

## REFERENCES

- Abdullahi, I., & Suleiman, M. (2019). Influence of facilities performance on student's satisfaction in Northern Nigerian universities. *Facilities*, 3(4), 168-181.
- Aeni, N., & Supadi. (2020). The effects of students' perception on teacher performance and learning motivation towards students' achievements. *Inference: Journal of English Language Teaching*, 3(2), 1-15.
- Aizawa, I., & Rose, H. (2023). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction program. *Language Teaching Research*, 837-861.
- Akhtar, S. K. (2021). Challenges for first-year undergraduates with a non-EMI background in an EMI classroom: A case study. *Educational and Sciences*, 189-201.
- Aliaga Salas, L., & Aliaga, S. (2023). EMI in Latin America. In C. Griffiths, \*The practice of English as a medium of instruction (EMI) around the world (pp. 133-152). Springer.
- Al-Sheeb, B. H. (2018). Investigating determinants of student satisfaction in the first year of college in a public university in the state of Qatar. \*Education Research International, 1-14.
- Amalia, R., & Rut, W. M. (2024). The impact of English as a medium instruction (EMI) on English language skills development in business administration students. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2).
- Asad, M. M., Pitaffi, A. A., & Zia, S. (2020). Student satisfaction level towards teachers' pedagogical skills: A conceptual action plan for Sindh, Pakistan. In *Proceedings of the International Conference on Teaching and Science Education (Vol. 1, No. 1, pp. 37-42)*.

- Barrios, E. L.-G.-A. (2022). Language-related perceptions: How do they predict student satisfaction with a partial English Medium Instruction in Higher Education? *Journal of English for Academic Purposes*, 57.
- Batista-Toledo, S., & Toledo, A. (2023). Student experience, satisfaction and commitment in blended learning: A structural equation modelling approach. *Mathematics*, 11(3), 749.
- Carrió-Pastor, M. L. (2021). CLIL vs EMI: Different approaches or the same dog with a different collar? In *Teaching language and content in multicultural and multilingual classrooms. CLIL and EMI approaches* (pp. 13-30).
- Chapman, E., & Wong, W. H. (2023). Student satisfaction and interaction in higher education. *Higher Education*, 85(5), 957-978.
- Chu, H. N. (2018). Student satisfaction in an undergraduate international business EMI program: A case in southern Taiwan. *Journal of Studies in International Education*, 22(3), 198-209.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: SAGE.
- Curle, S., & Ibrahim, H. (2022). *English-Medium Instruction in Higher Education in the Middle East and North Africa: Policy, Research, and Pedagogy*. London: Bloomsbury.
- Dang, T. K. A., Bonar, G., & Yao, J. (2021). Professional learning for educators teaching in English-medium-instruction in higher education: a systematic review. *Teaching in Higher Education*, 28(4), 840–858.
- Darwin, M., Mamondol, M. R., Sormin, S. A., Nurhayati, Y., Tambunan, H., Sylvia, D., Adnyana, I. M. D. W., Prasetyo, B., & Vianitati, P. (2021). *Metode penelitian pendekatan kuantitatif* (Halaman: 178). CV. Media Sains Indonesia.
- Dearden, J. (2014). *English as a medium of instruction—A growing global phenomenon*. British Council.
- Derakhshan, A. R. (2022). University students and instructors' attitudes towards English medium instruction courses: Voices from Iran. In H.

- A. S. Curle (Ed.), *English-medium instruction in higher education in the Middle East and North Africa: Policy, research, and practice*. London: Bloomsbury.
- Dewey, J. (1938). *Experience and education*. Kappa Delta Pi.
- Dubey, P., & Dwivedi, A. (2021). Students' perceived benefits, adoption intention, and satisfaction to technology-enhanced learning: Examining the relationships. *Journal of Research in Innovative Teaching & Learning*, 14(3), 310-328.
- Galloway, N., & Kriukow, J. (2021). English Medium Instruction and the English Language Practitioner. *ELT Journal*, 75(1).
- Galloway, N., & Rose, H. (2017). *Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan*. London: The British Council.
- Gavriilidou, Z., & Griffiths, C. (2023). EMI in western and southern Europe. In C. Griffiths, *\*The practice of English as a medium of instruction (EMI) around the world\** (pp. 73-92). Springer.
- Griffiths, C. (2023). *The Practice of English as a Medium of Instruction (EMI) Around the World*. (C. Griffiths, Ed.) Switzerland: Springer Nature Switzerland AG
- Guzman Mancho-Barés, G., & Arnó-Macià, E. (2017). EMI lecturer training programmes and academic literacies: A critical insight. *ESP Today*, 5(2), 266-290..
- Hajar, A. B. (2023). EMI in central Asia. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 93-112). Springer.
- Han, J. (2023). *English Medium Instruction as a Local Practice*. Springer Briefs in Education.
- Herlina, H., & Santoso, S. (2022). the students perception towards using mobile application for business english learning. *esteem journal of english education study programme*, 5(2), 261-273.

