Huele
Journal of Applied Linguistics, Literature and Culture
Volume 6, Issue 2 (2026)
E-ISSN: 2775-5703
DOI: https://doi.org/10.30598/huele.v6.i2.p114-125



Developing Kei Customary-Law-Based ESP Reading Materials for First-Semester Law Students at Uningrat Tual

Nur Samsi Oat [1*], Thermutis Paulina Renyaan [2], Erna Grace Oratmangun [3]

[1,2,3] English Education Study Program, Universitas Doktor Husni Ingratubun Tual, Indonesia

Article History:

Received:
August 19, 2026
Accepted:
October 28, 2026
Published:
November 04, 2026

Keywords:
ADDIE;
English for Specific Purposes;
Law Students;
Local Wisdom;
Reading Materials.

ABSTRACT

This retrospective report examines the development and initial classroom evaluation of a five-unit, local-wisdom-based English for Specific Purposes (ESP) reading textbook for first-semester law students at Universitas Doktor Husni Ingratubun Tual, Indonesia. A needs questionnaire was administered to 25 students in October 2021; a ten-student small-group trial and a twenty-student classroom trial were completed in March–May 2023. Using the ADDIE model, the textbook organized each Kei customary-law theme around visual prompts, reading, vocabulary and legal terms, pronunciation, discussion, writing, a home project, and reflection. One expert awarded 72/92 points (78.3%); the original small-group summary reported 718/800 (89.75%). Five formative means were 87, 88, 87, 86, and 80, versus 82 on a ten-item, two-option summative test. Interview excerpts illustrate positive responses to visuals and local themes alongside persistent writing difficulties. The findings provide a documented example of contextual ESP material design, but single-expert validation, brief, non-equated tests, an instructor–researcher role, and the data's age limit conclusions about generalizability or learning effectiveness.

Copyright © 2026 to the Authors



Corresponding Author:

Nur Samsi Oat
English Education Study Program
Universitas Doktor Husni Ingratubun Tual, Indonesia
Email: * radokiki24@gmail.com

How to cite this article:
Oat, N. S., Renyaan, T.P., & Oratmangun, E. G. (2026). Developing Kei Customary-Law-Based ESP Reading Materials for First-Semester Law Students at Uningrat Tual. *Huele: Journal of Applied Linguistics, Literature and Culture*, *6*(2), 114-125. https://doi.org/10.30598/huele.v6.i2.p114-125

Journal Homepage : https://ojs3.unpatti.ac.id/index.php/huele
Journal E-mail : journalhuele@gmail.com

INTRODUCTION

English courses in non-English-major university programs are most useful when their content and tasks reflect the academic and professional purposes of a defined learner group. This orientation is central to English for Specific Purposes (ESP), where learner needs, target situations, and disciplinary practices guide decisions about content, skills, activities, and assessment (Basturkmen, 2006; Hutchinson & Waters, 1987). In legal education, this means that students need more than general conversational English: they need progressive access to legal vocabulary, legal and academic reading, discussion of legal issues, and the discourse conventions that support future study and professional communication. Recent legal-English scholarship likewise emphasizes needs-based and genre-sensitive course design (Rahmawati & Anindhyta, 2022; Rumalessin & Farah, 2021).

At the Faculty of Law of Universitas Doktor Husni Ingratubun Tual, an initial needs survey conducted on October 27, 2021 identified a perceived mismatch between general English materials and introductory legal study. Among 25 first-semester respondents, 92% described English as important for law students, 76% considered existing materials insufficiently related to law, and 80% reported difficulty reading English texts. The questionnaire offered binary yes/no answers and optional reasons; apparent unanimity on several questions must therefore be read as expressed preferences within that response format, not a consensus independently confirmed by open-ended needs analysis. The first needs cohort was not followed into the March–May 2023 product tryouts. The reported gaps are plausibly durable design concerns because basic vocabulary support, comprehension scaffolding, and links between customary and formal legal ideas remain relevant types of introductory ESP tasks. Nevertheless, because these observations predate the 2026 report by three to five years and no contemporary cohort was re-surveyed, they establish the product's historical design rationale rather than prove that present-day students have identical needs or curricula.

The intended contextual bridge begins with culturally familiar subject matter: Kei Customary Law, Larvul Ngabal, Ain ni Ain, Nen Dit Sakmas, and Hawang Cave. In Unit 1, a passage on customary law leads learners to identify terms such as regulate and unwritten law, explain the difference between written and unwritten law, and discuss customary law's position in Indonesia. Unit 2 introduces concepts of property rights and prohibitions within Larvul Ngabal. These activities link known social-legal concepts with elementary English legal lexis and interpretation tasks. They do not, however, teach the syntax or full register of statutes, contracts, pleadings, or other professional legal genres; successful transfer to those genres remains an untested next step.

