Financial Investment and Social Architecture in the Context of Limitations
ESdN	The Effectiveness of Student Grouping Methods in Completing Daily Assignments and Its Influence on Academic Attitudes in Timor-Leste
GS	The Influence Of Lecturers' Examples On Student Character Formation At Unital-Dili, Timor-Leste
LA	Improving the Quality of Portuguese Language in Engineering Schools with Paulo Pereira's Perspective at UNITAL8
MSV	Title: Impact of Rock Exploration on the Environment (The title contains problems and solutions/solution methods, and is informative)
MSV	Environmental Impact Evaluation Of Rock Exploration Activities In Timor Leste
NdC	Analysis Of DNS Server And GEOIP Utilization As A Solution For GSLB (Global Server Load Balancing) At The TIMOR ICT Office
PC	Geology And Characteristics Of The Volcanic Mud Mountains In The Uma Uain Kraik Subdistrict, Viqueque District, Timor Leste
SFdC	The Influence Of School Leadership And The School Environment On The Performance Of Teachers At Secondary School São Francisco De Assis, In The 2022 School Year
SFd C	Influência liderança escola ao Ambiente escolar no desempenho dos professores na Escola Secundário
SFdC	The influence of school leadership and the school environment on the performance of teachers at secondary school são Francisco de Assis, in the 2022 school year.

3. Answer to the question "Publication in reputable international journals (eg Scopus)"

Table 3. Publications in Reputable International Journals (Eg Scopus)

Publication in Reputable International Journals (Eg Scopus)	Percent
Once	5.9%
Never	94.1%

Of these questions, 94.1% of respondents answered that they had never published their articles in reputable international journals (eg, Scopus), and 5.9% answered that they had. Based on the diagram, the results show that the majority of respondents answered that they had never published their articles in reputable international journals (eg, Scopus), at 94.1%. Meanwhile, the fewest respondents answered that they had published their articles in reputable international journals (eg, Scopus), at 5.9%.

4. Answer to the question "National journal publications"

Table 4. National Journal Publications

National Journal Publication	Percent
Once	11.8%
Never	88.2%

Of the questions, 88.2% of respondents answered that they had never published their articles in national journals, and 11.8% answered that they had. Based on the diagram, the results show that the majority of respondents answered that they had never published their articles in national journals (88.2%). Meanwhile, the fewest respondents answered that they had never published their articles in national journals (11.8%).

5. Answer to the question "Local/campus journal publication"

Table 5. Local/Campus Journal Publications

Local/Campus Journal Publication	Percent
Once	0%
Never	100%

From this question, 100% of respondents answered that they had never published their articles in local/campus journals.

6. Results of the question "Difficulties in writing journal articles"

All respondents answered questions about difficulties in writing journal articles. Some of the respondents' responses included:

Table 6. Difficulties in Writing Journal Articles

Full name	Difficulties in Writing Journal Articles
AP	Writing a journal article is often fraught with challenges. One of the biggest challenges is finding an original and relevant topic. Authors must conduct in-depth research to ensure the chosen topic is not already widely discussed while remaining relevant to current developments in the field. Furthermore, data collection and analysis can be challenging, especially if the required data is difficult to access or incomplete. The strict structure of the article also adds to the complexity. Authors must adhere to established guidelines, including proper formatting and writing style. The ability to organize arguments logically and clearly is crucial for readers to understand the ideas presented. The rigorous review process presents its own challenges, as criticism from peers and editors often requires extensive revisions. Authors must be open to feedback and willing to make significant improvements. All these factors make writing a journal article a challenging process, yet it offers a valuable opportunity to contribute to the advancement of knowledge. These difficulties, while daunting, are often a necessary part of the academic journey, enriching the author's knowledge and experience.

- E SdN** Writing journal articles is often challenging because it requires the ability to construct a coherent argument, supported by strong data and relevant references. Key challenges include formulating a clear research problem, systematically organizing ideas, and ensuring the article adheres to the journal's intended format and guidelines. Furthermore, writing in precise and formal language is a challenge, especially for non-native authors. The peer review process can also add to the difficulty, requiring in-depth revisions based on critiques from expert reviewers.
- GS** Writing journal articles often presents a variety of challenges, especially for novice writers. One major challenge is constructing a logical and structured argument, which requires a thorough understanding of the topic. This process is often complicated by the need to conduct an extensive literature review, which is time-consuming and requires access to relevant sources. Another challenge lies in adapting to the strict style and format of academic writing. Each journal has specific guidelines, requiring authors to ensure that their articles adhere to the established structure, grammar, and referencing format. The revision process can also be a significant challenge, especially when authors receive critical feedback from reviewers that requires significant changes. Finally, time constraints and the pressure to meet deadlines often add to the stress of article writing. Combining in-depth research, critical analysis, and clear writing requires strong time management skills.
- MSV** Writing journal articles often presents a variety of challenges that can hinder the research process. One major challenge is finding a relevant and novel topic. Researchers must ensure that the topic is not already widely discussed so that their contribution can be considered significant. Furthermore, authors often struggle with organizing ideas and structuring the article. Building a logical and coherent outline is crucial for conveying a clear argument. Many authors also struggle with time management, especially when revising based on feedback from peers or editors. Technical aspects such as writing in proper format, using correct citations, and mastering academic language also pose challenges. Finally, the pressure to achieve high academic standards and avoid plagiarism adds to the psychological burden, making the process of writing journal articles a complex and tedious task.

