PERSONAL AND INTERPERSONAL LINGUISTIK COMMUNICATION IN ACADEMIC WRITING
Komunikasi Linguistik Personal dan Interpersonal dalam Penulisan Karya Ilmiah

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Abstract

Academic writing as linguistic communication is often seen as an individual activity requiring critical thinking, in-depth knowledge, and language skills. However, it also involves interpersonal interactions with the academic community, supervisors, and readers. This article explores the personal and interpersonal aspects of academic writing and their impact on writing quality using literature review, theoretical analysis, and document analysis. The study found that personal aspects, such as motivation, idea development, and self-reflection, shape authenticity, while interpersonal feedback enhances clarity, cohesion, and adherence to academic standards. Linguistic analysis reveals personal elements through persona usage (e.g., I, the researcher), while interpersonal aspects appear in objective statements (e.g., this study shows that, as stated by). Thus, academic writing is a synergy of personal and interpersonal elements, essential for improving writing quality, especially for beginners.
Keywords: academic writing, communication linguistic strategies, interpersonal communication, personal communication

Abstrak

Penulisan akademis sebagai salah satu aktivitas komunikasi linguistik sering kali dipandang sebagai aktivitas individual yang membutuhkan pemikiran kritis, pengetahuan mendalam, dan keterampilan berbahasa. Namun, hal itu juga melibatkan interaksi interpersonal dengan komunitas akademis, supervisor, dan pembaca. Artikel ini mengeksplorasi aspek personal dan interpersonal dari penulisan akademis dan dampaknya terhadap kualitas penulisan menggunakan tinjauan pustaka, analisis teoritis, dan analisis dokumen. Studi tersebut menemukan bahwa aspek personal, seperti motivasi, pengembangan ide, dan refleksi diri, membentuk keaslian, sementara umpan balik interpersonal meningkatkan kejelasan, kohesi, dan kepatuhan terhadap standar akademis. Analisis linguistik mengungkap elemen personal melalui penggunaan persona (misalnya, saya, peneliti), sementara aspek interpersonal muncul dalam pernyataan objektif (misalnya, studi ini menunjukkan bahwa, sebagaimana dinyatakan oleh). Dengan demikian, penulisan akademis merupakan sinergi dari elemen personal dan interpersonal, yang penting untuk meningkatkan kualitas penulisan, terutama bagi pemula.
Kata-kata kunci: komunikasi personal, komunikasi interpersonal, penulisan akademik, strategi komunikasi linguistik

INTRODUCTION

Academic writing can be reconceptualized as a series of dynamic activities and practices that contribute to the creation of knowledge. This process involves the construction, deconstruction, and reconstruction of ideas in scholarly discourse. Such an approach highlights the fluidity of academic writing, where writers engage in a continuous cycle of idea development and refinement (Gurung, 2022). This dynamic nature not only enhances the depth of scholarly work but also encourages critical engagement with existing literature and theory, ultimately leading to stronger and more insightful academic contributions (Dhobi, 2024).

An aspect that influences the success of academic writing is communication strategy. Communication strategies are essential skills for generating and discussing powerful ideas in a variety of contexts and processes, using semiotic tools with interdisciplinary cross-border potential (Sidorova, 2021). Effective internal communication strategies have been identified to include transparency, two-way communication, leadership communication, and multiple communication channels (Kimani, 2023). Communication strategies aim to identify and develop coherent messages for internal, external, and international audiences, maintaining and updating communication processes at the highest level (Brancu & Turcu, 2023). Personal communication significantly influences the dynamics of individual learning, acting as a vital component in a broader communication framework. Interpersonal communication is characterized by the establishment of mutually agreed-upon rules, increased information sharing, and the development of deeper understanding between two or more individuals. Different communication orientations influence the development of personal resources during interpersonal interactions, with alterocentric orientation—focusing on the perspectives and needs of others—resulting in the most substantial increase in personal resources and overall effectiveness in communication (Morga, 2014; Pereira, 2021; Sytnik & Chebykin, 2021).