A more precise gap concerns how culturally recognizable customary-law content can be organized into explicit, inspectable entry-level English reading tasks for law students in a small island-based institution, and what the resulting product evaluation actually reveals. Studies of legal ESP establish the importance of field-specific needs, while studies of local-wisdom materials often emphasize engagement and contextual fit (Jabar et al., 2024; Rumalessin & Farah, 2021; Souhoka, 2022). Less is established about the concrete task sequence, legal-lexical mediation, and practical constraints of one Kei-based textbook developed for novice legal-English readers. This article documents the original tasks and instruments and interprets the limited evaluation evidence rather than presenting a causal effectiveness trial or claiming representativeness across Kei Islands law programs.

The study addressed three research questions: (1) How were ESP reading materials based on the local wisdom of the Kei Islands developed for first-semester law students? (2) To what extent did the developed materials meet the predefined evaluation criteria during expert validation, tryouts, and classroom implementation? (3) How did students perceive the developed ESP reading materials after implementation?

LITERATURE REVIEW

Needs Analysis in ESP and Legal English

Needs analysis is the organizing principle that distinguishes ESP from a general English syllabus. Hutchinson and Waters (1987) conceptualize learner needs through necessities, lacks, and wants, while later ESP work treats needs analysis as an evidence base for linking learner profiles, target tasks, course objectives, materials, instruction, and assessment. Contemporary scholarship continues to describe ESP

as responsive to disciplinary and professional participation rather than as a fixed set of specialized vocabulary (Basturkmen, 2021). Methodologically, triangulated needs analysis can also support curriculum evaluation by comparing intended provision with actual learner and workplace requirements (Smith et al., 2022).

Studies of law students reinforce the importance of disciplinary alignment. Rumalessin and Farah (2021) found that law students' perceived needs were strongly connected to future professional demands, while Herlina and Said (2022) documented the need for law-student-tailored English instruction rather than generic courses. Rahmawati and Anindhyta (2022) similarly reported that law students required profession-related ESP materials and supporting media. Rachmawati (2024) emphasized needs analysis as a strategic basis for ESP law education. Across disciplines, Huang and Yu (2023), Nateghian (2024), and Rifiyanti (2025) likewise show that ESP course design becomes more defensible when learner, institutional, disciplinary, and workplace needs are made explicit.

The original development questionnaire primarily captured students' perceived wants, difficulties, and judgments of their current materials. In Hutchinson and Waters' (1987) terminology, those reports are informative about learner perceptions, but are not by themselves a full target-situation analysis of professional necessities. The thesis also reviewed an existing English-for-Law module and included a course syllabus; it did not document systematic interviews with law lecturers, legal practitioners, or employers. Accordingly, the present textbook should be understood as an initial, learner-informed resource, not a complete curriculum validated against current legal workplace genres. A later phase should examine formal legal documents and professional communication tasks with disciplinary stakeholders.

Local Wisdom and Contextualized Materials

Materials development involves selecting, sequencing, presenting, and revising language-learning resources so that they are relevant, accessible, and pedagogically usable. Tomlinson (2012) argues that effective materials should promote meaningful engagement and learner investment rather than present linguistic items. In contexts where students are still developing English proficiency, familiar cultural content can reduce the conceptual burden of a reading task because learners can activate existing knowledge while attending to new language.

Recent Indonesian studies provide increasing evidence for this approach. Souhoka (2022), in Huele, developed English vocabulary materials based on Moluccan content and found them appropriate after expert validation. Elmiana et al. (2024) integrated Lombok local wisdom into English textbook development, while Hulu et al. (2024) developed local-wisdom-based English materials using Nias folktales. Jabar et al. (2024) used the ADDIE model to develop a digital English textbook based on Tanimbar local wisdom, demonstrating the relevance of local content in another island setting in Maluku. Sukun et al. (2026) reported learner preferences for culturally familiar reading topics, vocabulary support, visuals, and guided activities in Eastern Indonesia, and Zuhra et al. (2026) found that local-wisdom-based reading e-modules could support comprehension and learner response. Together, these studies suggest that local content is most pedagogically valuable when it is tied to explicit language objectives, appropriate task difficulty, and systematic evaluation.

The archipelagic context also matters. Lewier and Meyer (2024) documented learning challenges among students from remote areas of Southwest Maluku, while Lekatompessy et al. (2026) identified literacy practices and infrastructure-related constraints across rural areas of Aru, Tual, and Southeast Maluku. These findings do not imply that island students require lower standards; rather, they support materials that recognize learners' actual contexts, resources, and experiences. In the present study, Kei customary-law themes bridged students' local knowledge and the specialized English expected in legal study.

ADDIE and Materials Evaluation

The study used Research and Development because the objective was to create, revise, and evaluate a practical educational product. R&D emphasizes iterative movement from needs identification to design, field testing, revision, and finalization (Gall et al., 2003). ADDIE operationalizes this logic

through Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). A recent review by Spatioti et al. (2022) confirms that ADDIE remains widely applicable as an instructional-design framework because it connects systematic planning with implementation, feedback, and revision.