7. Results of the question “Strategies for overcoming difficulties in writing journal articles”

All respondents answered questions about strategies for overcoming difficulties in writing journal articles. Some of the responses included:

Table 7. Strategies for Overcoming Difficulties in Writing Journal Articles

Full name	Strategies for Overcoming Difficulties in Writing Journal Articles
AP	Here are some strategies to overcome difficulties in writing journal articles: 1. Determine a Clear Topic: Choose a topic that aligns with your interests and expertise. Focus on a specific research question. 2. Create a Work Plan: Create an article outline with main sections such as introduction, methods, results, and discussion. This will help organize your ideas systematically. 3. Gather References: Conduct a literature review to gather relevant sources. Note key points and quotes that support your argument. 4. Set a Schedule: Create a realistic writing schedule. Set aside time each day to write, even if only a little. 5. Write a First Draft Without Editing: Don't be too critical of your initial draft. Focus on getting your ideas down, then refine them in the editing stage. 6. Ask for Feedback: Once finished, ask for feedback from colleagues or mentors. Another person's perspective can provide a fresh perspective. 7. Take Regular Breaks: Maintain your mental health by taking breaks. This can boost creativity and productivity. By implementing these strategies, the journal article writing process can become smoother and more effective.

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| ESdN | Overcoming the challenges of writing a journal article requires a well-planned and disciplined strategy. First, begin by formulating a specific and clear research problem, which will serve as the foundation for the entire article. Create an outline to organize your main ideas so that the article is structured logically and systematically. In-depth research is crucial to support your argument, so be sure to use valid and up-to-date references. Furthermore, it's crucial to understand the format and guidelines of the journal you're submitting to, including writing style, article structure, and proper citation methods. Writing an initial draft without overly focusing on perfection can help kick-start the process. Once the first draft is complete, repeated revisions are essential to refine the language, argument, and flow of the writing. Asking peers or mentors for feedback can also help identify any weaknesses that might have been overlooked. Finally, preparation for the review process is key. Understand that reviewer criticism is part of the process of refining your article, and being open to revisions will improve the quality of your writing. |
| GS | To overcome the difficulties of writing journal articles, there are several strategies you can apply. First, start with good planning. Before writing, create an article outline that covers the main points you want to convey. This helps you develop a logical and structured argument. Second, conduct a systematic literature review. Use reliable sources and note every relevant reference from the outlet. This will simplify the process of compiling the literature section and avoid plagiarism. Third, understand the guidelines of the journal you are submitting to. Each journal has a different format and writing style. Reading articles already published in that journal can provide an overview of the writing style and expectations. Furthermore, manage your time effectively by dividing the writing process into several stages, such as research, drafting, and revising. Avoid writing everything at once to avoid becoming overwhelmed. Finally, be open to feedback. If you receive revisions from reviewers, use the feedback to improve your article. Revision is part of the process of improving the quality of academic work. |
| MSV | Overcoming the challenges of writing journal articles requires a well-planned strategy. First, selecting a relevant and innovative topic can be achieved by conducting preliminary research and reading current literature. Discussions with colleagues or mentors can also help identify interesting research gaps. Second, to organize ideas, authors can create an outline or mind map before starting to write. This will help maintain the flow and focus of the article. Good time management is also crucial; Authors can use the Pomodoro technique to increase productivity. Furthermore, it's crucial to familiarize yourself with the journal's writing guidelines and formatting. Using reference management software can simplify managing citations and bibliographies. Finally, don't hesitate to ask for feedback from colleagues before posting an article. A collaborative revision process can significantly improve the quality of the paper. With this strategy, authors can reduce difficulties and increase the chances of acceptance for journal publication. |
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Discussion

1. Academic Writing at International, National and Local Levels

Several lecturers have already proposed two to three research or community service projects. This demonstrates that lecturer productivity is already excellent and quite adequate. The proposed titles are diverse, relevant to their respective areas of expertise, and are interesting for research. However, this potential can still be enhanced by improving research quality, interdisciplinary collaboration, and leveraging external funding opportunities. With training, guidance, and supportive policies, this already

strong productivity can be further enhanced, transforming it into a tangible contribution to strengthening the institution's academic reputation and providing broader benefits to society.

The majority of respondents who have never published an article in a reputable international journal, such as a Scopus-indexed journal, indicate that the publication rate of scientific articles in international journals is still very low. This could be due to several factors, such as the inability to write in a foreign language, minimal technical guidance, and limited access to information regarding publication opportunities in reputable journals. To increase the number of articles published in international journals, more focused and sustainable efforts are needed to improve the quality and quantity of publications. Institutions need to provide training in writing scientific articles in English, workshops on publications in reputable journals, and guidance from experienced mentors. Furthermore, providing incentives, awards, or publication cost assistance is also important to motivate lecturers to be more enthusiastic about writing and publishing articles in international journals. With these strategies and support, it is hoped that the number of publications in reputable journals will gradually increase, thereby encouraging the institution's academic reputation both nationally and internationally.

