

## EFL GRADUATE STUDENTS' INNER SPEECH AND IMPLEMENTATIONS OF THEIR ACADEMIC WRITING DEVELOPMENT

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### ABSTRACT

All around the world, colleges and universities have serious concerns about academic writing. All university and college students, especially those studying English as a second language (EFL), need to generate various textual forms for their academic education. Higher education students who do not communicate English as their native language encounter many linguistic, discursive, and cognitive difficulties when there is an educational requirement to publish academic writing in a reputable international journal. They suffer enormous barriers concerning their viewpoints as well. The purpose of this study is to investigate the particular writing experiences employed by graduate students in the English education program and assess how these practices influence their thesis and other scholarly publications. This research followed Barkhuizen et al.'s (2013) narrative inquiry paradigm. Through WhatsApp, the students engaged in several lengthy semi-structured interviews that were continued by such focus group discussions. We scrutinized and looked at their scholarly articles and theses in these dialogic interactions for two months, among other forms of English scholarly work. This research revealed that participants encountered conflict and tensions in their writing practices, particularly within specialties that require critical and suitable attention. Conjectured narratives of personal encounters in this research would be utilized as a guidance document to help evaluate students' English academic writing habits to meet their intended results. This has ramifications for how English research and educational writing is understood.

**Keywords:** Academic Writing, English as A Foreign Language, Inner Speech, Higher Education, Narrative Inquiry

### INTRODUCTION

English has become one of the foremost crucial academic resources because it is a universal tongue (de Magalhães, 2019; Hyland, 2002; Mendoza et al., 2022). Another significant concern in higher education is academic writing. In the last few decades, there

seems to be a great deal of curiosity in concerns pertaining to students and the circumstances in which they train to write, which accurately reflects the complexities of academic writing (Lin & Morrison, 2021; Morton et al., 2015). Students who are fluent in English can engage in various activities in a wide range of social situations. However, students with

unfamiliarity of the traditions and demands of academic writing at college or universities, it becomes far worse for them. This seems widespread in EFL tertiary education settings like Indonesia (Sukesi et al., 2019). These advancements in academic writing studies must be viewed from more remarkable breakthroughs in adjacent fields of study.

Widening attention to students' mother tongues, cultural identities, ideas, and dispositions has coincided with a deep awareness of students as writers and researchers (Kaufhold; 2015; Langum & Sullivan, 2017; Nori & Vanttaja, 2023; Wang & Parr, 2021). It is envisaged by the conceptualization that scholars whose first language is not English endure a variety of lexical, discursive, and cognitive obstacles that every student puts to the university have to be recognized as input for writing instead of a language issue or deficiency. This perspective on academic writing coincides with an academic literacies paradigm since it focuses on graduate students' varied perspectives on what academic writing entails. From this standpoint, we are concerned about what is at issue for each student as they engage in the processes that underlie the preparation of scholarly works, such as dealing with a particular professional society.

Currently, a significant number of studies are being done on a global scale that focuses on the limitations and issues that academicians have when writing in an EFL language (Bhatt & Samanhudi, 2022; Cilliers, 2012; Hyland, 2016; Karsten, 2024; Morton et al., 2015; Nori & Vanttaja, 2023; Wang & Xie, 2022). While the little study has been done on the expertise of writing English in circumstances whereby English is not the native tongue, some studies have concentrated explicitly on the guidance and experiences of foreign graduate writers of English in English-speaking nations. According to the literary evaluation, there has only been little research on English academic writing processes for tertiary education in Indonesia (Emilia, 2005). Particularly academic writing skills of postgraduate students, processes, structures, types of academic writing, English grammar, and language learning tools in tertiary education are covered in previous studies (de Magalhães et al., 2019; Karsten, 2024; Kaufhold, 2015; Lin & Morrison, 2021; Wang & Parr, 2021; Wang

& Xie, 2022). Additionally, these studies have not given attention to organizationally constrained literacy practices and disciplinary-based academic language. Although a few analyses continued to carry out globally, there have been no explicit investigations on theories that relate to deeper explore this phenomenon.