For language materials, development quality also depends on the evaluation criteria used. Munir et al. (2021) underline the importance of explicit textbook-evaluation criteria, and Deressa et al. (2022) show that materials may fail when their language tasks do not match learners' academic and professional needs. Anwar et al. (2024) applied ADDIE in developing reading materials for law students and reported positive expert and learner evaluations. Matatula et al. (2026), also published in Huele, demonstrate how needs-analysis data can be mapped onto topics, skills, and task formats in an ESP module. These studies support the present study's sequence of needs analysis, product design, expert judgment, small-group response, classroom implementation, testing, and student interviews.

METHOD

Research Design

This research-and-development study followed the five ADDIE stages (Branch, 2009): analysis of perceived learner needs, design of unit themes and tasks, development of an A5 printed textbook, implementation through expert appraisal and two learner trials, and iterative evaluation. The product consisted of five reading-led units on Kei customary-law topics. Each unit opened with visual activation of prior knowledge, then moved to a reading passage, comprehension or lexical tasks, oral practice, discussion, writing, a home project, and reflection. The stages and original instruments were reconstructed from the 2023 thesis and its appendices for the present report; no additional participant data were collected in 2026. Product appraisal and student test scores are reported descriptively and are not interpreted as experimental treatment effects.

The evaluation addressed three separate questions: (a) whether one invited English-education expert judged the product feasible; (b) whether a small student group found the textbook usable; and (c) what descriptive scores and reported experiences occurred during classroom implementation. These indicators measure different constructs and cannot be combined into a single estimate of effectiveness. Without a control group, equivalent pretest and posttest, or an independently validated achievement measure, the textbook's impact cannot be inferred.

Research Site and Participants

The site was the Faculty of Law, Universitas Doktor Husni Ingratubun Tual, not a multi-campus sample representing all law students of the Kei Islands. The initial needs-analysis population comprised 48 first-semester students in two classes; 25 students from Class A completed the October 27, 2021 questionnaire (nine men, sixteen women, approximately 18–20 years old). These were convenience participants from a single institutional setting; the revised title reflects this scope.

The 2021 needs-analysis students were not the same participants as those in the 2023 implementation phases. On March 13, 2023, ten students undertook a small-group trial in two groups of five. A different available class of twenty students participated in the operational trial from March 17 to May 5, 2023. The thesis reports post-implementation interviews with ten students on May 5, 2023, but Appendix 18 includes a full, anonymized question-and-answer transcript for one respondent (SA). The direct quotations below are translated from that respondent's Indonesian statements; views attributed collectively to other students appear only in the thesis's thematic summary.

Data Collection and Analysis

Three questionnaires, interview questions, documentation, and classroom tests provided data. Questionnaire I asked ten yes/no questions with spaces for reasons. To make response tendencies auditable, Table 1 reproduces English translations of the original Indonesian question wording, along with positive and negative response percentages. Several questions are positively framed, including whether all four skills should be mastered and whether students would be interested in Kei customary-law materials; read the high agreement rates with that possible response-format influence in mind. The questionnaire describes perceived needs rather than objectively established workplace requirements.

Questionnaire II used a four-point expert rating (1 = Very Bad; 4 = Very Good) across 23 items: six on content eligibility, six on language components, and eleven on book anatomy. One English-education lecturer evaluated the product. The recorded scores were 18/24 for content eligibility (75.0%), 21/24 for language (87.5%), and 33/44 for book anatomy (75.0%), totaling 72/92 (78.3%, rounded to 78% in the thesis). Questionnaire III comprised 20 four-point student statements on reading, instructions, vocabulary, legal terms, pronunciation, interaction, writing, and Kei content. Neither instrument was accompanied by a reported inter-rater statistic or reliability coefficient; the expert result is a single evaluator's judgment, not broad validation or agreement among judges.

Each of the five unit-level formative tests comprised five two-option multiple-choice questions in the archived thesis. The end-of-unit-series summative test comprised ten two-option questions: three on legal/general vocabulary (items 1–3), three on synonyms or antonyms (items 4–6), two gap-fill items (7–8), and two local-content recall items (9–10). The original question sets are available in Appendices 13 and 15 of the thesis. The summative instrument was short, partly assessed factual recall, and had a 50% chance-success baseline for an uninformed guess on each item. The tests were not shown to be equivalent in content or difficulty. Their means therefore provide only rough within-class descriptive evidence, not a validated estimate of reading proficiency or gain.

The post-implementation interview guide asked about motivation, disciplinary fit, clarity of instructions, illustrations, vocabulary, exercises, independent practice, and difficulties in completing activities. The thesis includes a complete Indonesian question-and-answer transcript for respondent SA, along with narrative summaries of the broader interview stage. Four brief English translations from that traceable transcript appear in Findings, each explicitly linked to a specific textbook feature. The additional interviewees' verbatim responses are not reproduced because they were not present in the supplied archival transcript. We distinguish the participant's self-reported perceptions from independently demonstrated gains.

