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Results	Query	Domains (original links)
Unique	It was conducted at Unit Pelaksana Teknis Bahasa, Universitas Sebelas Maret, Surakarta, Indonesia	-
Unique	Keywords: Students' responses, language instructions, lecturers, EAP classrooms	-
Unique	INTRODUCTION anguage is an important aspect in education	-
Unique	Nowadays, English is one of the most important languages in the world	-
Unique	It is the bridge language that can make people easier in communicating each other	-
Unique	In education field, the students learn English since in kindergarten	-
Unique	They start learning English from the simplest part to the most complicated one	-
Unique	The students with negative learning attitudes can have anxiety in the learning process	-
Unique	The teacher only explained the materials without asking about the students' participation	-
Unique	That made the class really boring (Zulfikar, et al., 2019,	-
Unique	One of the strategies is by using the target and first language instruction	-
Unique	So, it can help the students to understand more about the delivered materials	-
Unique	The lecturers have to use suitable language in teaching English for certain aspects	-
Unique	Furthermore, there were two previous studies related to this research	-

Unique	There were similarity and differences between Nilsson's research and this research	-
Unique	On the other hand, there were two differences between this research and Nilsson's research	-
Unique	In fact, they used the first language to teach grammar and discipline the students	-
Unique	There were some similarities and differences between this research and Miettinen's research	-
Unique	On the other hand, there were two differences between Miettinen's research and this research	-
Unique	36A, Jebres, Surakarta, Central Java, Indonesia	-
Unique	Those students were observed eight times	-
Unique	The design of this research is a case study	-
Unique	In this research, the research belonged to a single and intrinsic case study	-
Unique	Those sources will be described below	-
Unique	Informants The informants were the participants of this research	-
Unique	The students were observed eight times	-
Unique	In this research, there were three techniques used to collect the data	-
Unique	Those techniques will be described below	-
Unique	The researcher had open interview with those participants	-
Unique	It meant that the participants would have unlimited explanations in answering the questions	-
Unique	The researcher had eight questions for the students to get more complete information	-
Unique	The questions could be developed during the interview session	-
Unique	Document Analysis In this research, the researcher used two documents	-
Unique	They were transcript of the questionnaire and transcript of the interview	-
Unique	The questionnaire was about the students' responses towards the lecturers' use of language instructions	-
Unique	Furthermore, the researcher used methodological triangulation	-
Unique	The researcher would check the result of interview, document analysis, and questionnaire	-
Unique	Those stages will be described below	-

Unique	Flow Model (Miles & Huberman, 1994,	-
Unique	To get more details, it can be seen in the table below	-
Unique	Percentages of students' responses towards lecturers' use of language instructions No	-
Unique	Aspects of Language Instructions Students' Responses	-
Unique	The use of full English in the classroom 4.5% 55.7% 35.2% 4.5%	-
Unique	Very clear pronunciation 1.1% 3.4% 68.2% 27.3%	-
Unique	Understanding English vocabularies 0% 14.8% 77.3% 8%	-
Unique	Giving instructions in English 0% 21.6% 71.6% 6.8%	-
Unique	Commenting on work in English 0% 5.7% 65.9% 28.4%	-
Unique	Disciplining students in English 0% 11.4% 64.8% 23.9%	-
Unique	The use of Indonesian language in the classroom 1.1	-
Unique	Teaching grammar in Indonesian language 1.1	-
Unique	Explaining unfamiliar English vocabularies in Indonesian language 2.3% 6.8% 67% 23.9%	-
Unique	Explaining English reading texts in Indonesian language 1.1	-
Unique	Explaining questions of reading texts in Indonesian language 0% 19.3% 68.2% 12.5%	-
Unique	Switching English sentences into Indonesian sentences 0% 5.7% 58% 36.4%	-
Unique	Mixing English vocabularies with Indonesian vocabularies 1.1	-
Unique	Telling stories in Indonesian language 4.5% 22.7% 56.8% 15.9%	-
Unique	In addition, 68.2% of the students agreed that the lecturers had very clear pronunciation	-
Unique	Only 3.4% of the students disagreed that the lecturers had very clear pronunciation	-
Unique	Only 5.7% of the students disagreed when the lecturers gave compliment in English	-
Unique	64.8% of the students agreed if the lecturers discipline the noisy students in English	-
Unique	Furthermore, the students had some opinions related to their language competence	-
Unique	56.8% of the students also agreed that the lecturers told stories in Indonesian language	-