- Hettiarachchi, S., Damayanthi, B., Heenkenda, S., Dissanayake, D., Ranagalage, M., & Ananda, L. (2021). Student satisfaction with online learning during the COVID-19 pandemic: A study at state universities in Sri Lanka. *Sustainability*, 11749.
- Huang, H., & Curle, S. (2021). Higher education medium of instruction and career prospects: an exploration of current and graduated Chinese students' perceptions. *Journal of Education and Work*, 1-13.
- Ibrahim, J. (2001). The implementation of EMI (English medium instruction) in Indonesian universities: Its opportunities, threats, problems, and possible solutions. *Kata*, 3(2), 121-138.
- Ivaturi, P. (2019). A Study Of The Impact Of Business English On Management Students. *Journal Of English Language And Literature (JOELL)*, 14-20.
- Jiangshan An, M. E. (2021). Classroom interaction in EMI high schools: Do teachers who are native speakers of English make a difference? *System*, 98, 1-12.
- Kamaşak, R. S. (2021). Academic language-related challenges at an English-medium university. *Journal of English for Academic Purposes*, 1-16.
- Kanwar, A. S. (2022). Student satisfaction survey: A key for quality improvement in the higher education institution. *Journal of Innovation and Entrepreneurship*, 27, 11.
- Karakas, A. (2020). The Forgotten Voices in Higher Education: Students' Satisfaction with English-Medium Instruction. *Online Submission*, 12(1), 1-14.
- Kırkgöz, Y. (2023). EMI in the Middle East. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 33-52). Springer.
- Latip, M. S. (2020). Students' perception of lecturers' competency and the effect on institution loyalty: The mediating role of students' satisfaction. *Asian Journal of University Education*, 16(2), 183-195.

- Le, N. T. (2023). Student satisfaction with EMI courses: The role of motivation and engagement. *Journal of Applied Research in Higher Education*, 15(3), 762-775.
- Lee, Y. J., Davis, R. O., & Li, Y. (2021). International graduate students' experiences of English as a medium of instruction (EMI) courses in a Korean university. *International Journal of Learning, Teaching and Educational Research*, 20(9), 38-51.
- Le, X. M. (2022). Factors affecting students' attitudes towards learning English as a foreign language in a tertiary institution of Vietnam. *International Journal of TESOL & Education*, 2(2), 168-185.
- Li, Y. (2018). Effects of the application of mobile learning to criminal law education on learning attitude and learning satisfaction. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(7), 3355-3362.
- Lin, S.-L., Wen, T.-H., Ching, G. S., & Huang, Y.-C. (2021). Experiences and challenges of an English as a medium of instruction course in Taiwan during COVID-19. *International Journal of Environmental Research and Public Health*, 18(12920).
- Liu, Y.-D. (2022). Une analyse de la revue de littérature scientifique sur l'expérience d'apprentissage. Dans Actes des neuvièmes rencontres jeunes chercheur·e·s en Environnements Informatiques pour l'Apprentissage Humain. Lille, France.
- Liu, Y., Morard, S., Adinda, D., Sanchez, E., & Trestini, M. (2023). A systematic review: Criteria and dimensions of learning experience. In *Proceedings of the 22nd European Conference on e-Learning* (pp. 147-182). Academic Conferences International.
- Lo, Y. Y., & Othman, J. (2023). Lecturers' readiness for EMI in Malaysia higher education. *Plos one*, 18(7).
- Lukman, H. S. (2020). Structural equation modelling of teaching quality on students' satisfaction. *Journal of Physics: Conference Series*, 1657(1), 1-7.

- Macaro, E. (2018). *English Medium Instruction*. Oxford University Press.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis*. Beverly Hills.
- Muhsin, M. M. (2019). The relationship of good university governance and student satisfaction. *The International Journal of Higher Education*, 9, 1-10.
- Nel, C., & Nel, M. (2023). EMI in Sub-Saharan Africa. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 13-32). Springer.
- Padwad, A. W. (2023). EMI in south Asia. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 191-210). Springer.
- Pawlak, M., & Pawlak, A. (2023). EMI in central and eastern Europe. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 153-170). Springer.
- Pecorari, D., & Malmström, H. (2018). At the crossroads of TESOL and English medium instruction. *TESOL Quarterly*, 52(3), 497-515.
- Pérez-Pérez, M., & S.-B. P. (2019). An analysis of factors affecting students' perceptions of learning outcomes with Moodle. *Journal of Further and Higher Education*, 44, 1114-1129.
- Pun, J., & Macaro, E. (2021). Student challenges and learning strategies at Hong Kong EMI universities. *PLOS One*, 16(5), e0251564.
- Purnama, N. A. (2019). Students' motivation in learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539.
- Puspitasari, T., & Utami, R. (2023). Indonesian students' perceptions of English medium instruction. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), 324-334.