Binary needs-analysis items were tabulated as frequencies and percentages. We summarized expert and small-group ratings by dividing sums by the corresponding possible maximum score, then converted them to percentages; these are proportions of obtainable rating points, not percentages of agreement. The thesis used an interpretive rubric for rating percentages: 86–100% = Very Good, 76–85% = Good, 60–75% = Average, 46–59% = Bad, and 45% or below = Very Bad. Classroom test scores were calculated separately on a 0–100 mark scale and are reported below as means without transferring the rating-scale labels to achievement measures. No questionnaire reliability coefficient, test item analysis, or inferential statistics were available.

The 2023 thesis explicitly records that the researcher also taught the operational trial class. This dual instructor–researcher position could have influenced students' willingness to refuse participation or give critical feedback. The thesis lists an institutional research-permission letter and a research-completion letter among its appendices, and the author confirms that research authorization was obtained; however, the supplied Word copy does not include the signed permission pages for inspection. Administrative permission is not equivalent to review by a research ethics committee. No independently verifiable ethics-committee approval number or detailed contemporaneous consent procedure was found in the accessible record, and neither is claimed. Participants are identified only by anonymized initials in this report.

FINDINGS

Needs Analysis and Product Development

The historical 2021 needs analysis indicated strong perceived relevance of English but difficulties with available materials. Twenty-one of 25 respondents liked studying English (84%); 23 (92%) considered it important for law students; 19 (76%) thought the materials then used were not aligned with legal study; 16 (64%) had difficulty understanding the material; and 20 (80%) reported difficulty reading English texts. All 25 selected yes to the questions on professional relevance and interest in Kei customary-law materials, while all 25 selected no when asked whether previous materials increased their legal-English vocabulary. The unanimity should not be taken as independently confirmed preference

strength: each result came from an unbalanced, positively oriented two-choice question with optional reasons. Table 1 preserves the original response distribution and gives the underlying question wording.

Table 1. Original needs-analysis question wording, translated from Indonesian (N = 25)

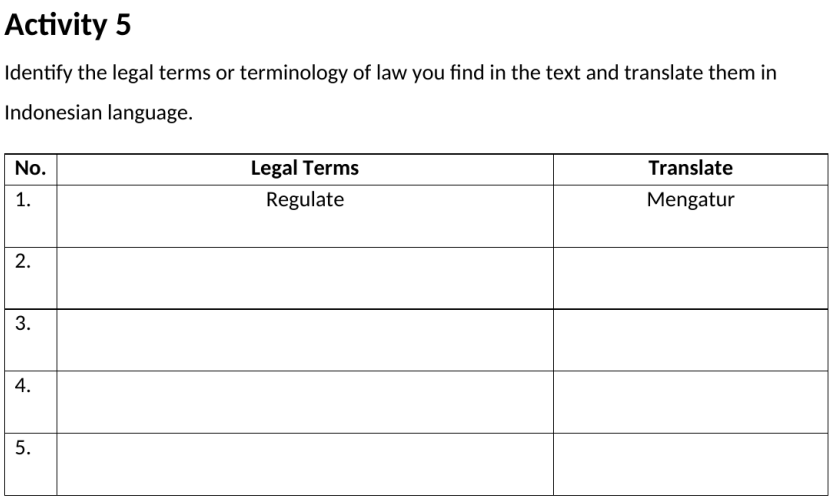
Indicator	Yes	No
Do you like learning English?	84%	16%
Do all English skills (listening, speaking, reading, writing) need to be mastered?	100%	0%
Is learning English important for a law student?	92%	8%
Does English influence your future profession?	100%	0%
Do learning materials influence your motivation to learn English?	80%	20%
Are you interested in learning English with materials based on Kei customary law?	100%	0%
Are the English materials currently used suitable for the legal field?	24%	76%
Do you understand the English materials currently taught in class?	36%	64%
Does current English instruction add to your English vocabulary in the context of legal studies?	0%	100%
Do you experience difficulty when asked to read texts in English?	80%	20%

Note. Percentages indicate yes/no responses to the translated original questions; answers were not ratings of the strength of agreement.

The development design responded to three concrete responses rather than a generalized claim that island students need easier standards: students perceived little legal specificity, limited legal-word support, and a substantial reading burden. The proposed response was a culturally recognizable topic sequence accompanied by pictures, focused lexical identification, comprehension questions, discussion, paragraph writing, projects, and reflection. This explains the design choice but does not itself establish that students achieved transferable legal-reading proficiency.

The original A5 textbook includes Unit 1, Kei Customary Law; Unit 2, Larvul Ngabal Law; Unit 3, Ain ni Ain; Unit 4, Nen Dit Sakmas; and Unit 5, Hawang Cave. Activities integrate reading with synonym/antonym work, identification and Indonesian translation of terms encountered in the passages, pronunciation, classroom discussion, paragraph writing, a home project, and reflection. The observable textbook procedure was passage-based lexical noticing: students were asked to locate and translate law-related expressions in each reading (for example, regulate, customary law, unwritten law, property rights, and prohibition). The archival records do not document a prior frequency threshold, independent legal-corpus selection, or a formal graded vocabulary list. No systematic legal corpus-frequency study or professional legal-register screening is documented. Figure 1 reproduces an actual excerpt from Unit 1 showing the open-ended legal-term activity and its model answer, not a reconstructed example.