Academic writing is often viewed as a solitary activity that demands critical thinking, extensive knowledge, and strong language skills. However, recent research suggests that it is not simply an individual task, but also an interpersonal process that involves engagement with academic communities, mentors, and readers. For example, McDonough et al. (2018) highlighted that collaborative writing practices significantly improve the quality and clarity of academic documents. Similarly, Elabdali (2021) explored the importance of peer feedback in improving academic papers, suggesting that interpersonal interactions play a significant role in achieving academic success.

The personal dimension encompasses intrinsic elements such as motivation, creativity, and self-reflection, all of which are essential for the originality of academic work. Brown (2021) found that students who are self-motivated are more likely to produce innovative research outputs. On the other hand, the interpersonal dimension highlights the importance of collaboration, feedback, and adherence to academic standards. Aderibigbe et al. (2023) asserted that interacting with peers and mentors offers multiple perspectives that enhance the writing process.

While previous studies have focused separately on either the personal or interpersonal aspects of academic writing, this study offers a novel perspective by analyzing how these two dimensions are dynamically intertwined in actual writing practices. Unlike Brown (2021) and Aderibigbe et al. (2023), who examined these dimensions in isolation, this research explores their intersection as a communicative continuum within the linguistic framework of academic writing. The novelty of this study lies in its conceptual framing of academic writing not merely as a technical or procedural activity, but as a form of linguistic communication that

simultaneously negotiates personal expression and social interaction.

This investigation is urgent given the increasing emphasis on authentic academic authorship and collaborative learning in higher education. As students are now expected to produce original work while engaging in dialogic academic communities, understanding the interplay between personal and interpersonal linguistic dimensions becomes crucial. This research thus addresses a significant gap in the literature and contributes to the development of pedagogical strategies that support holistic academic writing competencies.

The interplay between the personal and interpersonal dimensions highlights the complex and multifaceted nature of academic writing. Understanding this relationship is especially important for beginning writers who want to improve their academic writing

THEORETICAL FRAMEWORK

Academic writing in higher education is a vital instrument for fostering intellectual growth, distinguished by particular linguistic characteristics and conventions that promote coherence and cohesion in student essays (Yulinetska & Babii, 2021). Its organized structure guarantees clarity and logical flow, facilitating the effective communication of intricate ideas through key linguistic elements such as nominalization, passive voice, specialized vocabulary, and complex sentence constructions. Beyond its linguistic aspects, academic writing cultivates both language-related and broader competencies. It equips students with critical thinking skills, analytical capabilities, and ethical research practices (Mustafa, 2023). These competencies are essential for maintaining academic integrity and ensuring originality in scholarly work while also preparing students for professional environments that require advanced written communication skills. By mastering the art of academic writing, students enhance their ability to express ideas clearly and develop transferable skills

skills. Therefore, this paper examines how these aspects interact and their combined influence on the quality of academic writing, and offers practical insights for improving writing practice.

This study is expected to contribute not only to the theoretical enrichment of linguistic communication in academic contexts but also to the development of pedagogical frameworks that support more holistic writing instruction. By unpacking the dynamic interdependence between personal expression and social interaction in writing, the findings can inform curriculum design, instructional strategies, and assessment models in higher education. Ultimately, this research benefits students, educators, and academic institutions by promoting more reflective, dialogic, and communicatively competent academic writers.

crucial for success in both academia and their future careers. This makes academic writing an indispensable asset that supports lifelong learning and career progression (Nuoya, 2024).

Interpersonal communication plays a vital role in academic writing, significantly affecting how authors connect with their readers and effectively communicate their research. This process entails employing various linguistic strategies to build relationships, articulate arguments, and encourage dialogue within the academic community (Tikhonova, 2024). Seasoned authors tend to incorporate a greater number of interpersonal features to engage their readers, whereas less experienced writers prioritize establishing their authority. This distinction contributes to making academic texts more accessible and engaging for the audience (Lehman et al., 2022). Personal communication in academic writing constitutes a vibrant element of scholarly discourse, highlighting the integration of personal experiences and informal communication styles into traditional academic structures. Lazareva (2024) states that courses in academic writing and personal information

culture within higher education can enhance students' research skills, as well as their preparation and composition of scientific articles, by examining the interdisciplinary connections between these fields.

Academic writing features specific linguistic features, such as nominalization, passive voice, technical terms, and complex sentences, that can help readers better understand and apply these features in their writing (Nuoya, 2024).

