



## TEACHING ENGLISH FOR ISLAMIC LAW STUDENTS

Sukron Ma'mun\*

Hukum Keluarga Islam (Ahwal Syakhshiyah), Fakultas Syariah, Universitas Islam Negeri  
Salatiga, Salatiga, 50722, INDONESIA

\*Corresponding author, email: [sukronmakmun@uinsalatiga.ac.id](mailto:sukronmakmun@uinsalatiga.ac.id)

### Abstract

*Teaching English in Islamic higher education requires contextualized approaches that align linguistic competence with students' disciplinary needs. This study explores the teaching of English for Islamic Law students at UIN Salatiga, focusing on the relevance of English as an academic and professional tool in Islamic legal studies. Employing a qualitative descriptive approach, the research investigates students' needs, learning challenges, and instructional strategies used in the classroom. The findings indicate that students perceived English as important for accessing international legal and Islamic scholarship; however, they reported low confidence, limited vocabulary mastery, and difficulties relating classroom content to their disciplinary studies. The study also found a mismatch between existing General English materials and the academic needs of Islamic Law students. Both students and lecturers emphasized the need for ESP-oriented instruction incorporating Islamic legal terminology, authentic disciplinary texts, and communicative learning activities. The study recommends integrating Islamic legal content, authentic texts, and communicative learning activities to improve students' motivation, participation, and learning outcomes. This research contributes to the growing discussion on discipline-specific English instruction in Islamic higher education and highlights the importance of contextualized language learning for future Islamic legal professionals.*

**Keywords:** English for specific purposes; english language teaching; Islamic higher education; Islamic law students.





## **Introduction**

English has become an indispensable language in global academic, legal, and professional contexts. As the dominant medium of international communication, English provides access to scholarly publications, international conferences, legal documentation, and cross-border professional collaboration (Hyland, 2006; Flowerdew & Peacock, 2001). In legal studies, English serves as a primary language for international treaties, comparative legal analyses, and transnational jurisprudential discussions. Consequently, English proficiency is increasingly regarded as a fundamental academic competency for students pursuing higher education in law-related disciplines (Hyland, 2019).

The growing internationalization of higher education has further increased the importance of English for academic literacy and professional development. Research suggests that students who possess discipline-specific English competencies are better equipped to access specialized knowledge, participate in academic communities, and engage in international professional networks (Hyland, 2022; Galloway & Ruegg, 2020). Within legal education, English proficiency facilitates access to global legal scholarship and enables students to critically engage with contemporary legal debates that transcend national boundaries. Recent ESP studies have reported positive impacts on learner autonomy, academic engagement, and professional preparedness in higher education contexts (Lely & Hamer, 2025)

For students of Islamic Law (Sharia), English competence is becoming increasingly important in responding to contemporary global challenges. Islamic legal scholarship today extends beyond local jurisprudential traditions and engages with international issues such as Islamic finance, human rights, constitutional law, environmental ethics, and transnational legal systems. A substantial portion of contemporary scholarship related to Islamic law, legal reform, and comparative jurisprudence is published in English. Therefore, English proficiency enables Islamic Law students to access broader perspectives, engage with international scholarship, and contribute to global academic discussions (Purnomo, Basri, & Manik, 2025).

Despite its growing importance, English instruction in many Indonesian Islamic higher education institutions remains largely oriented toward General English. Such instruction often emphasizes grammar, general vocabulary, and everyday communication skills without adequately addressing students' disciplinary and academic needs (Hutchinson & Waters, 1987). As a result, a gap frequently emerges between the content taught in English classrooms and the linguistic demands students encounter in their field of study. Similar concerns have been reported in legal education, where the integration of Legal English remains insufficient



despite increasing demands for international legal communication (Susanti & Putri, 2025). For Islamic Law students, this mismatch may limit their ability to comprehend legal texts, analyze academic literature, and communicate effectively in professional contexts related to Islamic law (Dudley-Evans & St John, 1998).

This pedagogical mismatch has important implications for student motivation and learning outcomes. When English is perceived as disconnected from students' academic identities and future professional goals, it is often viewed as a compulsory requirement rather than a meaningful academic resource. Such perceptions may contribute to low classroom engagement, reduced participation, and persistent language-learning anxiety (Hyland, 2006). Furthermore, language learning is closely connected to learners' disciplinary identities and social contexts. When instructional content fails to reflect these dimensions, students may struggle to recognize the relevance of language learning to their academic development (Purnomo, 2017).