A retrospective inspection of the actual unit passages yielded 316, 460, 356, 259, and 318 English word tokens for Units 1–5, respectively. An exploratory Flesch–Kincaid Grade Level calculation produced approximate indices of 12.6, 9.4, 10.0, 10.2, and 7.0 (Table 3). These mechanically computed indicators are not CEFR classifications, were not used to select the original passages, and require caution with English-as-a-foreign-language readers and Kei proper nouns. The values indicate considerable variation rather than a calibrated progression in reading level. The original design relied principally on familiar subject matter, pictures, discussion, and dictionary-supported terminology to make texts approachable; it did not record a formal readability threshold or graded word list.



Activity 5

Identify the legal terms or terminology of law you find in the text and translate them in Indonesian language.

No.	Legal Terms	Translate
1.	Regulate	Mengatur
2.		
3.		
4.		
5.		

Figure 1. Original Unit 1 Sample (Activity 5: Identification and Translation of Legal Terms; Reproduced from the Author-Developed Textbook).

The product also includes an authentic home project: "Find information about how far Kei people respect customary law. Share your findings with your classmates in the next meeting." The Unit 1 reflection asks learners, among other prompts, to complete "The most interesting thing I learned in this unit was ..." and "The hardest part in this unit was ...". These are examples of assigned activities, not demonstrations that the activities independently produced learning gains.

Table 2. Themes and Principal Activities in the Developed Textbook

Unit	Theme	Principal activities
1	Kei Customary Law	Pictures; reading; references; synonyms/antonyms; legal terms; pronunciation; group discussion; paragraph writing; home project; reflection
2	Larvul Ngabal Law	Pictures; reading; synonyms/antonyms; legal terms; pronunciation; discussion; gap-fill; summary writing; home project; reflection
3	Ain ni Ain: Philosophy of Kei	Pictures; reading; synonyms/antonyms; legal terms; pronunciation; true/false; discussion; writing; home project; reflection
4	History of Nen Dit Sakmas	Pictures; reading; synonyms/antonyms; term matching; gap-fill; pronunciation; discussion; writing; home project; reflection
5	History of Hawang Cave	Pictures; reading; synonyms/antonyms; term matching; pronunciation; discussion; paragraph writing; home project; reflection

Table 3. Retrospective Reading-Passage Word Counts and Approximate Flesch–Kincaid Grade Indices

Unit/theme	Passage words	Exploratory FK grade
1 — Kei Customary Law	316	12.6
2 — Larvul Ngabal	460	9.4
3 — Ain ni Ain	356	10.0
4 — Nen Dit Sakmas	259	10.2
5 — Hawang Cave	318	7.0

Note. Approximate indices calculated from the provided textbook passages by English word tokenization and dictionary-based syllable estimation; not validated proficiency classifications.

Validation, Classroom Performance, and Student Perceptions

One English-education expert gave the textbook 72 out of a possible 92 rating points (78.3%; reported as 78% in the original study). The component scores were 18/24 for content eligibility (75.0%), 21/24 for language components (87.5%), and 33/44 for book anatomy (75.0%). Thus, the language dimension was more favorably judged than content appropriateness or visual/physical design. Comments led to corrections in spelling, grammar, instructions, excessive tables, and color

combinations. These figures document one expert's appraisal; they cannot be treated as evidence of consensus validity.

The 10 small-group participants evaluated 20 statements after the trial. The original study reported an aggregate of 718 out of 800 possible rating points (89.75%). The study author has explicitly reconfirmed the 89.75% total from the original completed response sheets, and it is retained unchanged here. This percentage reflects points awarded on a four-option user-evaluation questionnaire, not an estimate of learning gain or an independently established reliability coefficient. Participants generally valued the local themes, illustrations, and task structure but also reported long texts and demanding paragraph-writing exercises.

In the operational trial (n = 20), the five unit-level formative means were 87, 88, 87, 86, and 80 (mean across units = 85.6 on a 0–100 mark scale). Unit 5 was the lowest. The ten-item cumulative summative test produced a mean of 82, which is 3.6 points below the mean of the five formative averages and below four of the five unit-level means. A cumulative test spanning vocabulary, synonyms, gap filling, and content recall may differ from immediate unit-level tests in task coverage and retrieval demand. However, because the instruments were short and not equated, neither increased difficulty nor retention loss can be established as the reason for this pattern. The most defensible reading is descriptive: performance was lower on the cumulative assessment than on most immediate checks, warranting closer examination in future trials.