- Rakhshandehroo, M., & Ivanova, P. (2020). International student satisfaction at English-medium graduate programs in Japan. *Higher Education*, 79(1), 39-54.
- Ricard, J. C., & Pun, J. (2023). A typology of English-medium instruction. *RELC Journal*, 54(1), 216-240.
- Roohul Amin, D. A. (2020). Impact of service quality on student satisfaction in higher education institutions. *Journal of Business and Tourism*, 6(1), 1-18.
- Ruranga, C. (2024). Exploring higher education students' satisfaction for quality improvement: A case study of the African Centre of Excellence in Data Science. *International Journal of Education and Practice*, 12(3), 719-729.
- Salama, A. (2023). EMI in North Africa. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 53-72). Springer.
- Sano, A. Z. (2023). EMI in East Asia. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world* (pp. 171-189). Springer.
- Simbolon, N. E. (2021). English Medium Instruction (EMI) practice: Higher education internationalization in Indonesia. *Englisia: Journal of Language, Education, and Humanities*, 8(2), 72-83.
- Simbolon, N. E., Oliver, R., & Mercieca, P. (2020). Lecturers' Perceptions of English Medium Instruction (EMI) Practice at a University in Indonesia. *Pertanika Journal of Social Sciences & Humanities*, 28(2).
- Siregar, F. L. (2023). EMI in Southeast Asia. In C. Griffiths, *The practice of English as a medium of instruction (EMI) around the world\** (pp. 113-132). Springer.
- Soruç, A., & Griffiths, C. (2018). English as a medium of instruction: Students' strategies. *ELT Journal*, 72(1), 38-48.

- Sudana, P. A. (2023). English as a Medium of Instruction: Indonesian Tertiary Students' Perception on the Strengths and Weaknesses. *SEAQIL Journal of Language Education*, 42-55.
- Sudewi, P. W. (2020). Learning experiences using blended learning on EFL learners at Sulawesi Barat University. *Jurnal Basis UPB*, 7(1).
- Sudirman, S. T. (2023). Effect of lecturer service quality and infrastructure quality on student satisfaction. *Journal of Innovation Research and Knowledge*, 2(9), 3577-3582.
- Sugiyono. (2013). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sun, Y. (2023). However, the success of EMI in preparing students for their professional careers can be influenced by various factors, such as the quality of EMI instruction, the level of English proficiency of both students and teachers, and the availability of support. *Frontiers in Education*, 8:1191267.
- Swain, M., & Lapkin, S. (1997). Immersion education: International perspectives. *Cambridge University Press*.
- Tang, K. N. (2021). Implementing English-medium instruction (EMI) in Thailand: University students' perspectives. *KKU Research Journal (Graduate Studies) Humanities and Social Sciences*, 95-108.
- Tanjung, M. R., Azwandi, & Sufiyandi. (2021). Students' Perceptions on the Use of English as Medium of Instruction (EMI) at The International Class of The Economic Development Study Program of The Faculty of Economic & Business of University of Bengkulu. *Journal of English Education and Teaching*, 489-503.
- Tarafdar, P. (2024). Effects of service quality on student satisfaction: A study using the SERVQUAL model. *International Journal of Management and Accounting*, 6(3), 40-54.
- Than, W., & Wah, S. (2020). A meta-analysis on factors influencing student satisfaction in higher education. *J. Myanmar Acad. Arts Sci.*, 393-404.



- Tran, T. H. (2021). Perceived Impact of EMI on Students' Language Proficiency in Vietnamese Tertiary EFL Contexts. *IAFOR Journal of Education*, 7-24.
- Tirado, J. L., Fernandez-Martin, F. D., & Berrio-Gutierrez, M. A. (2024). Quality factors of an English as a medium of instruction program associated with students' satisfaction. *Porta Linguarum*, 42, 27-41.
- Utama, M. S. (2016). *Aplikasi analisis kuantitatif untuk ekonomi dan bisnis*. Denpasar: C.V. Sastra Utama.
- Vahlo, J., & Karhulahti, V. M. (2020). Challenge types in gaming validation of video game challenge inventory (CHA). *International Journal of Human-Computer Studies*, 143, 102473.
- Volchenkova, K. N. (2023). Studying challenges faced by international students enrolled in English Medium Instruction programs at Russian University. *Science for Education Today*, 192-209.
- Wang, C. (2021). The relationship between teachers' classroom English proficiency and their teaching self-efficacy in an English medium instruction context. *Frontiers in Psychology*, 12, 611743.
- Zumor, A. Q. (2019). Challenges of using EMI in teaching and learning of university scientific disciplines: Student voice. *International Journal of Language Education*, 3, 74-90.