Preliminary observations conducted by the researcher indicated that many Islamic Law students at UIN Salatiga perceived English as difficult and insufficiently connected to their disciplinary studies. Although English is a compulsory subject within the curriculum, many students perceive it as difficult and insufficiently connected to their major. English instruction is often detached from Islamic legal concepts, jurisprudential terminology, legal reasoning, and the discourse practices commonly encountered in Islamic legal scholarship. Similar concerns have been reported in studies examining language instruction in religious and discipline-specific educational settings, where limited exposure to specialized discourse restricts students' academic literacy development (Purnomo, 2016; Anthony, 2018).

From a theoretical and pedagogical perspective, English for Specific Purposes (ESP) provides a relevant framework for addressing these challenges. ESP emphasizes needs analysis, disciplinary relevance, and the use of authentic materials tailored to learners' academic or professional contexts (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). Recent studies have shown that ESP-based instruction enhances learner motivation, academic engagement, and language proficiency by connecting language learning with real-world disciplinary practices (Basturkmen, 2020; Hyland, 2022). Furthermore, motivational factors have been identified as a key determinant of successful ESP learning, particularly when instructional content aligns with students' academic goals and professional aspirations (Lapele et al., 2025). Innovative ESP pedagogies such as flipped learning have also been shown to increase student engagement and active participation in discipline-oriented English learning



environments (Al Baekani et al., 2023). In the context of Islamic Law education, an ESP-oriented approach enables English instruction to incorporate Islamic legal terminology, academic genres, and discourse practices frequently encountered in legal and religious scholarship. The integration of technology-enhanced learning environments has also been found to improve student engagement, learning experiences, motivation, and independent learning in higher education settings (Nasution & Rizka, 2024; Nasution, 2024).

Although considerable research has been conducted on ESP in business, engineering, medicine, and law, studies focusing specifically on English instruction for Islamic Law students remain limited, particularly within Indonesian Islamic higher education institutions. This lack of context-specific research highlights the need for further investigation into how English instruction can be adapted to meet the academic and professional needs of Islamic Law students.

Therefore, this study aims to explore the teaching of English for Islamic Law students at UIN Salatiga and to examine how English instruction can be more effectively aligned with their academic and disciplinary needs. By investigating students' perceptions, learning challenges, and instructional practices, this research seeks to contribute to the development of a more contextualized and effective English teaching model for Islamic legal education. Ultimately, the study seeks to strengthen the role of English as a meaningful academic tool for future Islamic legal scholars and professionals (Creswell, 2014; Miles, Huberman, & Saldaña, 2014).

## **Methods**

This study employed a qualitative descriptive research approach to explore the teaching of English for Islamic Law students within a natural educational setting. A qualitative approach was considered appropriate because the study sought to gain an in-depth understanding of students' experiences, perceptions, and instructional practices rather than measure variables statistically. By emphasizing rich description and contextual interpretation, this approach enabled the researcher to capture the complexity of English language teaching in the context of Islamic legal education.

The research adopted a descriptive design focusing on how English was taught, perceived, and experienced by Islamic Law students. Rather than testing hypotheses or establishing causal relationships, the study aimed to describe existing pedagogical practices and identify challenges and needs related to English instruction. Such a design is particularly



appropriate when investigating educational phenomena within their real-life contexts (Creswell & Poth, 2018).

The participants consisted of 18 undergraduate Islamic Law students enrolled in English courses at UIN Salatiga and two English lecturers who taught within the program. The sample size was considered sufficient because the study aimed to obtain in-depth qualitative insights rather than statistical generalization. Participants were selected through purposive sampling to ensure that they possessed direct experience with English learning and teaching in the Islamic Law department. The inclusion of both students and lecturers allowed for the triangulation of perspectives and provided a more comprehensive understanding of the instructional context.

The study was conducted during the second semester of the 2025/2026 academic year. Classroom observations were carried out across four instructional meetings over a six-week period, allowing the researcher to observe recurring instructional patterns and student participation

Multiple data sources were utilized to enhance the richness and credibility of the findings. Primary data consisted of classroom interactions, students' verbal responses, and instructional practices observed during English lessons. Secondary data included course syllabi, teaching materials, lesson plans, and assessment documents used in English courses. These diverse sources enabled the researcher to examine the alignment between curriculum design, instructional implementation, and students' learning experiences.