Our apprehensive sensitivity to many related studies in this subject that view EFL graduate students as lacking in categories of the writer (or even within a single writer), texts (or even within a single text), and cultures have morphed into our interest in examining their academic writing identity (or within a single culture). The current investigation adopts a dialogic philosophical model, i.e., inner speech to examine how Indonesian researcher-writers negotiate their identities. Then, the aim of this research is to explore the specific writing experiences utilized by graduate students in the English education program and examine the effects of these practices on their thesis and other academic publications. Two research questions served as the framework for our inquiry into how two graduate students in their study years perceived academic writing in the present study:

1. What specific writing experience do graduate students in the English education program use throughout their university life?
2. What effects might these writing practices have on their thesis or other publications?

## Literature Review

### Inner Speech in EFL Context

Inner speech, as defined by Vygotsky (1986), constitutes a pivotal cognitive tool, particularly in the context of higher psychological functions and cognitive tasks entailing language usage. Vygotsky's sociocultural theory posits the mind as inherently socially mediated, emphasizing the role of inner speech in facilitating complex mental processes. A fundamental assertion of sociocultural theory is that higher cognitive functions, such as voluntary attention, logical reasoning, memory, planning, and problem-solving, are made possible through the mediation of signs—psychological tools shaped by culture and society. Among these

tools, language stands out as the most potent. When language operates internally to support and mediate thought processes, it manifests as inner speech. This internalized form of speech, integral to verbal thought, does not emerge as a biological given; instead, it originates in external, social language. In their native language, children develop the capacity to "think words" (Vygotsky 1986) as they begin to apply the conventions of social communication to their cognitive processes. Initially, this unfolds overtly through audible private (egocentric) speech and later covertly through silent, inner speech.

For individuals composing in their native languages, the burden of grammatical concerns is often minimal. It is as if they are crafting a visual masterpiece on a canvas or gazing out of a train window, contemplating the passing scenery. They employ their "inner eye" to vividly capture the landscape, allowing for an intuitive and seamless creative process (Kato, 2009). Conversely, for international students writing in English, the experience can be likened to viewing the world through another's eyes. Their perspective narrows, focusing on individual leaves, branches, and trees rather than appreciating the broader forest (Shabani, et al., 2018). This underscores the profound influence of cultural and linguistic context on the act of writing, akin to using one's inner vision to perceive the world.

In essence, one's inner speech—condensed forms, gestures, or images shaped by their unique cultural and inner perspective—serves as a preliminary form of narrative and dialogue (Vygotsky, 1978). When we anticipate an ESL learner to transition to external speech to articulate their evolving inner speech, the imperative lies in bridging their thoughts with English terminology or American cultural concepts. If an ESL learner instinctively engages in "internal discourse," vocalizing their thoughts in English, this marks the initial step towards becoming a proficient writer. Thinking in English constitutes the primary phase for ESL learners embarking on their journey towards fluency.

De Guerrero's (2004) overview of the roles of inner speech in language learning provides valuable prompts for investigating how participants prepare for writing, explore and challenge ideas in their written work, and reflect on and regulate their thoughts with

metacognitive awareness. This study conceives inner speech as a form of internal collaboration with oneself during the writing process, although it is not confined solely to the confines of one's mind; rather, it draws upon and seeks to make sense of the various artifacts present in the learner's social environment, including the words and artifacts they are actively composing.