METHOD

This study uses a qualitative research methodology, emphasizing literature review and theoretical analysis. The primary data sources consist of reputable journal articles, books, and online sources that examine academic writing from personal and interpersonal perspectives. A systematic review approach is applied to identify, analyze, and synthesize key themes. To obtain linguistic communication data as language use data in the form of sentences, a number of examples of scientific articles written by students, both published and unpublished, were also analyzed.

The literature review process consists of three stages: (1) identifying relevant theories and frameworks, (2) organizing findings into personal and interpersonal categories, and (3) examining the interactions between these categories.

Data were collected through document analysis involving two main categories: (1) secondary data in the form of scientific literature obtained through academic databases (Scopus Journal, Google Scholar, ERIC, and SAGE), and (2) primary textual data in the form of examples of students' academic writing, especially in the Indonesian Language and Literature Education Study Program at IKIP Siliwangi. Literature sources were selected based on the recency of publications (in the last 5 years), relevance to the research focus, and publisher credibility. Student articles as samples were taken purposively to represent various levels of academic writing skills.

To ensure the reliability of the data, this study applied source triangulation by comparing insights from the literature with authentic student texts. Analysis was also carried out by involving two academic writing experts to review the categorization and interpretation of themes. In addition, research subject checking was carried out with selected student writers to validate the contextual interpretation of the texts they wrote.

The literature review process consisted of three stages: 1) Identifying relevant theories and frameworks related to the personal and interpersonal dimensions of academic writing; 2) Organizing the findings thematically into categories that reflected personal and interpersonal elements; 3) Examining the interactions between these dimensions using thematic analysis and content analysis techniques to identify linguistic indicators in student writing samples.

DISCUSSION

The findings reveal that personal and interpersonal factors are mutually reinforcing in the academic writing process. The collection of research articles and reflective essays highlights the interplay between personal and interpersonal dimensions in academic writing, emphasizing their importance in enhancing scholarly communication. For example, Hearn (2018) explores personal narratives in "Exploring Cultural Identity through Literature," while Johnson (2020) focuses on self-reflection in ESL teaching. Brown (2017) discusses innovative technology use in the classroom. Hyland (2002) examines personal voice in academic writing, and Williams (2021) reflects on student motivation's impact on learning outcomes. Garcia (2020) offers perspectives on bilingual children's challenges in language acquisition, and Lee (2018) the role of emotions in learning. Collectively, these works illustrate how personal experiences and interpersonal interactions

contribute to the quality and depth of academic writing.