Unique	I like if the lecturer does not use English fully	-
Unique	When the lecturer uses English, I can be accustomed to English daily vocabularies	-
Unique	I like the way Sir J speaks in English	-
Unique	Sir J often speaks English by using simple and understandable vocabularies	-
Unique	That's why I can understand what he is talking about	-
Unique	Then, I can also know more vocabularies	-
Unique	I like if the lecturer uses both English and Indonesian language	-
Unique	He uses English in some aspects and Indonesian language in other aspects	-
Unique	But, if he wants to use full English, it does not matter	-
Unique	As a student, I can get accustomed more	-
Unique	I think it's not a problem anymore because we study English	-
Unique	If the lecturer keeps using Indonesian language, it will be so weird	-
Unique	Based on the data above, JE had different opinion from those two students	-
Unique	In explaining meanings, Sir J would switch unfamiliar English words into Indonesian language words	-
Unique	If the lecturer only uses Indonesian language, we won't understand the English version	-
Unique	If the lecturer only uses English, we won't know the Indonesian version	-
Unique	In last meeting, we got the new English word 'inferred	-
Unique	' We did not understand what 'inferred' meant	-
Unique	Then, Sir J told us the meaning of 'inferred' in Indonesian language	-
Unique	I think it can help us to understand the meanings of unfamiliar words	-
Unique	Based on the interview transcript, JE had different opinion from those two students	-
Unique	The students will be more familiar with English vocabularies, phrases, and sentences	-
Unique	It will help them to be enjoyable during the teaching and learning process	-
Unique	The use of English and first language has some points in EFL classroom	-

Unique	English medium instructions on English language proficiency	-
Unique	Asian Research Journal of Arts & Social Sciences, 4(4), 1-10	-
Unique	To be a child in mother tongue: Education in foreign language	-
Unique	To be a child in mother tongue: Education in foreign language	-
Unique	Rights in Education and Self-Identity: Education and Language instructions in Namibia	-
Unique	International Education Studies, 9(3), 189-196	-
Unique	Slough, England: National Foundation for Educational Research	-
Unique	Journal of Education and Practice, 6(3), 72-82	-
Unique	Principles and practices of L1/L2 use in the Japanese University EFL Classroom	-
Unique	Teaching in the target language: Problems and prospects	-
Unique	The Language Learning Journal, 2(1), 20-24	-
Unique	Coping with English as language instructions in higher education in Rwanda	-
Unique	International Journal of Higher Education, 2(2), 1-12	-
Unique	Structured bilingual based instruction model in teaching English for specific purposes	-
Unique	Proceedings of INACELT (International Conference on English Language Teaching), 2(1), 111-118	-
15 results	The Effect of Bilingual Based Instruction in Teaching English for Academic Purposes	repositori.uin-alauddin.ac.id researchgate.net journal.uin-alauddin.ac.id researchgate.net repositori.uin-alauddin.ac.id id.123dok.com
Unique	Journal of Language Teaching and Research, 9(3), 620-628	-
Unique	Ten helpful ideas for teaching English to young learners	-
Unique	English Teaching Forum, (Online) Vol	-
Unique	gov/englishteaching/forum/archives/does/06-44-2-b.pdf, accessed on July, 2nd 2012)	-
1 results	The language instructions issue in Tanzania: Pertinent determining factors and perceptions of education stakeholders	journal.uin-alauddin.ac.id
Unique	Journal of Languages and Culture, 5(1), 9-16	-
Unique	English as a medium of instruction: Challenges for Vietnamese tertiary lecturers	-