While both Vygotsky (1978) and Bakhtin (1986) delve into the realm of inner speech, Bakhtin's contribution takes it a step further by introducing the intriguing concept of "inner dialogue," as highlighted by Johnson in 2004. Bakhtin's notion of heteroglossia adds depth to this concept, emphasizing that inner dialogue extends beyond solitary introspection—it entails an intricate interplay with external voices. In essence, Bakhtin posits that within one's inner dialogue, the self is in constant conversation not only with itself but also with the diverse voices and perspectives encountered in the external world. This perspective challenges the conventional notion of inner speech as a solitary cognitive process and underscores the dynamic nature of human thought, which is inherently intertwined with the social and cultural milieu. Bakhtin's insights shed light on the complex interplay between individual identity and the collective voices of society, offering a richer understanding of the role of inner dialogue in shaping cognition and self-awareness.

### **Graduate Students' Academic Writing and Its Development**

The current restructuring of higher education in Indonesia recognizes the need for generalized and transferrable knowledge for university students, with particular emphasis on the need for students to write academic writing authoritatively when engaging in intellectual discourse (Emilia, 2005; Sukei, 2019). To further these goals, the Indonesian educational ministry is adopting an international trend by setting up graduate programs emphasizing the improvement of all-around academic and professional competencies. Universities offer alternative training arrangements in contrast to the one-on-one professional guidance that has recently been associated with various difficulties and disadvantages. First-year students' works are fiercely competitive and need evidence of research brilliance.

There are various meanings of academic writing, and the term is frequently employed in a very uncritical sense. Academic literacy, attention to style and writing standards within a given circumstance, and analytical and critical skills are frequently mentioned qualities of academic literature (Brown, 1973; Cilliers, 2012; Coffin et al., 2003; Hyland, 2006). Academic writing occupies a predominant place in higher education. Still, the study generally highlights issues like a match with a disconcerting collection of rules, some of which have not ever been explicitly mentioned to student writers, suggesting a highly underlying habit that is infrequently conveyed consciously among university professors and students. This is important to note because writing has inherent worth as an academic behavior and is undoubtedly one of the critical elements in establishing competence (Wang & Xie, 2022). Despite its prominence, research on graduate students' writing reveals that it might be considered one of the most challenging facets of their education.

Their academic writing significantly influences the achievement of students enrolled in universities. Students should acquire numerous facets of the English language and the knowledge, abilities, and concepts relevant to any scenario involving literacy and social interaction to excel in their academic writing practices. Academic writing is essential for creating information, instructing students, and establishing a successful academic career (Altınmakas & Bayyurt, 2019; Hyland, 2013). Discipline-specific writing is a part of academic writing. Students in EFL higher education from all academic fields must think and write about their subject matter. EFL students must also learn the English code and the culture (proper approaches to perceiving and behaving) linked with the text to write effectively in their academic fields. This necessitates that EFL students understand the context-specific writing habits of particular academic subjects (Hyland, 2003). In conclusion, it is crucial to understand how English performs inside a specific discipline or field and in its social environment. Therefore, this would help students appropriately apply English linguistic and grammatical conceptions throughout their academic specialties (Brown, 1973). Students will gain a more profound knowledge of the material they are researching as a result, and

they will be better able to express themselves in their writing with precision, simplicity, and assurance.

In non-English speaking countries where students are frequently required to write in English rather than their native tongue, some scholars have asserted that this benchmark presents an even bigger dilemma (Wang & Parr, 2022). Writing in a non-native language has been cited as causing anxiety (Mendoza et al., 2022). Hyland (2006) previously argued that the simplistic native vs non-native dichotomy in academic writing for publication has to be increasingly sophisticated. According to him, there has been a presumption of linguistic inequality in writing for publication research, wherein EFL students are perceived disproportionately prejudiced in scholarly publications. This presumption needs to be further examined since it might be used to hide any issues that all English writers have similar issues and drastically diminish the capabilities of graduate students studying English as a foreign language.