Table 1. Simulated Personal and Interpersonal Dimension

Document Title	Document Type	Personal Dimension	Interpersonal Dimension	Theoretical Frameworks Applied	References
"Exploring Cultural Identity through Literature"	Research Article	Personal narrative and interpretation of identity in literature.	Engages with existing literature on cultural identity, connecting personal experiences to broader discussions.	Expressivist and Interactionist theories	Hearn, J. (2018). *Exploring Cultural Identity through Literature*. Journal of Identity Studies, 12(3), 78-92.
"Reflective Practices in Teaching ESL Students"	Reflective Essay	Focus on the author's teaching experiences, self-reflection, and personal growth in the ESL classroom.	Minimal interaction with other scholars, focusing on the writer's own learning journey.	Expressivist theories	Johnson, R. (2020). *Reflective Practices in Teaching ESL Students*. TESOL Journal, 22(1), 33-47.
"Innovations in Educational Technology"	Research Article	The author's innovative approach to using technology in the classroom.	Extensive citations to studies and theories on educational technology, positioning the work within the academic field.	Genre and Interactionist theories	Brown, P. (2017). *Innovations in Educational Technology*. International Journal of Educational Technology, 15(4), 210-225.
"Challenges of Teaching Critical Thinking"	Thesis Chapter	Author's personal perspective on the importance of teaching critical thinking skills.	Discussion on the challenges faced by educators, referencing educational theories and debates in pedagogy.	Expressivist and Genre theories	Green, L. (2019). *Challenges of Teaching Critical Thinking*. Unpublished Doctoral Thesis, University of California.
"Academic Writing and the Role of Voice"	Research Article	Exploration of the author's personal voice in academic writing, with examples from their own work.	Citations from other scholars on the concept of academic voice and its role in scholarly communication.	Expressivist theories	Hyland, K. (2002). *Academic Writing and the Role of Voice*. Journal of Writing and Pedagogy, 28(5), 50-65.
"A Study on Student Motivation in Higher Education"	Research Article	Personal observations and reflections on how student motivation influences learning outcomes.	Responds to existing research on motivation, comparing findings with similar studies.	Interactionist theories	Williams, D. (2021). *A Study on Student Motivation in Higher Education*. Journal of Educational Psychology, 14(3), 105-118.
"The Importance of Peer Feedback in Writing"	Literature Review	Personal reflections on the value of peer feedback in improving writing skills.	Discusses peer feedback theories and synthesizes existing research on its benefits in academic writing.	Interactionist and Genre theories	McDonald, A. (2016). *The Importance of Peer Feedback in Writing*. Journal of Writing Research, 18(6), 202-216.
"Disruptive Technologies in Business"	Research Article	Author's personal insights on the future of disruptive technologies in the business world.	Detailed review of technological innovations, citing major scholars and industry experts.	Genre theories, Interactionist theories	Carter, H. (2019). *Disruptive Technologies in Business*. International Journal of Business and Technology, 29(2), 134-150.
"Language Acquisition in Bilingual Children"	Research Article	The personal perspective of the author on the challenges faced by bilingual children in	References theories and studies on bilingualism and language acquisition, engaging with the academic community.	Expressivist and Interactionist theories	Garcia, M. (2020). *Language Acquisition in Bilingual Children*. Journal of Language

Document Title	Document Type	Personal Dimension	Interpersonal Dimension	Theoretical Frameworks Applied	References
		language acquisition.			Studies, 33(4), 118-133.
"The Role of Emotions in Learning"	Research Article	The author's personal exploration of how emotions impact cognitive processes and learning.	Citations to psychological theories and educational studies on emotions and learning.	Expressivist and Genre theories	Lee, S. (2018). *The Role of Emotions in Learning*. Cognitive Science in Education, 12(2), 67-80.

Communication in academic writing is not only determined by the transfer of scientific information, but also reflects the author's personal and interpersonal involvement. Based on the data in Table 1 "Simulated Personal and Interpersonal Dimension", it can be seen that academic work contains variations in expressing personal dimensions (subjectivity, personal experience) and interpersonal (involvement with the scientific community). These two dimensions play an important role in shaping the author's voice, academic authority, and connection with readers.

Personal Dimension in Academic Writing

The personal dimension reflects the author's presence in the text through personal narratives, reflections, and subjective opinions. Writings such as "Reflective Practices in Teaching ESL Students" (Johnson, 2020) emphasize the author's personal experiences in teaching and show how reflection is a powerful learning tool: "the writer's own learning journey" is the main focus, without much reference to external academic discourse.

Similarly, "Exploring Cultural Identity through Literature" (Hearn, 2018) presents a personal narrative about cultural identity analyzed through literary works. Writers voice personal experiences within a literary framework, showing how individual identities are formed and interpreted contextually

Interpersonal Dimension and Engagement with the Academic Community

In contrast, the interpersonal dimension is seen in the way writers refer to theory, previous research, and align their ideas with readers or the scientific community. "Innovations in Educational Technology" (Brown, 2017), for example, displays many citations and theoretical positions to support the author's argument about innovations in educational technology.

Writings such as "The Importance of Peer Feedback in Writing" (McDonald, 2016) also show a strong interpersonal dimension through a synthesis of previous theories and research on peer feedback. This shows that in an academic context, engagement with scientific rationality is a form of communication that builds the author's authority and legitimacy.

Combination of Personal and Interpersonal Dimensions

Some writings combine these two dimensions in a balanced way. For example, "Language Acquisition in Bilingual Children" (Garcia, 2020) combines the author's personal perspective on the challenges of bilingualism with academic theory and studies. This shows how personal experiences do not have to be separate from scientific study, but can enrich understanding when linked to theory.