Unique	The Journal of Asia TEFL, 11(3), 1-31	-
Unique	The Language Factor in Discourse on Development and Education in Africa	-
Unique	Case study research: Design and methods (5 th ed	-
Unique	Teachers' instructional and management talk in English foreign language classroom	-
Unique	Journal of Language Teaching and Research, 6(6), 1280-1288	-
Unique	Zulfikar, T., Dahliana, S., & Sari,	-
Unique	An exploration of English students' attitude towards English learning	-
Unique	English Language Teaching Educational Journal, 2(1), 1-12	-
Unique	Pradhani Yanwar Universitas Bojonegoro amandapradhani2@gmail.com ABSTRACT This research was aimed to describe the students' responses	-
Unique	The techniques for collecting the data used in this research were observation, interview, document	-
Unique	could interact with the lecturer when the lecturer used both English and Indonesian language during	-
Unique	accustomed more about the use of English vocabularies, to make the lecturers and the students	-
Unique	For the other researchers who want to conduct similar research, the result of this	-
Unique	Language is not everything in education, but without language, everything is nothing in education	-
Unique	Although language is not everything in education, it is a root for multilingual societies	-
Unique	tended to be used as a medium of instruction in the classroom although the people	-
Unique	Most of the students are not interested in learning English because they think that	-
Unique	they will be bored easily and have difficulties to enjoy the learning process (Zulfikar,	-
Unique	Besides, the students can be bored in the language learning process because of teachers'	-
Unique	In teaching English, the lecturers use many strategies so that the students can be	-
Unique	Language instructions have an essential role toward the students' academic L Amanda Pradhani Yanwar,	-
Unique	Language instructions have an important role to make sure effective communication happened during the	-
Unique	In addition, language instructions are essential aspects of quality of education in terms of	-
Unique	During the teaching and learning process, the lecturers use the target and first language	-

Unique	Besides, the lecturers have to know more which aspects are more appropriate used by	-
Unique	in the target language: organizing activities, directing pupils, asking questions, setting homework, commenting on work,	-
Unique	be used in the target language: correcting written work, organizing classroom, explaining lesson, disciplining pupils,	-
Unique	On the other hand, there were some aspects mentioned that are more suitable used	-
Unique	Thus, this study was aimed to investigate the students' responses towards the use of	-
Unique	REVIEW OF LITERATURE In EFL classrooms, the use of language instructions has an important	-
Unique	The students will keep motivated in learning English if the lecturers use the target	-
Unique	fulfilling the objectives and to help the students to realize their human rights (Chavez, 2016,	-
Unique	the use of English and the students' first language, the students can enjoy more in	-
Unique	Zulfah, et al., (2015) stated that the use of English and the first language	-
Unique	The suitable use of English and the first language does not only give more	-
Unique	Besides that, the use of the first language has a supportive role in teaching	-
Unique	the students understand more about difficult expressions (Shin, Volume 6, Number 01, June 2020	-
Unique	The use of the first language can make the students feel relaxed and avoid	-
Unique	First of all, it was from Nilsson (2013) entitled "Target Language in the Primary	-
Unique	" The study found that the participants used mostly in English to dominate their approaches,	-
Unique	The participants used some strategies and techniques to support students' comprehension in the target	-
Unique	Besides, the participants used the first language to help the students with the clearer	-
Unique	Those two researches wanted to find out the use of language instructions in EFL	-
Unique	First, Nilsson's research was done in primary classrooms, while this research was done in	-
Unique	language instructions by lecturers in EAP classrooms, while Nilsson did not do it for his	-
Unique	A study on two secondary school English teachers' language use and the motives behind their	-