## METHODS

We adhered to Barkhuizen et al.'s (2014) narrative inquiry paradigm to yield thorough portrayals of knowledge and awareness of personal interactions through a good relationship between researchers and participants in a particular setting and social interaction. This was done to scrutinize graduate EFL students' inner speech and practice of their academic writing experience. Additionally, narrative inquiry enabled the examination of individual viewpoints that might reasonably deviate from those of academic writing lecturers and belong to a diverse group. Graduate students had more creative and intellectual autonomy and flexibility during focus group discussions.

Participants in the study included Ratu and Putri, graduate students from Indonesia enrolling English education program at a state university. English, Indonesian, and Javanese were all spoken. They had finished their thesis and research publications as a prerequisite for graduation. To further ensure participants' anonymity, we withheld more information on the higher education institutions or the students' personalities. These participants engaged via WhatsApp chat, and a semi-structured

interview was set up after two months. They granted their consent to allow us to utilize their narrative contributions for research.

The constant comparative method (CCM) from Glaser and Strauss (2006) was applied to the entire dataset. This analysis sought to build themes and critically detect patterns. Glaser and Strauss proposed four components for CCM. We compared relevant specific data for each category. We combined categories and their attributes. Defining the theory's bounds. Then, we formulated the theory. The utilization of open, axial, and selective coding is prioritized in these systematic CCM designs.

As Barkhuizen et al. (2013) recommended, we arranged a systematic study of the data using thematic and discourse analytic techniques. The data is systematically analyzed in a sequence and step-by-step fashion. The raw data used in this study were first listed. The researcher then continued writing reflective learning language histories while reading the data back and forth to jog her memory. The data that had no bearing on the topic was removed through data reduction. Ultimately, the researcher used theoretical notions to categorize and highlight specific data relevant to the theme.

## FINDINGS AND DISCUSSION

### Putri's Voice: Devolving English Oriented Academic Writing as an Identity Negotiations

Putri's first engagement with English came through her high school English lessons, like that of the overwhelming number of Indonesian students in the early 2000s. Putri had long been eager to acquire English. Still, as she reflected on her period at the secondary level, she expressed her deep regret for the English national curriculum in Indonesia at the time because, in her assertion, it was overly exam-oriented and did not give students the room and freedom to develop into a creative writer to that she had often wished. Putri then acknowledged that she had ceased attempting to be imaginative in her school English writing because she believed she lacked the strength to oppose the English education system in place in high school. She stated:

*My English teacher in junior high school once instructed the students to prepare an*

*original text based on some of the materials provided for the exam. I was ecstatic. It was a recount text, so I felt like I really had an opportunity to write with some flexibility. The teacher, nevertheless, assigned me a very poor mark for my composition and cautioned me to adhere to the criteria of English tests, which focused on straightforward subjects, a set text style, and elegant and precise writing. (Interview P1)*

Impressively, Putri believed that because all of the topics lecturers talked about in English during lecturing and all of the materials were in English, her English acquisition in the undergraduate program grew engaging and demanding. Students were required to take a variety of English classes, including ones on speaking, reading, and vocabulary. Putri began to learn how to compose lengthy writings and tasks for courses on other topics in addition to English. He claimed that although he initially struggled greatly, he eventually began to love it since he realized that he was being exposed to native English, which could be used for both academic and non-academic objectives in addition to tests.

Our dialogue soon evolved to Putri's reflections on the way she composed and deployed writing in her manuscript for her Master's studies after she had gone into such detail about her remembrances of gaining proficiency and assurance as an author in English. He said in the beginning that she placed a lot of significance on preparing when writing her thesis section and that, before beginning to write up, he spent the majority of her time contemplating about and organizing for her writing. She stated:

*I read countless articles to aid in managing the concepts sorting and selecting after gathering data from my fieldwork. This provided me with a clearer idea of what I would draft in my thesis section, in my opinion. I had a good amount of material and data available. Thus, it took a long time to complete. To ensure my study stands out, the planning phase involves selecting the most unique and relevant concepts and data. (Interview P3)*