Data collection was conducted through three primary techniques: classroom observation, semi-structured interviews, and document analysis. Classroom observations were carried out to examine teaching strategies, student engagement, classroom interaction, and the integration of Islamic legal content into English instruction. Semi-structured interviews were conducted with selected students and lecturers to explore their perceptions, learning challenges, and expectations regarding English education. Document analysis focused on identifying the extent to which instructional materials reflected English for Specific Purposes (ESP) principles and addressed the disciplinary needs of Islamic Law students.

The data were analyzed using thematic analysis. Following the procedures proposed by Braun and Clarke (2006, 2021), all qualitative data obtained from observations, interviews, and documents were transcribed, organized, and coded systematically. The researcher then identified recurring patterns, categories, and themes related to teaching practices, students' learning needs, and instructional challenges. The themes were generated inductively through iterative coding, constant comparison, and repeated engagement with the data across multiple



sources. Data triangulation was employed to ensure consistency and credibility in the interpretation of findings.

To ensure trustworthiness, the study applied strategies related to credibility, dependability, and confirmability. Credibility was strengthened through prolonged engagement in the research setting and the triangulation of multiple data sources. Dependability was supported through detailed documentation of research procedures and analytical decisions. Confirmability was maintained by closely linking interpretations to empirical evidence and minimizing researcher bias throughout the analysis process.

Ethical considerations were carefully observed throughout the study. Prior to data collection, informed consent was obtained from all participants. Participants were informed of the purpose of the research, the voluntary nature of their participation, and their right to withdraw from the study at any stage. Anonymity and confidentiality were preserved through the use of pseudonyms and the omission of identifying information from the research report. All data were used solely for academic purposes and managed in accordance with established ethical research standards.

## **Results and Discussion**

This section presents the findings derived from classroom observations, semi-structured interviews, and document analysis involving Islamic Law students enrolled in English courses at UIN Salatiga. To ensure participant confidentiality, students are identified using codes S1–S18, while lecturers are identified as L1 and L2.

### ***Students' Perceptions of English Learning***

Interview data revealed that most students perceived English as a challenging subject and experienced anxiety when required to use it actively in classroom activities. Of the 18 students interviewed, 14 explicitly reported low confidence in their English abilities, particularly in speaking tasks.

One student stated:

*“I feel English is very difficult, especially when I have to speak. I am afraid of making mistakes, and English does not feel connected to Islamic law.” (S4)*

Another student explained:

*“English is important, but in class we usually learn grammar only. I cannot see how it helps me in my major.” (S9)*

Classroom observations supported these perceptions. During speaking activities, fewer than one-third of the students volunteered to participate actively, while many remained silent or relied on their peers. These observations suggest that students' perceptions of difficulty and lack of relevance may have influenced their classroom engagement.

### ***Relevance of English to Islamic Law Studies***

Despite the challenges they encountered, students demonstrated awareness of the importance of English for academic and professional development. Twelve students acknowledged that English proficiency was necessary for accessing international references, scholarly journals, and comparative legal studies.

One participant remarked:

*“Many articles about Islamic finance and international law are in English. If we cannot understand English, we will be left behind.”* (S11)

However, document analysis revealed that existing course materials did not adequately address these academic needs. The reviewed syllabi and textbooks primarily emphasized General English topics, including everyday conversations, general reading passages, and grammar exercises, with limited incorporation of Islamic legal discourse or discipline-specific content.

### ***Mismatch Between Teaching Materials and Students' Needs***

Analysis of instructional documents indicated that none of the primary reading materials explicitly focused on Islamic law or legal themes. Similarly, vocabulary exercises and reading passages were largely unrelated to students' disciplinary backgrounds.

Students frequently expressed dissatisfaction with this mismatch.

One student stated:

*“We study fiqh and law every day, but in English class, the topics are about hobbies or tourism. It feels unrelated.”* (S6)

Classroom observations further revealed that student engagement increased when lecturers incorporated Islamic legal examples, such as halal certification, Islamic contracts, or contemporary legal issues. During such activities, students demonstrated greater participation by responding more actively and asking additional questions.

### ***Instructional Practices and Classroom Interaction***

Observations conducted across four classroom meetings indicated that English instruction was predominantly teacher-centered. Lecturers spent approximately 60–70% of instructional time explaining grammatical rules, translating texts, or providing direct explanations, while opportunities for student-centered learning remained relatively limited.