The majority of respondents had never published an article in a national journal. This indicates that their participation in scientific publications in national journals remains very low. This low level may be due to various factors, such as a lack of enthusiasm for writing, limited time and opportunity, inadequate technical skills in writing scientific articles, and a lack of support or facilities. In this situation, strategic steps are needed from relevant institutions or agencies to encourage lecturers and researchers to more actively publish research results or scientific ideas in national journals. Some possible approaches include organizing article writing training, providing guidance from experienced mentors, providing awards for published articles, and establishing research communities to encourage a culture of writing in the academic environment. This aims to gradually increase the number of articles published in national journals, as well as making a real contribution to the development of science, enhancing the institution's reputation, and serving as a first step towards publication in trusted international journals.

All respondents had never published their articles in local or campus journals. This fact indicates that the level of scientific publication at the local level is still very low because no one has experience publishing scientific work in local journals. This low figure may be due to several factors, such as a lack of enthusiasm and habit of writing, a lack of knowledge about how to publish articles in local journals, minimal technical support or guidance, and the institution's suboptimal role in facilitating scientific article publishing platforms on campus. This condition presents both a challenge and an opportunity for improvement. Publication of articles in local or campus journals should be the first step and an important bridge before lecturers or researchers advance to national or international publications. Therefore, institutions need to pay more attention by providing well-organized internal journals, training in scientific article writing, writing mentoring, and providing incentives or awards for lecturers who contribute to campus journals. With continued support, it is hoped that the culture of writing and publishing in local journals will develop, thus laying the foundation for raising the quality of publications to a higher level.

2. Difficulty in Writing

Some lecturers still face various difficulties, both technical and non-technical. The main challenge often arises from finding original, relevant, and previously undiscussed topics, which require in-depth initial research. Furthermore, data collection and analysis are often a barrier, especially if the data is difficult to obtain or requires significant costs and effort.

Another common challenge is developing a logical and well-structured paper that adheres to the scientific standards and formatting requirements of the journal. Authors also need to master how to present compelling arguments, cite sources correctly, and use appropriate academic language. Furthermore, the rigorous *peer review process* often presents the additional challenge of in-depth

revisions based on critical feedback from editors or reviewers. This revision process requires openness, patience, and the ability to refine the article to make it publishable. Non-technical factors, such as time constraints, the pressure of tight deadlines, and the psychological burden of achieving high academic standards, also complicate the process of writing journal articles. However, research participants acknowledged that these challenges are an essential part of the academic journey. They not only enrich the experience but also contribute to the broader advancement of knowledge.

3. Writing Strategy

Respondents' strategies for overcoming difficulties in writing journal articles varied, including careful planning, discipline, and an open attitude to continuous learning. The first strategy considered crucial was determining a clear, relevant, and specific topic, aligned with the author's interests and area of expertise. The selection of an appropriate topic was generally supported by in-depth initial research, a review of the latest literature, and discussions with colleagues or mentors to identify underdeveloped research areas.

The next step is to create an article outline. Having a structured work plan makes it easier for writers to organize ideas, structure arguments logically, and maintain a focused flow. Creating an outline also helps divide the writing process into sections, from the introduction, methods, results, and discussion.

Furthermore, gathering relevant references is crucial for a stronger argument. By conducting a thorough literature review and using reference management software, authors can more effectively source documents and avoid plagiarism. Furthermore, authors need to understand the journal's writing guidelines and format, including article structure, style, and source citation. Reading articles already published in the journal can also help them understand the quality standards and expectations. Effective time management is also crucial. Several respondents recommended creating a realistic writing schedule and setting aside a specific time each day, even if only briefly, to ensure the writing process is organized and doesn't pile up by the deadline.

Next, writers are encouraged to write the first draft without worrying too much about perfection. Focus on conveying ideas first, then refine them in the revision stage. The revision process should be gradual and open to feedback. Soliciting feedback from colleagues or mentors is highly recommended, as another person's perspective often helps uncover otherwise unseen flaws.

Finally, authors must also be prepared for the rigorous *peer review process*. Reviewers' criticism should be viewed as an opportunity to improve their articles. An open, patient attitude, and a willingness to make significant changes will significantly improve the quality of their writing. By consistently implementing these strategies, authors are expected to reduce barriers to journal article writing, improve the quality of their writing, and increase the likelihood of their articles being accepted into high-quality journals, both domestically and internationally.

Conclusion

Unital lecturers in Timor-Leste possess excellent academic writing skills, but the number of articles published in international, national, and local journals remains low. The main challenges faced are selecting appropriate topics, analyzing data, structuring writing, mastering academic language, and passing peer review. To address this, it is recommended to clearly plan topics, develop article outlines, gather references, understand journal guidelines, manage time effectively, write initial drafts, and accept feedback from others. Institutions also need to provide support in the form of training, guidance, and incentives to further develop a culture of scientific writing and publication.

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