223,000 results	" This study found that an experienced English teacher who used the target language all	repository.unam.edu.na languagetestingasia.springeropen.com en.wikipedia.org sciencedirect.com researchgate.net academic.oup.com
Unique	language exclusively in the middle of the lesson, resulted in average of 47% of using	-
Unique	Although the participants stressed the importance of using the target language, they did not	-
Unique	instructions used by teachers in EFL classroom, 2) those researches wanted to find out aspects	-
Unique	First, Miettinen did his research on two secondary schools, while this research was done	-
Unique	Yanwar, Students' Responses Towards... 4 use of language instructions by lecturers in EAP classrooms, while	-
Unique	METHOD This research was conducted at UPT Bahasa (Unit Pelaksana Teknis Bahasa), Universitas Sebelas	-
Unique	The subjects of this research were the master students of three EAP classrooms at	-
Unique	The reason why the researcher chose EAP classrooms at UPT Bahasa, Universitas Sebelas Maret	-
Unique	A case study investigates a contemporary phenomenon in the context of real world, especially	-
Unique	or multiple cases, can be limited to quantitative evidence, and can be a useful method	-
Unique	It means that the research only focused on the students' responses towards the use	-
Unique	In conducting this research, the researcher gained the data from three sources: informants, events,	-
Unique	be interviewed, but she took all students coming from EAP C26, EAP C07, and EAP	-
Unique	would like to know more about the students' responses towards the use of language instructions	-
Unique	Event The event of this research was the use of the lecturers' language instructions	-
Unique	The researcher got the data of the students' responses towards the use of language	-
Unique	Document There were two documents used in this research: transcript of the questionnaire and	-
Unique	June 2020 5 students' responses towards the lecturers' use of language instructions in the form	-
Unique	In addition, in the transcript of the interview, the researcher the low, medium, and	-
Unique	Interview The researcher interviewed nine master students consisting of the low, medium, and high	-
Unique	To get the appropriate students, the researcher asked the lecturers to choose three students	-
Unique	use of language instructions for their understanding of the materials and building good relationship with	-

Unique	Questionnaire The questionnaire was given to all master students coming from three EAP classrooms	-
Unique	The questionnaire was used to reveal the students" responses towards the use of language	-
Unique	The questionnaire was also used to gain more complete data and support the data	-
Unique	the questionnaire based on Likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree),	-
Unique	It contained aspects of language instructions consisting of language, competence, and benefit of using	-
Unique	The aspect of 'language' consisted of using full English, having clear pronunciation, understanding English	-
Unique	and the questions, explaining how to write sentences and paragraphs, switching English into Indonesian sentences,	-
Unique	joining the learning process, understanding materials, having good atmosphere in the learning process, and having	-
Unique	It meant that the researcher used three different techniques in collecting the data: interview,	-
Unique	Then, the researcher would obtain information whether the result coming from interview, document analysis,	-
Unique	because a peer debriefer could have other opinions about the meanings of the findings related	-
Unique	This means that the peer debriefer could give critics, suggestions, and recommendations for the	-
Unique	In this case, the researcher chose an English lecturer to become a peer debriefer	-
Unique	In analyzing the data, the researcher used the flow model namely 'interactive model' which	-
Unique	There were three stages in using the flow model: data reduction, data display, and	-
Unique	selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in the written-up	-
Unique	and simplifying the data into the category of the students' responses towards the use of	-
Unique	Data Display A display is defined as an organized assembly of information that permits	-
Unique	The most frequent form of the display in qualitative data is extended text (Miles	-
Unique	It meant that in conducting the qualitative data, the researcher used words development as	-
Unique	by describing and explaining the students' responses towards the use of language instructions in EAP	-
Unique	begins to decide what things mean and notes regularities, patterns, explanations, possible configurations, causal flows,	-
Unique	Final conclusions can be showed after finishing the data collection (Miles & Huberman, 1994,	-
Unique	After collecting and analyzing the data, the researcher concluded what she had gotten during	-