Putri responded that her ongoing writing style was no style in response to my inquiry on how she currently writes in English. Years of studying and writing in English led Putri to assume she had honed her own inclinations and expertise in academic writing. He detested the established, rigid patterns, rules, and standards. She recalled having read a publication by an expert in her profession. She was astounded by the author's inventive and funny approaches to presenting academic writing. Her reading of novels had a big influence on how she wrote academically in English. She added:

*For instance, I started using new terminology and much more engaging facetious techniques in my work after that. But I was quite unhappy when my experiments were a failure. Even though one term might have appeared 100 times in one work of literature, my supervisor reverted all of my lexical items back to the ones that were frequently used in my topic research. Additionally, all of my vivacious rhetorical wording was converted into simple statements. (Interview P4)*

When I interrogated her about how she felt about the clarifications made by her supervisor, she admitted that she initially was offended but later decided to admit everything since she thought her supervisor had a higher comprehension of the English written language than she had. Her supervisor advised her that simplicity trumped classy utterance and that since formal terms were set, there was no need to consider a different phrase for the sake of expressing variety. Putri had formerly harbored a dream to be an original academic and for the originality to be evident in the way she utilized the English language, but she eventually renounced it since her present academic objective was to finish her thesis and publish her writing. She stated:

*At this point, I didn't want to take any chances. The most efficient and secure way for me to accomplish my educational target is to go with the flow. I already stated that readers anticipate my research findings rather than my narration, so my writing should prioritize clarity, fluidity, and readability. (Interview P6)*

Putri shared her expectations for her academic writing in English at the conclusion of our interview. She thought she might help her develop a distinctive writing style in English which would be appropriate, straightforward, and precise while also showcasing her academic background as an Indonesian. She thought this would only be achievable when her writing skills and self-assurance as an academic English writer were stronger than they were at the moment.

### **Ratuu's Voice: Intensifying Prior English standard**

When Ratu started junior high school, where English was a required subject, she was first exposed to the language. Despite the fact that she had some aptitude for studying English, she seemed to pick up the language rapidly. She did not particularly enjoy English. Her teacher used an exam-focused methodology and frequently assigned Ratu and her classmates to produce a brief paragraph. She was expected to utilize the template her teacher provided for students and to respond to specific questions the teacher stated for each writing topic in these writings rather than coming up with her own format and drafting her thoughts and opinions in the substance. Apparently, despite how much Ratu despised studying English at the time, she was unable to avoid it as she had to take TOEFL for scholarship requirements.

Ratu enrolled in a state university to study English education for an undergraduate degree. Compared to her prior academic experiences, Ratu thought this academic experience was more intriguing. She believed that earning her undergraduate degree had given her a sense of success. Her supervisors rarely criticized her English language skills. She elaborated:

*As I generated more and more written English-language content related to my subject, my confidence grew. I took great delight in assisting others by identifying and fixing English mistakes in their works. I wrote English during this academic year, and I enjoyed it. Even though I had at the time gotten great comments for my English writing, I was not satisfied with the writing's quality when I glanced at it. (Interview P1)*

Before enrolling in a graduate program for English education at another prestigious university in Indonesia, Ratu was unaware that her English writing style had been poor. She narrated:

*Once my graduate supervisor criticized my first manuscript, I provided broad insights and remarks on some literature I had assigned—I was astonished and incredibly dissatisfied. Yet, I conveyed my sincere gratitude to my supervisor because he became an important and influential figure in my personal and academic growth, even though his criticism of my writing had first shaken my confidence a bit. (Interview P2)*

As a graduate student, Ratu acknowledged that she could not immediately embrace every adjustment her supervisor had advised. She tended to meticulously and painstakingly read her supervisor's criticism from end to end while also attempting to decipher the context of any typos or strange wording. She discovered that her supervisor could occasionally convey something precisely in very simple terms that she had tried to write in complicated or sophisticated terms. When her supervisor only added a sign to her writing to signify that it was confusing, she suffered serious headaches. She responded to the situation as follows.