Table 4. Expert Appraisal, Learner Responses, and Descriptive Classroom Test Means

Evaluation Component	Result	Interpretation
Expert validation	72/92 (78.3%)	One expert; preliminary
• Content eligibility (6 items)	18/24 (75.0%)	Single-expert subscale
• Language (6 items)	21/24 (87.5%)	Single-expert subscale
• Book anatomy (11 items)	33/44 (75.0%)	Single-expert subscale
Small-group evaluation	718/800 (89.75%)	Author-confirmed original rating
Formative test – Unit 1	87	Mean (0–100); descriptive
Formative test – Unit 2	88	Mean (0–100); descriptive
Formative test – Unit 3	87	Mean (0–100); descriptive
Formative test – Unit 4	86	Mean (0–100); descriptive
Formative test – Unit 5	80	Mean (0–100); descriptive
Summative test	82	Mean (0–100); descriptive

Note. The small-group total of 718/800 (89.75%) follows the original student response forms, as the study author reconfirmed. Expert and student rating percentages and classroom assessment means use different scales and should not be interpreted as equivalent evidence of learning.

Table 4 presents separate kinds of evidence. Expert and small-group scores are point-to-maximum ratings; classroom scores are descriptive means from short unit and cumulative tests. The author-confirmed 718/800 (89.75%) small-group total is retained as an indicator of favorable textbook appraisal, not academic attainment. A ten-item summative test with two options per item provides only sparse coverage of five units. None of these descriptive measures isolates a textbook-induced learning effect or warrants an unqualified claim of effectiveness.

The 2023 study reported interviews with ten students; the surviving verbatim appendix gives a full question-and-answer record for respondent SA. Four authentic excerpts (translated from Indonesian) connect the student's account to observable book features: (1) on disciplinary fit, 'It is useful for expanding my English knowledge, especially because it relates to my law major' (SA); (2) on illustrations, 'The pictures really help me understand the topic before and after reading the text' (SA); (3) on practice outside class, 'At home I can practise the exercises again' (SA); and (4) on remaining difficulty, 'I have difficulty with the writing activities because I am not yet sufficiently able to write paragraphs in English' (SA). These are four statements by one identifiable-in-the-archive but anonymized respondent—not four independent student testimonies—and should not be read as evidence of measured improvement.

The thesis's broader thematic synthesis described student appreciation of cultural familiarity, legal vocabulary, instructions, and home-based activities, while also documenting challenges in pronunciation, longer readings, and paragraph writing. SA's statements offer an auditable example of those themes, not proof that every interviewee shared them. Unit 1 itself includes an original home inquiry task: 'Find information about how far Kei people respect customary law. Share your findings with your classmates in the next meeting.' Its reflection prompts include 'The most interesting thing I learned in this unit was ...' and 'The hardest part in this unit was ...'. These material excerpts demonstrate what learners were asked to do; the independent effects of home projects and reflection were not formally assessed.

Illustrative enactment of the documented Unit 1 tasks (not a verbatim student submission): for the home project, a learner could gather one family or community example of observing Kei customary law, write two or three English sentences explaining that practice, and share it orally at the next meeting; for reflection, an example of a possible response is "I learned how unwritten customary rules differ from written law, but I still need help explaining the distinction in English." The authentic assignment and reflection prompts are reproduced above; the sample performance is proposed here only to clarify the pedagogical sequence, not to claim it occurred during the 2023 study.

DISCUSSION

Context-Sensitive ESP Development

The first contribution is a tangible design sequence that moves from a learner-reported legal-English problem to inspectable reading tasks on customary law. Existing ESP research suggests disciplinary alignment should inform material selection (Herlina & Said, 2022; Rahmawati & Anindhyta, 2022; Rumalessin & Farah, 2021), but this exercise is narrower than the triangulated occupational needs analysis advocated in the broader ESP literature (Smith et al., 2022). It captures student perceptions, not the communicative demands documented by legal practitioners. This gap weakens the curricular claim while clarifying the value of a small-scale prototype as a first iteration.

The cultural entry point likewise involves a productive tension. Cultural familiarity may help students approach an unfamiliar English text (Jabar et al., 2024; Souhoka, 2022; Tomlinson, 2012), but familiarity does not automatically yield mastery of specialized legal discourse. Unit 1's approximately 316-word passage has an exploratory English readability estimate near Grade 12.6, and students reported discomfort with longer texts and paragraph writing. The product therefore shows how customary-law knowledge can start lexical discussion while also showing that academic English difficulty persists even when the subject matter feels local. A future genre-based extension would need to compare customary concepts explicitly with statutes, contracts, and case documents.

Product Evaluation, Student Perceptions, and Implications

The single-expert total conceals meaningful variation: content eligibility and book anatomy both reached 75%, compared with 87.5% for language. This suggests that the next revision should scrutinize the suitability and visual sequencing of materials rather than treating the global score as uniform quality. Moreover, a positive learner-rating percentage does not equate to success on a classroom test, and the student-rating aggregation should be auditable from the completed questionnaires, as the author reconfirmed in the present revision. Such cautions align with the need for explicit evaluation criteria in language-materials research (Munir et al., 2021).