Unique	The researcher drew some conclusions and gave some suggestions related to the students' responses	-
Unique	Findings The researcher gave questionnaire to the students to know more about their opinions	-
Unique	Asking questions in English 0% 14.8% 83% 2.3% Amanda Pradhani Yanwar, Students' Responses Towards...	-
Unique	Explaining the lessons like kinds of text, generic structure, and language features in Indonesian	-
Unique	Explaining how to write sentences and paragraphs in Indonesian language 0% 12.5% 71.6% 15.9%	-
Unique	Being more interested in joining the learning process with the use of English and	-
Unique	Being more motivated in joining the learning process with the use of English and	-
Unique	Understanding materials with the use of English and Indonesian language 0% 2.3% 58% 39.8%	-
Unique	Having good atmosphere in the learning process with the use of English and Indonesian	-
Unique	61.4% 35.2% Based on the data of questionnaire, the students had some opinions about the	-
Unique	and learning process, but 55.7% of the students disagreed when the lecturers used fully English	-
Unique	77.3% of the students also agreed that they could understand English vocabularies used by	-
Unique	In contrast, 14.8% of the students disagreed if they could understand English vocabularies used	-
Unique	In addition, 71.6% of the students agreed if the lecturers gave activity instructions in	-
Unique	83% of the students also agreed if the lecturers asked questions in English, but	-
Unique	Moreover, 65.9% of the students agreed when the lecturers gave compliment for their work	-
Unique	On the other hand, 11.4% of the students disagreed if the lecturers discipline the	-
Unique	Based on the finding, most of the students agreed that the lecturers used English	-
Unique	teaching and learning process, but 11.4% of the students disagreed if the lecturers used Indonesian	-
Unique	text including its generic structure and language features in Indonesian language, but 11.4% of the	-
Unique	the lecturers used Indonesian language, but 5.7% of the students disagreed if they could understand	-
Unique	67% of the students also agreed that they could understand meanings of unfamiliar English	-
Unique	Only 6.8% of the students disagreed if they could understand meanings of unfamiliar English	-
Unique	10 they could understand the contents of English reading texts when the lecturers explained them	-

Unique	In contrast, 12.5% of the students disagreed if they could understand the contents of	-
Unique	68.2% of the students also agreed that they could answer the questions related to	-
Unique	On the other hand, 19.3% of the students disagreed if they could answer the	-
Unique	Moreover, 71.6% of the students agreed that they could write good sentences and paragraphs	-
Unique	Only 12.5% of the students disagreed that they could write good sentences and paragraphs	-
Unique	58% of the students also agreed that the lecturers switched English sentences into Indonesian	-
Unique	Only 5.7% of the students disagreed if the lecturers switched English sentences into Indonesian	-
Unique	In addition, 47.7% of the students agreed that the lecturers mixed English vocabularies with	-
Unique	Only 8% of the students disagreed if the lecturers mixed English vocabularies with Indonesian	-
Unique	In contrast, 22.7% of the students disagreed if the lecturers told stories by using	-
Unique	language for some aspects so that the students could understand more about what the lecturers	-
Unique	Moreover, the students got some benefits during the teaching and learning process when the	-
Unique	the students disagreed if they were interested in joining the teaching and learning process when	-
Unique	Besides, 53.4% of the students agreed that they were motivated more to join the	-
Unique	In contrast, 3.4% of the students disagreed if they were motivated when the lecturers	-
Unique	In addition, 58% of the students agreed that they could understand the materials well	-
Unique	Only 2.3% of the students disagreed if they could understand the materials when the	-
Unique	56.8% of the students also agreed that they could have good atmosphere in learning	-
Unique	Only 6.8% of the students disagreed if they could have good Volume 6, Number	-
Unique	In addition, 61.4% of the students agreed that they could have good relationship with	-
Unique	On the other hand, 3.4% of the students disagreed if they could have good	-
Unique	Based on the finding, most of the students agreed that they got some benefits	-
Unique	During the observation, the researcher found that the students could interact with the lecturer	-
Unique	When the students did not respond or react towards what the lecturer was saying,	-