A similar approach is seen in "The Role of Emotions in Learning" (Lee, 2018), which explains how emotions influence cognitive processes. The author begins with a personal exploration, then supports it with citations from cognitive and educational psychology, emphasizing the role of emotions as an integral aspect of learning: "Citations to psychological theories and educational studies on emotions and learning" emphasize that emotional and intellectual engagement cannot be separated.

Theoretical Frameworks as Support for Communication Dimensions

The three main theories—expressivist, interactionist, and genre—represent different approaches to viewing communication in academic writing: 1) Expressivist theory supports writing that emphasizes the authenticity and personal voice of the writer, as in the writings of Hearn (2018) and Johnson (2020); 2) Interactionist Theory emphasizes dialogue between writer and reader through discourse engagement, evident in the work of Brown (2017) and McDonald, (2016); 3) Genre Theory, as described by Miller (1984), focuses on the social conventions that shape academic communication.

Academic and Pedagogical Significance

Understanding these two dimensions is essential to the development of academic literacy. As Hyland (2002) states, "writers must both express their own voice and engage with the voices of others," meaning writers need to build personal authority while also participating in collective discourse. The ability to balance the personal and interpersonal dimensions not only enhances the quality of writing but also demonstrates the intellectual maturity of the writer.

On the other hand, the examination of personal and interpersonal dimensions in academic writing highlights their essential roles in fostering effective scholarly communication. The personal dimension emphasizes the importance of individual narratives, self-reflection, and personal growth. These aspects promote originality, improve analytical skills, and deepen one's understanding of identity and teaching practices. Conversely, the interpersonal dimension highlights the value of collaboration and engagement with the academic community. Research demonstrates that interactions with peers, feedback mechanisms, and discussions about motivation greatly enhance the writing process and contribute to overall academic success. Regarding the interpersonal dimension, in the process, it is clear that the success of academic writing is also influenced by interpersonal interventions, one of which is through pedagogical communication (Fauziya et al., 2024).

Analysis of various academic writings shows that personal and interpersonal communication are complementary aspects. The presence of personal ideas provides emotional depth and identity, while engagement with the scientific community provides legitimacy and academic context. By understanding and integrating these two dimensions, writers can create writing that is not only informative, but also meaningful and dialogical.

Collectively, these dimensions form a holistic framework for comprehending academic writing as a dynamic interaction between personal insights and collaborative endeavors. By acknowledging and fostering both personal experiences and interpersonal relationships, scholars can enhance the quality and depth of their academic contributions, thereby enriching the overall scholarly discourse.

In addition to the review of the study results as described, the review of the results of the scientific paper writers themselves, linguistic communication in academic writing has two main dimensions, namely as personal communication, which reflects individual thoughts and expressions and as interpersonal communication, which functions as a means of communication with readers and the academic community.

The personal dimension represents the writer's presence in the text through the expression of personal thoughts, experiences, and identity. A study by Sugiharto (2024) revealed that novice writers often experience tension between maintaining a personal voice and meeting academic expectations. Writers construct identities through various strategies, such as citing recognized authorities, presenting knowledge impersonally, and personalizing information according to the social context of writing. In addition, the use of reflection in academic writing can improve self-awareness and intrapersonal communication skills. Deveci & Wyatt (2021) showed that reflective writing helps first-year

students develop analytical skills, self-awareness, and self-confidence, all of which contribute to the quality of academic writing.

The interpersonal dimension is seen in the way writers build relationships with readers through the use of engaging language, such as metadiscourse and attitude markers. Agustina & Wakerkwa (2024) found that non-native English students used markers such as "I believe" or "we argue" to build interactions with readers and show their position in academic discourse. Furthermore, the use of effective writing style also contributes to the success of ideas in the academic community. Boghrati et al. (2022) showed that writing style, including the use of function words and sentence structure, affects the impact and acceptance of academic papers.