The mean of the 85.6 immediate unit tests exceeded the 82 mean of the cumulative summative test. Unit 5 had the lowest formative mean (80), even though its retrospective readability estimate was considerably lower than Unit 1's. This complicates any simple hypothesis that more words or higher readability grade alone determined the marks. Differences in item content, lesson pacing, background knowledge, practice, or item difficulty are possible but were not isolated in the 2023 design. The two-option test format and limited coverage further restrict inference about reading competence. Subsequent evaluations need fuller item blueprints, independent item review, and comparable assessment forms.

The interview record also complicates an overly positive interpretation of culturally relevant materials. Student SA valued the topic and pictures but specifically reported weak paragraph-writing ability, and the thesis described reading and pronunciation concerns. Thus, local relevance appears to have coexisted with skill-specific demands rather than removing them. The result is a caution against treating enthusiasm as a proxy for learning. This aligns with contextualized-material research on learner engagement while adding evidence that lexical, comprehension, and writing scaffolds need differentiated pacing (Elmiana et al., 2024; Sukun et al., 2026).

The most location-specific implication is to use Kei customary-law passages as conceptual starting points while making the move into formal legal English explicit. In practice, an introductory unit might first ask learners to identify concepts such as customary law, obligation, ownership, and prohibition in a familiar local narrative, then supply a short, authentic statute excerpt for contrast; such a cross-genre extension is a recommendation, not an activity evaluated in this study. A second implication is to stagger lexical demands, gloss locally specific terms, shorten or chunk dense passages, and strengthen paragraph-writing scaffolds; the unexpectedly demanding Unit 1 text and the drop in Unit 5 performance argue against assuming one fixed difficulty level across the five units. Home projects and reflection offer useful spaces to connect customary knowledge with academic skills, but future assessment must measure their effects directly.

Limitations include the single-faculty convenience sample, small groups, and non-overlapping needs-analysis (2021) and implementation (2023) cohorts. The binary needs questionnaire could invite agreement, while one expert cannot establish broad content or design validity. No independent scale-reliability analysis or systematic target-situation consultation with legal professionals was documented. Five short, non-equated formative tests and a ten-item, two-option summative test provide coarse descriptions only. The small-group evaluation remains 718/800 (89.75%), as the author confirmed against original response sheets, but no learner-rating reliability index was reported. The author also taught the implementation class; this positional relationship could affect student answers. Institutional research authorization was reported, while a separate ethics-committee approval record and detailed consent procedure were not independently verified. Only one full interview transcript is preserved in the accessible thesis appendix. Finally, the data were collected in 2021–2023; applying the textbook in 2026 or later requires renewed needs analysis and curricular checks. The study did not assess transfer to authentic statutes and contracts, systematic listening proficiency, or long-term retention.

CONCLUSION

This development study contributes a documented, inspectable example of integrating Kei customary-law knowledge into an introductory ESP reading textbook in a single island-based law faculty. Its distinctive contribution is not a proof that local content improves achievement, but a replicable sequence linking a historically recorded learner-needs exercise to five thematic units, legal-lexical identification, guided reading, discussion, home inquiry, and reflection. The sample task and direct interview excerpts make clearer both what the product offered and where learners continued to struggle.

The preliminary appraisal was broadly favorable, especially on the expert's language criteria and small-group responses. Nevertheless, weaker expert judgments of content and book design, declining performance on the fifth unit, a lower cumulative test average, and the limits of short two-option assessments point toward more rigorous iteration. Before broad adoption, later work should refresh the needs analysis, include law-faculty and professional voices, review passage and task demands, obtain multiple expert evaluations, strengthen ethics and measurement documentation, and directly assess transition from customary-law narratives to authentic legal documents. The original evidence justifies continued product development rather than causal claims of effectiveness.

REFERENCES

Anwar, Q. K., Triana, Y., & Umwari, Y. (2024). Designing English Reading Materials For Law Students. *ELE Reviews: English Language Education Reviews*, *4*(1), 1–20. https://doi.org/10.22515/elereviews.v4i1.8546

Basturkmen, H. (Ed.). (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates, Publishers.

Basturkmen, H. (2021). Is ESP a materials and teaching-led movement? *Language Teaching*, *54*(4), 491–501. https://doi.org/10.1017/S0261444820000300

Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer US. https://doi.org/10.1007/978-0-387-09506-6

Deressa, W., Tefera, Y., & Alemu, A. (2022). Analyzing the current English language teaching materials in line with the academic and professional needs and interests of diploma theology students. *Asian-Pacific Journal of Second and Foreign Language Education*, *7*(1), 10. https://doi.org/10.1186/s40862-022-00137-6

Elmiana, D. S., Zamzam, A., Apgrianto, K., Wahab, A. D. A., & Riyanto, A. A. (2024). Integrating Local Wisdom of Lombok Community into English Textbook. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *10*(01), 33–45. https://doi.org/10.24252/Eternal.V101.2024.A3

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*. Allyn and Bacon.