Unique	Furthermore, the researcher got the other data from the students' interviews related to kinds	-
Unique	The researcher interviewed three students from each EAP classroom consisting of low, medium, and	-
Unique	From the low student's point of views (DA), the researcher got the data as	-
Unique	I like if the lecturer uses English and Indonesian language during the teaching and	-
Unique	When the lecturer uses English, I can be accustomed to the use of English	-
Unique	When my friends and I do not understand much about what he is talking	-
Unique	But, when we get what he means, he does not translate it into Indonesian	-
Unique	The data above showed that DA liked if the lecturer used English and Indonesian	-
Unique	DA could be accustomed to the use of English because the lecturer used familiar	-
Unique	When DA and his friends did not understand about the lecturer's explanation, the lecturer	-
Unique	In contrast, when they understood what the lecturer was talking about, the lecturer did	-
Unique	From the medium student's point of views (ET), the researcher got the data as	-
Unique	Sometimes he also needs to use Indonesian language because some students do not understand	-
Unique	The data above showed that ET liked if the lecturer used both English and	-
Unique	When the lecturer used English in the classroom, it could make ET accustomed to	-
Unique	But sometimes, the lecturer Amanda Pradhani Yanwar, Students' Responses Towards... 12 also needed to	-
Unique	From the high student's point of views (JE), the researcher got the data as	-
Unique	My friends and I are able to know more how to pronounce words well	-
Unique	JE thought that the lecturer could use full English in the teaching and learning	-
Unique	She and her friends could get more accustomed to the use of English vocabularies,	-
Unique	In her opinion, it would be so weird if the lecturer kept using Indonesian	-
Unique	Moreover, the researcher got the other data from the students' interviews about aspects of	-
Unique	From the low student's point of views (DA), the researcher got the data as	-
Unique	In my opinion, I like when the lecturer explains the lesson like kinds of	-

Unique	I think it can make my friends and me getting accustomed to the use	-
Unique	I think the lecturer still can use Indonesian language in the classroom, but not	-
Unique	If the lecturer uses English and the students get what he is talking about,	-
Unique	But, when the students get difficulties in understanding what the lecturer is talking about,	-
Unique	of unfamiliar words in Indonesian language so that my friends and I can understand the	-
Unique	In teaching grammar, I prefer if the lecturer uses both English and Indonesian language	-
Unique	In talking informally with the students, Sir J often tells us some stories by	-
Unique	So far, my friends and I enjoy and get what Sir J is talking	-
Unique	Based on the interview transcript, DA thought that the lecturer still could use Indonesian	-
Unique	When the students understood the lecturer's explanation in English, the lecturer did not need	-
Unique	On the other hand, if the students got confused about what the lecturer was	-
Unique	In his opinion, the lecturer could use English to explain the lesson like kinds	-
Unique	It could make his friends and him getting more accustomed to the use of	-
Unique	In Volume 6, Number 01, June 2020 13 chatting informally with the students, Sir	-
Unique	In teaching grammar, actually DA preferred if the lecturer used both English and Indonesian	-
Unique	From the medium student's point of view (ET), the researcher got the data as	-
Unique	In my opinion, I like when the lecturer uses English in greeting the students,	-
Unique	Sir J often asks us to do the activities in the classroom like 'Okay,	-
Unique	' When he uses English in giving such instruction by using simple and understandable vocabularies,	-
Unique	In teaching grammar and explaining the lessons like kinds of text – descriptive text,	-
Unique	– and its language features, I prefer if the lecturer uses both English and	-
Unique	In talking informally with the students, I prefer if the lecturer also uses both	-
Unique	If the lecturer uses English and Indonesian language, we can understand the stories that	-
Unique	If the lecturer only uses English in telling the stories, sometimes we don't understand	-