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Table 2. Personal and Interpersonal Language in Academic Writing

Linguistic Aspects	Personal Communication (Personal Act)	Interpersonal Communication (Interpersonal Act)
Use of Pronouns	*I, in my opinion, my opinion, my thoughts*	*Author, researcher, this study, this research, the results of the study show*
Word Choice (Lexical)	*I believe, I believe, in my opinion, I see that*	*Based on the research, the research results show that it can be concluded that in this study it was found that*
Use of Modalities	*I am sure, I am very sure, I feel, I want to confirm*	*The results of this study indicate that, apparently, it can be assumed, there is a tendency*
Use of Hedging (Mitigation)	*I am absolutely convinced that..., in my opinion..., there is no doubt that...*	*It can be said that..., it seems..., this shows a tendency that..., there are indications that...*
Use of Metadiscourse (Metalanguage in Writing)	*I will discuss..., I would like to put forward..., I am interested in exploring...*	*This paper discusses..., this study explores..., this section will describe...*
Reference to Self	*I found..., in my experience..., I see a relationship between...*	*Based on research that has been conducted..., several previous studies have shown that...*
Sentence Structure	*I believe that...*	*This approach is considered more effective.... based on the results of previous research.*
Engagement with Readers	*You can see that..., I want you to understand..., try to notice that...*	*Based on the theory that has been put forward previously..., this study attempts to explain..., it should be noted that...*
Conjunctions and Cohesion	*Therefore, I decided to..., based on my views..., from my perspective...*	*Therefore, the results of this study indicate..., based on these findings..., from the perspective of the theory used...*
Level of Formality	*The language style is more expressive, often using more subjective and emotional language.*	*The language style is more objective, formal, and refers to academic standards.*

Linguistic Aspects	Personal Communication (Personal Act)	Interpersonal Communication (Interpersonal Act)
References to Other Sources	*I read in book X that..., I found an interesting article..., according to my reading...*	*Based on research conducted by X..., according to..., the results of the study show that...*

Table 2 shows the linguistic distinction between personal and interpersonal forms of communication in academic writing. Fundamentally, these two forms of communication affect the language style, word choice, sentence structure, and level of objectivity in conveying ideas in scientific texts.

From table 2 above, it can be seen concretely that based on the form of communication, scientific papers are very likely to open up space for both types of communication, namely personal and interpersonal. Personal communication in table 2 can be seen in column 2. This personal communication has a very clear main characteristic, namely using first-person pronouns (*I, in my opinion*) so that it gives rise to subjective and expressive characteristics. This form of communication focuses more on activities expressing the author's thoughts, opinions, and personal experiences. This focus is contrary to the nature of scientific work which should be objective so that the implications of using personal communication in scientific work are highly discouraged because they are not in accordance with formal academic conventions. This form of personal communication tends to be used more generally for types of reflective essays, academic opinions, or popular scientific-based writings.

Personal communication is characterized by the use of first-person pronouns such as *I, in my opinion,* and subjective expressions such as *I believe* and *I feel.* This shows the writer's emotional involvement and direct representation of personal experiences or beliefs. Although this form can strengthen reflection in narrative writing or opinion essays, it is not appropriate for formal academic contexts.

This is in line with the findings of Hyland, (2002) which state that "subjective voice in academic writing tends to reduce the perceived objectivity of a claim," so the use of personal communication in scientific writing needs to be limited in order to maintain scientific credibility.

Meanwhile, from table 2, the form of interpersonal communication in scientific writing can be found, namely in column 3. The main characteristic of this form of interpersonal communication is using more neutral pronouns (*author, this research*), considering the academic audience, and based on scientific evidence. This form of interpersonal communication focuses on activities to convey information objectively and can be verified by the academic community. The linguistic implications of this form of interpersonal communication are to strengthen scientific credibility because it refers to previous research and uses mitigation (hedging). This interpersonal communication can increase academic engagement because it considers the reader's point of view and provides a high manifestation of objectivity so that it is in accordance with academic standards in scientific journal publications and academic papers.

Interpersonal communication in academic writing focuses on conveying information objectively. This is expressed through the use of phrases such as this study shows, based on the findings, or the results indicated. Word choice and sentence structure tend to be impersonal and avoid direct involvement of the writer. Similarly, as explained in a study by Dafouz & Núñez-Perucha (2020), effective academic communication relies on "negotiating stances and engagement markers that align with disciplinary expectations," indicating the importance of the integration of

objectivity, scholarly referencing, and the avoidance of personal bias.