*Occasionally, I would create a separate detailed response to provide my supervisor with an explanation of why I wanted to insist on accomplishing the task I had been doing. I eventually reached the conclusion that these written justifications gave my supervisor more confidence to accept my reasoning. After interacting with my supervisor for a year, I realized that I had developed my strategy for dealing with his opinions and remarks. (Interview 6)*

The last issue I wanted to dwell on is Ratu's awareness of her researcher-writer persona in her English academic essays. Ratu acknowledged that she was unable not appreciate English writing as much as she enjoyed Indonesian writing because she thought she had less control over the manner in which language and the organization of the

material. Ratu detailed a number of issues with her English writing. Ratu remarked that she was aware of the variations between English and Indonesian writing styles. Whenever these two types of styles of writing conflicted, she was ready to conceal her own cultural identity from the language's standpoint.

## Discussion

This study aimed to investigate graduate students' voices of their inner speech and experiences with academic writing in English. It demonstrated that Indonesian graduate students studying English as a foreign language might be perceived as engaging in dialogic writing activities. Nevertheless, it's possible that the students taking part in this study did not consistently understand them in this manner. The students used various techniques to help them identify dialogic ties within the texts they were writing and connections across texts. ESL English academic writing could be conceptualized as intrinsically dialogic in Bakhtinian conceptions of the term, according to Wang and Parr (2021).

As graduate students and early career researchers, they were competent to engage in an internal dialogue about their writing and discovered it convenient to converse with others when they demanded to develop new concepts, certify their comprehension, or discuss their concepts. They were also able to exchange their developing academic voices. The students' interpretations of the dialogic nature of their academic English writing differed during our conversations. With their diverse contextual identities, these graduate students produced and controlled an ongoing inner conversation that emerged from their divergent first language and English writing styles. The graduate students' accounts gathered there to imply that practice sharpens consciousness of style constraints and their first language use rather than viewing writing in a second or even third language as having a clear linguistic disadvantage (Hyland, 2016; Langum & Sullivan, 2017).

This necessitated understanding more about the linguistic and rhetorical differences between speakers of first languages and English speakers (Cilliers, 2012). Participants felt a persistent sense of conflict between their identities as Indonesian English academics and

students during this engagement. Through our English scholarly writing, we developed a unique researcher-student identity and obtained a greater knowledge of these various identities.

This study exposed that the students' writer-researcher identities were variable and could be described as hybrid. In their attempts to acquire writers utilizing the discursive and linguistic idioms that their supervisors or native English-speaking readers want to perceive in their graduate research writing, they adopted what Wang and Parr (2021) refer to as an accommodation strategy. This also impacted how they identified themselves, as students felt pressured to value, adhere to, and adopt what they perceived to be American writing conventions and styles (Wang & Parr, 2022). Nevertheless, their predisposition to adopt American values and practices occasionally created additional challenges and issues with developing a researcher-writer persona that they felt confident with. Karsten (2024) along with Morton and Thompson (2015) brought attention to how disciplinary attitudes and beliefs can influence students' perceptions of academic writing, as expressed in various assessment techniques.

Every participant in their writing activities disclosed conflict and tension. They were inclined to be annoyed or even irritated by these disagreements, at least at the beginning of their work. Establishing a particular voice in academic writing is challenging, according to Langum and Sullivan (2017), both for early career researchers and in terms of ideas. Wang and Parr (2021) examined the cultural and linguistic difficulties that ESL students encountered, demonstrating how these difficulties both hampered and aided the advancement of their academic writing skills in English. According to Bakhtin (1981), all linguistic relevance entails inconsistencies and conflicts. The students might have been able to understand the paradoxes, quandaries, and frictions they frequently encountered in their writing by participating in some types of dialogic activities.