Lecturer L1 explained:

*“Students’ English proficiency is very low, so I focus on grammar first. It is difficult to apply communicative methods.”*

Nevertheless, when Lecturer L2 introduced discussion-based activities related to Islamic legal topics, such as halal–haram issues, classroom interaction increased noticeably. Students appeared more willing to contribute ideas, respond to questions, and engage in discussions. These observations suggest that contextualized content positively influenced classroom participation.

### ***Language Skill Difficulties***

Interview and observational data indicated that reading and speaking were the most challenging language skills for students. Fifteen students reported difficulties in understanding academic texts because of unfamiliar vocabulary, technical terminology, and complex sentence structures. One student explained:

*“When reading English texts, I stop many times because I don’t know the meaning, especially legal terms.”* (S2)

Speaking anxiety was also frequently reported. Students expressed concerns about pronunciation, grammatical accuracy, and the possibility of making mistakes in front of their peers. As a result, oral participation remained limited during many classroom activities.

In contrast, students demonstrated relatively stronger performance in guided writing tasks, particularly when lecturers provided structured writing models, vocabulary support, and clear instructions.

### ***Need for ESP-Based Instruction***

Both students and lecturers emphasized the need for English instruction specifically tailored to the academic requirements of Islamic Law studies. Thirteen students explicitly suggested that English courses should incorporate legal terminology, Islamic law texts, case studies, and presentation activities related to their field of study.



One student commented:

*“If English is connected to Islamic law, I think we will be more motivated and understand better.”* (S14)

Lecturer L2 expressed a similar view:

*“ESP is very suitable for Islamic Law students, but we still lack specific materials and institutional support.”*

The convergence of student and lecturer perspectives highlights a shared perception that English instruction should be more closely aligned with disciplinary needs. This finding points toward the potential value of adopting an ESP-oriented curriculum for Islamic Law students.

The findings of this study indicate that Islamic Law students experience low confidence and anxiety in learning English despite recognizing its importance for academic and professional purposes. Interview data revealed that many students perceived English as difficult and disconnected from their disciplinary identity as Islamic Law students. This finding resonates with Purnomo’s (2017) argument that language learning is deeply influenced by sociocultural and ideological contexts; when language instruction is detached from learners’ intellectual and cultural worlds, it tends to lose meaning and motivational power. In this study, students’ anxiety may therefore be understood not merely as a linguistic issue but also as a consequence of instructional practices that fail to establish meaningful connections between language learning and disciplinary identity.

This finding is consistent with contemporary research emphasizing the relationship between learner identity, disciplinary relevance, and language-learning motivation. Studies have shown that students are more likely to engage in language learning when instructional content aligns with their academic and professional aspirations (Basturkmen, 2020; Hyland, 2022). Similarly, Belcher (2013) argues that English for Specific Purposes (ESP) creates opportunities for learners to develop language competencies that are directly applicable to their disciplinary communities. The perceptions expressed by participants in this study suggest that the absence of such relevance may contribute to reduced engagement and confidence in English learning.

Although conducted in a different educational context, Walidin et al. (2026) similarly emphasized the importance of contextualized language instruction in enhancing learner engagement and perceived relevance. The mismatch between instructional materials and students’ academic needs, identified through document analysis, further explains these negative perceptions. Most teaching materials were oriented toward General English and



provided limited exposure to Islamic legal discourse. This finding supports the fundamental principles of ESP, which emphasize that language instruction should be grounded in learners' specific academic and professional purposes (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). Recent studies similarly indicate that discipline-specific materials contribute significantly to learners' academic literacy development because they familiarize students with the vocabulary, genres, and discourse practices of their fields (Hyland, 2022; Anthony, 2018). Likewise, Irham et al. (2024) emphasized that instructional materials should reflect learners' cultural and educational contexts to increase relevance and meaningful learning experiences.

The findings also align with research on disciplinary literacy, which emphasizes the importance of exposing students to authentic texts that reflect the linguistic and rhetorical characteristics of their academic disciplines. Purnomo's (2016) discussion of grammatical intricacy and lexical density highlights the challenges learners encounter when they are not systematically introduced to specialized discourse. Likewise, Hyland (2019) argues that academic literacy is inseparable from disciplinary communication practices. Without opportunities to engage with authentic legal and Islamic studies texts, students may struggle to develop the literacy skills necessary for academic success.