Unique	The data above showed that ET thought that the lecturer could use English in	-
Unique	When the lecturer used familiar and understandable English vocabularies, ET and her friends could	-
Unique	percentage of 50% : 50% to teach grammar and explain the lessons like kinds of	-
Unique	Besides, the lecturer could use both English and Indonesian to talk informally with the	-
Unique	From the high student's point of view (JE), the researcher got the data as	-
Unique	In my opinion, I like when the lecturer uses English in all aspects, such	-
Unique	', explaining the lessons like kinds of text and its language features, teaching grammar, closing	-
Unique	I think it's not a problem to use English in the classroom because we	-
Unique	It will be so weird if the lecturer keeps using Indonesian language during the	-
Unique	But, in some aspects like explaining meanings of unfamiliar words and talking informally with	-
Unique	In talking informally with the students, the lecturer needs to use both English and	-
Unique	If the lecturer only uses English in telling some stories, some students perhaps do	-
Unique	Towards... 14 always uses familiar and understandable vocabularies so that we do not get difficulties	-
Unique	In her opinion, the lecturer could use English in all aspects, such as: greeting	-
Unique	JE thought that it would be so weird if the lecturer kept using Indonesian	-
Unique	with the students, the lecturer could use both English and Indonesian language to help the	-
Unique	Discussion From the findings, most of the students agreed that the lecturers used English	-
Unique	If the lecturers keep using English in the classroom, the students can get more	-
Unique	tended to be used as a medium of instruction in the classroom although the people	-
Unique	in the classroom are the students' English abilities and learning styles (Vu & Burns, 2014,	-
Unique	where the students have to communicate in English in the classroom because they do not	-
Unique	some aspects so that the students could understand more about what the lecturers were explaining	-
Unique	When the lecturers also use Indonesia language during the teaching and learning process, it	-
Unique	The use of the first language has a supportive role in teaching English as	-

Unique	The use of the first language is also one of the simplest strategies to	-
Unique	In addition, the use of the first language can make the students feel relaxed	-
Unique	If the students do not use the first language as the language instruction, it	-
Unique	they got some benefits when the lecturers used both English and Indonesian language during the	-
Unique	input to the students, but also motivate the students to learn English more (Zulfah, et	-
Unique	In the previous research, the study found that the participants mostly used English to	-
Unique	Besides, the participants used various techniques and strategies to help the students to understand	-
Unique	One of them was by using the first language for the clearer comprehension, explanations,	-
Unique	the lecturers used the target and first language for some certain aspects in English teaching	-
Unique	Furthermore, in another previous research, the study found that the participants showed an effort	-
Unique	Besides, the participants also used the first language to teach grammar and discipline the	-
Unique	used the target language for some aspects so that the students would be accustomed to	-
Unique	In addition, the lecturers used the first language to help the students to understand	-
Unique	Thus, the results of this research showed that the lecturers need to be able	-
Unique	This means that the lecturers should use English and Indonesian language in the suitable	-
Unique	to understand more about the materials so that the students can be motivated more to	-
Unique	lecturer used both English and Indonesian language with good proportion during the teaching and learning	-
Unique	In addition, the findings showed various results of the students' opinions related to appropriate	-
Unique	In general, the students preferred if the lecturer used English to greet the students,	-
Unique	informally, Amanda Pradhani Yanwar, Students' Responses Towards... 16 explaining the lesson like kinds of text	-
Unique	Thus, the use of language instructions is very essential in the language teaching and	-
Unique	The lecturers need to know what aspects that should be used in the target	-
Unique	in learning English and the use of the first language can also help the students	-
Unique	The use of English as medium of instruction at the upper basic level (primary	-

Unique	Bilingual-based Instruction in Teaching Volume 6, Number 01, June 2020 17 English for Academic	-
Unique	Paper presented at the Symposium on Language for Development in Africa, Moi University, Eldoret.	-

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