The participants' discussions of their English academic writing also frequently demonstrated the interpersonal element of academic writing. Each participant engaged in a variety of interpersonal conversations with a variety of people, involving academics, adherents, colleagues, and supervisors. These

were useful to students in multiple ways as they worked to create academic writings that their respective (English-speaking) academic discourse circles would find worthwhile (Bhatt & Samanhudi, 2022). According to Morton and Thompson (2015), the social context important for student writing encompasses locations and activities outside of the classroom as well as the formal, academic, and English as a Foreign Language. In this approach, academic writing may be viewed as unquestionably a collection of socially oriented behaviors and a dialogical engagement at its core.

Although participants in this study hardly mentioned it openly during interviews, the intrapersonal dialogue was frequently just below the layer of the narratives they were presenting. The articulation of prior writing encounters was taken into account by Kaufhold (2015) in connection to the thesis' overall framework. According to Morton and Thompson (2015), there is an indication of various metaphors or ways of conceptualizing academic writing and language development as the acquisition of generic skills on the one hand and as a means of gaining access to and involvement in disciplinary ways of knowing and being on the other. The participants in this study emerged to have obtained little to no supervision or instruction regarding critical and creative thinking during their prior academic achievement in high schools, likely as a result of the ordinary teaching and learning approaches, particularly the skills approach to writing that Indonesian schools embraced during the time that this era of students attended public school.

It was notable that every participant shared an identical experience about not having to consider the organization or even the concepts for any English essays they had to write in high school since the supervisor had already furnished them. Most of them did not value contemplation, inner conversation, or what Vygotsky (1986) refers to as inner speech activities in their English academic writing due to their prior writing experiences in school. Despite some early hesitance regarding the structure and content of their thesis, according to Kaufhold (2015), they quickly acquired writing expertise. Additionally, by designing their master's programs in their particular areas and by working with their supervisors, the

students were allowed to expand on their preferences (Kaufhold, 2015).

Exploring various concepts that aid students in their learning processes reveals that informal digital learning of English (IDLE) holds significant potential. Participants in this study reported frequent engagement with English media, interactive online platforms, and social media channels, which substantially enriched their academic vocabulary and understanding of complex sentence structures. This type of engagement, falling under the umbrella of IDLE, supports language acquisition by providing authentic, everyday contexts for language use that are often absent in traditional learning environments. This real-world application allows students to connect theoretical knowledge with practical usage, enhancing their academic writing skills in a manner that is both engaging and directly applicable to their scholarly work.

To sum up, the negotiation of researcher-writer identities and English academic writing practices among these students is influenced by a complex interplay of sociocultural, philosophical, and academic factors. These influences underline the varied and rich contexts in which students learn to write academically in English. However, this study acknowledges that it does not capture all potential variables affecting the academic writing development of Indonesian graduate students in English. Recognizing this gap, future research could profitably explore the impact of IDLE on productive skills in academic writing. Such investigations could reveal new insights into effective and engaging strategies that enhance the academic writing capabilities of non-native English speakers, further enriching the academic support frameworks for these learners.

## CONCLUSION

This narrative inquiry has thoroughly examined the inner speech of two graduate students and

their experiences with academic writing in English. At the same time, they enrolled in a state university's English education program and conducted research there. Considerable contributions have been devoted to the identification process connected to the students' continual initiatives to raise the caliber of their writing. This inquiry has been heavily influenced by the dialogic theory of Bakhtin and the sociocultural theories of Vygotsky. A crucial component impacting the students' English scholarly writing was their unique Indonesian writing styles, particularly regarding Indonesian language traits and rhetorical values. Some of them thought they were still challenged with the proper use of vocabulary and grammatical structures in their English academic writing, despite having a sizable vocabulary and solid command of English grammar. The study contributes significantly to understanding, gives detailed, sophisticated examples of how five distinct people developed their academic writing. This study's data collection period was comparatively short and included a small number of participants. Future studies might consider including extra respondents in a more longitudinal research approach.

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