Classroom observations revealed that English instruction was predominantly teacher-centered and heavily focused on grammar explanation. This instructional pattern helps explain the low participation rates and speaking anxiety reported by students. Similar tendencies have been documented in many English as a Foreign Language (EFL) contexts, where linguistic accuracy is frequently prioritized over meaningful communication and interaction (Hyland, 2006). However, the present study demonstrated that students became noticeably more engaged when lecturers incorporated Islamic legal themes, such as halal certification and Islamic contracts, into classroom activities.

This observation supports recent research indicating that contextualized learning environments promote greater learner engagement and participation. Basturkmen (2020) notes that students are more motivated when instructional materials reflect their disciplinary interests and future professional needs. Likewise, Galloway and Ruegg (2020) found that relevance and contextualization play important roles in supporting students' academic participation and language development. The increased interaction observed in classes incorporating Islamic legal content suggests that contextualization can help bridge the gap between language learning and disciplinary knowledge.

Another significant finding concerns students' difficulties in reading and speaking. Interview data revealed challenges related to legal terminology, unfamiliar vocabulary, and complex sentence structures, while classroom observations showed reluctance to participate in oral activities. These findings are consistent with Swales' (1990) genre-based perspective, which emphasizes that academic communication is shaped by discipline-specific discourse conventions. Students who lack familiarity with these conventions often experience difficulties in reading comprehension and oral communication within academic settings. This finding is consistent with Irham et al. (2024), who identified linguistic knowledge limitations and vocabulary barriers as significant challenges affecting learners' language development.

Research on ESP and academic literacy similarly suggests that students require systematic exposure to specialized vocabulary, authentic disciplinary texts, and communicative practice to develop confidence and competence in academic communication (Hyland, 2019; Anthony, 2018). The absence of discipline-specific reading materials identified in this study appears to have contributed directly to students' comprehension difficulties and limited opportunities for meaningful language use.

A particularly important finding is the strong demand for ESP-based instruction expressed by both students and lecturers. Students emphasized the need for English courses that integrate Islamic legal terminology, academic reading strategies, and opportunities to discuss legal issues in English. Lecturers shared this perspective but identified constraints such as limited institutional support and a lack of specialized teaching materials. This finding aligns with Dudley-Evans and St John's (1998) assertion that successful ESP implementation requires not only pedagogical adaptation but also institutional commitment.

Contemporary ESP research likewise emphasizes the importance of curriculum alignment, stakeholder involvement, and needs-based material development (Basturkmen, 2020; Hyland, 2022). The convergence of student and lecturer perspectives observed in this study provides strong evidence that English instruction for Islamic Law students should move beyond General English and adopt a more discipline-specific orientation. Such an approach would better support students' academic literacy, professional preparation, and participation in global scholarly communities.

Overall, the findings from UIN Salatiga demonstrate that the central challenge in teaching English for Islamic Law students lies in the misalignment between instructional practices and students' academic realities. When English instruction is decontextualized, students tend to experience anxiety, disengagement, and limited language development.



Conversely, when disciplinary content is incorporated into instruction, students exhibit greater participation, motivation, and comprehension. These findings not only reinforce key principles of ESP but also extend Purnomo's (2017) sociolinguistic perspective by illustrating how language learning, academic identity, and disciplinary knowledge intersect within the context of Islamic higher education.

## **Conclusion**

This study explored the teaching of English for Islamic Law students at UIN Salatiga, focusing on students' perceptions, instructional practices, and academic needs. The findings reveal that although students recognize the growing importance of English for accessing global Islamic legal scholarship and academic resources, they continue to encounter substantial challenges in learning the language. These challenges are primarily associated with low confidence, limited vocabulary mastery, and the insufficient integration of disciplinary content into English instruction. Consequently, English is often perceived as a difficult subject rather than a meaningful academic resource that supports students' disciplinary development.

The study further demonstrates a clear mismatch between existing teaching practices and the academic requirements of Islamic Law students. The predominance of General English materials and teacher-centered instructional approaches limits student engagement and does not adequately prepare learners for discipline-specific academic tasks. Evidence from interviews, classroom observations, and document analysis indicates that students respond more positively when English instruction incorporates Islamic legal themes, relevant terminology, and authentic disciplinary content.

Based on these findings, this study suggests that an ESP-oriented approach is highly relevant for improving the effectiveness of English instruction for Islamic Law students. Integrating Islamic legal discourse, authentic texts, and communicative learning activities can enhance students' motivation, academic literacy, and communicative competence while supporting their participation in international academic communities. Such an approach also enables students to perceive English not merely as a compulsory subject but as a valuable tool for academic and professional development.