Herlina, L., & Said, M. (2022). A Need Analysis in Learning English for Law Students. *Advances in Social Sciences Research Journal*, *9*(5), 420–428. https://doi.org/10.14738/assrj.95.12438

Huang, Q., & Yu, Q. J. (2023). Towards a communication-focused ESP course for nursing students in building partnership with patients: A needs analysis. *English for Specific Purposes*, *70*, 57–69. https://doi.org/10.1016/j.esp.2022.11.006

Hulu, N. F., Zebua, E. P., Harefa, A. T., & Maru'ao, N. (2024). Developing English Teaching Materials Based on Local Wisdom for the Tenth Grade Students at SMA Negeri 1 Alasa. *Academy of Education Journal*, *15*(2), 1459–1478. https://doi.org/10.47200/aoej.v15i2.2507

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.

Jabar, P. D., Titirloloby, P., Bwariat, S., & Sakliresy, A. K. (2024). Developing An English Digital Textbook Based On Tanimbar Local Wisdom And Its Contribution To English Curriculum. *JKTP: Jurnal Kajian Teknologi Pendidikan*, *7*(2), 098–107. https://doi.org/10.17977/um038v7i22024p098

Lekatompessy, F. M., Lekatompessy, J., & Patty, J. (2026). Literacy Practices in EFL Context: Insights from English Teachers in Rural Areas of Maluku. *Huele: Journal of Applied Linguistics, Literature and Culture*, *6*(1), 36–48. https://doi.org/10.30598/huele.v6.i1.p36-48

Lewier, C. A., & Meyer, F. (2024). Commonly Encountered Online EFL Learning from the Perspective of Students at PSDKU MBD. *HUELE: Journal of Applied Linguistics, Literature and Culture*, *4*(1), 01–12. https://doi.org/10.30598/huele.v4.i1.p01-12

Matatula, M. Y., Binnendyk, S., & Maruanaya, H. J. (2026). English Learning Needs of Accounting Students: A Basis for ESP Module Development. *Huele: Journal of Applied Linguistics, Literature and Culture*, *6*(1), 13–24. https://doi.org/10.30598/huele.v6.i1.p13-24

Munir, S., Suzanne, N., & Yulnetri, Y. (2021). Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School. *Ta'dib*, *24*(2), 217. https://doi.org/10.31958/jt.v24i2.4551

Nateghian, N. (2024). English language needs of Iranian students of civil engineering: Are the courses aligned with workplace needs? *English for Specific Purposes*, *76*, 122–135. https://doi.org/10.1016/j.esp.2024.08.002

Rachmawati, D. L. (2024). Strategic Imperatives: A Rigorous Examination of Needs Analysis in ESP Law Education for Optimal Learning Outcomes. *International Journal of Pedagogical Language, Literature, and Cultural Studies (i-Plural)*, *1*(1), 24–31. https://doi.org/10.63011/ip.v1i1.6

Rahmawati, S., & Anindhyta, C. (2022). English for Law: Analysis of English Language Requirements for Special Purpose at the Faculty of Law, University of Nahdlatul Ulama Indonesia. *AL WASATH Jurnal Ilmu Hukum*, *3*(2), 127–138. https://doi.org/10.47776/alwasath.v3i2.602

Rifiyanti, H. (2025). Needs Analysis for Developing an ESP Curriculum for IT Students. *Journal of Inspirational English Language Teaching*, *2*(1), 55–68. https://doi.org/10.33830/joint.v1i2.11849

Rumalessin, U. A. T., & Farah, R. R. (2021). Investigating the English needs of law department students in English for specific purposes. *JEES (Journal of English Educators Society)*, *6*(1), 126–132. https://doi.org/10.21070/jees.v6i1.1085

Smith, G. F., Jung, H., & Zenker, F. (2022). From task-based needs analysis to curriculum evaluation: Putting methodological innovations to the test in an English for academic purposes program. *English for Specific Purposes*, *66*, 80–93. https://doi.org/10.1016/j.esp.2022.01.001

Souhoka, I. B. (2022). Developing English Vocabulary Materials Based on Moluccas Content for Elementary School Students. *HUELE: Journal of Applied Linguistics, Literature and Culture*, *2*(2), 93–101. https://doi.org/10.30598/huele.v2.i2.p93-101

Spatioti, A. G., Kazanidis, I., & Pange, J. (2022). A Comparative Study of the ADDIE Instructional Design Model in Distance Education. *Information*, *13*(9), 402. https://doi.org/10.3390/info13090402

Sukun, D. S. J., Fatsah, H., Ibrahim, M. S., Miolo, S. T., Katili, A. A., & Mukadji, M. (2026). Integrating local wisdom into EFL reading materials: A needs analysis of vocational students in Eastern Indonesia. *Al-Lisan*, *11*(1), 15–29. https://doi.org/10.30603/al.v11i1.7103

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, *45*(2), 143–179. https://doi.org/10.1017/S0261444811000528

Zuhra, I., Alfata, M., Agustisa, M., Darwis, M., & Mustaqim, M. H. (2026). Cultural Engagement through E-Modules: The Development of Local Wisdom Based Material to Improve High School Students' Reading Comprehension Skills in Aceh. *Premise: Journal of English Education*, *15*(1), 63. https://doi.org/10.24127/pj.v15i1.14305