The use of hedging or mitigation in interpersonal forms such as it can be said *that, it seems*, and *there is a tendency* also plays an important role in building academic credibility. This gives readers space to evaluate claims independently without feeling dictated by the author's absolute beliefs. Hyland (2002) emphasizes that "hedging is not a sign of weakness, but rather a discourse strategy that demonstrates awareness of complexity and audience expectations in academic communication."

Furthermore, metadiscourse—or metadiscourse—is an important element in interpersonal communication. In this context, metadiscourse such as this paper discusses or this section will describe functions as a marker of text organization and writer-reader interaction.

Finally, in terms of engagement with the reader, interpersonal communication demonstrates awareness of the academic audience, using expressions such as this study attempts to explain or it should be noted that, which direct the reader without being patronizing. This reflects an inclusive rhetorical ethic, as suggested by recent research in genre studies that states that "reader-oriented strategies are vital in constructing disciplinary identity and enhancing engagement" (Martínez & Celaya, 2020).

Thus, Table 2 explicitly underlines that interpersonal communication is more appropriate in the context of academic writing because it offers greater objectivity, formal structure, and credibility. In contrast, personal communication, although useful in reflective or informal contexts, needs to be limited in its use in scientific work in order to maintain academic integrity and standards.

CONCLUSION

This study confirms that academic writing is a complex and dialogic form of linguistic communication, which brings together two main dimensions: personal and interpersonal. The personal dimension is present in the form of intrinsic motivation, self-reflection, and the subjective voice of the writer that contains originality and academic identity. Meanwhile, the interpersonal dimension is the importance of engagement with the scientific community through the use of objective linguistic strategies such as references to previous research, metadiscourse, and hedging, which significantly increase the credibility and cohesion of the writing.

The results of the analysis show that the two dimensions do not eliminate each other, but rather complement each other in creating quality academic writing. The use of personal language provides emotional depth and strengthens the writer's identity, while interpersonal language allows the writer to build scientific authority and realize effective communication with academic readers. This interconnectedness forms a linguistic synergy that enriches the content while strengthening the argumentative structure in academic texts.

The practical implications of these findings are very relevant in the development of academic writing competence, especially for novice writers. Understanding the integrative strategies between the personal and interpersonal dimensions can help students and academics in building a writing style that is not only compliant with scientific conventions, but also expressive and communicative. Thus, a pedagogical approach that accommodates both can improve academic literacy holistically and encourage more reflective, participatory, and impactful writing learning.

The findings in this study indicate that academic writing is not merely a technical process or objective delivery of information, but rather a form of communication that integrates personal expression with social involvement in the scientific community. The integration of personal and interpersonal dimensions has important implications for the development of academic literacy as a whole. On the one hand, personal expression manifested through reflection, motivation, and

personal narratives can strengthen the originality and depth of the writer's thinking. On the other hand, the interpersonal dimension characterized by the use of objective language, references to previous research, and consideration of academic readers strengthens the legitimacy and credibility of the writing. Understanding this balance requires a paradigm shift in teaching academic writing, from simply memorizing structures to a dialogic process that supports the formation of the writer's identity as well as scientific communication competence.

This implication also encourages the importance of a curriculum that supports critical reflection, as well as a pedagogical approach that prioritizes collaboration, interaction, and feedback between writers. In addition, this finding suggests that the assessment of scientific writing needs to go beyond formal structural aspects and also consider the meaningfulness and courage in expressing the writer's voice proportionally.

Based on these implications, it is suggested that the academic writing learning process should not only focus on conveying linguistic structures and conventions, but also facilitate exercises that allow students to explore and balance personal voice with academic demands. Teachers need to create learning spaces that encourage self-reflection, metacognitive exercises, and group discussions, so that students can understand their position as writers in the scientific landscape. Students themselves are encouraged to consciously use language that shows proportional personal involvement, without sacrificing objectivity and clarity of argument. Higher education institutions are also expected to provide systemic support in the form of writing clinics, reflective workshops, and peer review forums as part of a collaborative learning ecosystem. To strengthen scientific contributions in this field, further research needs to be conducted to empirically explore how the balance between personal expression and interpersonal involvement in writing affects the quality, effectiveness, and acceptability of academic manuscripts across cultural contexts and disciplines.

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