Future research may focus on designing and evaluating ESP-based curricula, instructional materials, and assessment models specifically tailored to Islamic Law programs. Further studies may also examine the long-term impact of ESP implementation on students' academic achievement, professional readiness, and engagement with global Islamic legal



scholarship. In doing so, future research can contribute to the continued development of contextualized English language education within Islamic higher education institutions.

## References

- Al Baekani, A. K., Hapsari, N., & Muslihat, A. (2023). Engaging students in a flipped classroom instruction: Teaching English for Specific Purpose (ESP) in higher education. *English Review: Journal of English Education*, 11(3). <https://doi.org/10.25134/erjee.v11i3.7845>
- Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge.
- Basturkmen, H. (2020). *Developing Courses in English for Specific Purposes* (2nd ed.). Palgrave Macmillan.
- Belcher, D. (2013). The future of ESP research: Resources for access and choice. *ESP Today*, 1(1), 9–34. <https://doi.org/10.18485/esptoday.2013.1.1.2>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201–216. <https://doi.org/10.1080/2159676X.2019.1704846>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for academic purposes*. Cambridge University Press.
- Galloway, N., & Ruegg, R. (2020). The provision of student support on English-medium instruction programmes in Japan and China. *Journal of English for Academic Purposes*, 45, 100846. <https://doi.org/10.1016/j.jeap.2020.100846>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.



- Hyland, K. (2022). English for Specific Purposes: What is it and where is it taking us? *ESP Today*, 10(2), 202–220. <https://doi.org/10.18485/esptoday.2022.10.2.1>
- Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Irham, N. R., Daulay, S. H., & Purnomo, M. D. (2024). Exploring of linguistic knowledge in elementary learners: Challenges and barriers. *TELL-US Journal*, 9(4), 1013–1022. <http://dx.doi.org/10.22202/tus.2023.v9i4.7605>
- Irham, N. R., Daulay, S. H., & Purnomo, M. D. (2024). “Interactive English” EFL textbook: A cultural content analysis. *TELL-US Journal*, 9(4), 1138–1158. <http://dx.doi.org/10.22202/tus.2023.v9i4.7653>
- Lapele, F., Aman, A., & Putro, N. H. P. S. (2025). Factors influencing student motivation in English for Specific Purposes at Eastern Indonesian universities. *PANYONARA: Journal of English Education*. <https://doi.org/10.19105/panyonara.v7i1.16525>
- Lely, L. N., & Hamer, W. (2025). Promoting learner autonomy through university e-learning platforms in an English for Specific Purposes (ESP) course. *Journal of English Education Studies*, 8(2). <https://doi.org/10.30653/005.202582.165>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Nasution, N. E. A., & Rizka, C. (2024). Investigating university student’s acceptance of virtual and remote labs in their learning. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 27(1), 47–62. <https://doi.org/10.24252/lp.2024v27n1i4>
- Nasution, N. E. A. (2024). Development of a digital escape room-assisted e-book in environmental science courses. *Indonesian Journal of Mathematics and Natural Science Education*, 5(2), 104–121. <https://doi.org/10.35719/mass.v5i2.210>
- Purnomo, M. D., Basri, M. H., & Manik, N. (2025). Indonesian and Australian students’ multimodal perceptions on master’s English curriculum for global competition: A comparative study. *Register Journal*, 18(2), 236–259. <https://doi.org/10.18326/register.v18i2.236-259>
- Purnomo, M. D. (2017). *The power of language (Kuasa bahasa) dalam dimensi sosial, politik, budaya, dan pendidikan*. Naila Pustaka.
- Purnomo, M. D. (2016). Grammatical intricacy and lexical density in the texts of English handbooks at private Islamic junior high school level in Medan. *Ihya al-Arabiyah: Jurnal Pendidikan Bahasa dan Sastra Arab*, 2(2). <http://dx.doi.org/10.30821/ihya.v2i2.426>



- Susanti, A., & Putri, U. T. (2025). From regulation to instruction: Embedding legal English in Indonesian law schools through ESP. *BAHASTRA*.  
<https://doi.org/10.26555/bs.v45i2.1659>
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Walidin, B., Purnomo, M. D., Daulay, S. H., & Mardhiah, A. (2026). Applying an Islamic boarding school's English vocabulary teaching model at a boarding based vocational school. *Journal of Educational Sciences*, 10(1), 1302–1314.  
<https://doi.org/10.31258/jes.10.1.p.1302-1314>