PLAGIARISMA

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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	-
<u>Unique</u>	Nowadays, English is one of the most important languages in the world	-
<u>Unique</u>	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	-
<u>Unique</u>	That made the class really boring (Zulfikar, et al., 2019,	-
<u>Unique</u>	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	-
<u>Unique</u>	Furthermore, there were two previous studies related to this research	-

<u>Unique</u>	There were similarity and differences between Nilsson's research and this research	-
<u>Unique</u>	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	-
<u>Unique</u>	The questions could be developed during the interview session	-
<u>Unique</u>	Document Analysis In this research, the researcher used two documents	-
<u>Unique</u>	They were transcript of the questionnaire and transcript of the interview	-
<u>Unique</u>	The questionnaire was about the students' responses towards the lecturers' use of language instructions	-
Unique	Furthermore, the researcher used methodological triangulation	-
<u>Unique</u>	The researcher would check the result of interview, document analysis, and questionnaire	-
<u>Unique</u>	Those stages will be described below	-

<u>Unique</u>	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	-
<u>Unique</u>	The use of full English in the classroom 4.5% 55.7% 35.2% 4.5%	-
<u>Unique</u>	Very clear pronunciation 1.1% 3.4% 68.2% 27.3%	-
Unique	<u>Understanding English vocabularies 0% 14.8% 77.3% 8%</u>	-
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%	-
<u>Unique</u>	The use of Indonesian language in the classroom 1.1	-
<u>Unique</u>	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%	-
<u>Unique</u>	Mixing English vocabularies with Indonesian vocabularies 1.1	-
<u>Unique</u>	Telling stories in Indonesian language 4.5% 22.7% 56.8% 15.9%	-
<u>Unique</u>	In addition, 68.2% of the students agreed that the lecturers had very clear pronunciation	-
<u>Unique</u>	Only 3.4% of the students disagreed that the lecturers had very clear pronunciation	-
<u>Unique</u>	Only 5.7% of the students disagreed when the lecturers gave compliment in English	-
<u>Unique</u>	64.8% of the students agreed if the lecturers discipline the noisy students in English	-
<u>Unique</u>	Furthermore, the students had some opinions related to their language competence	-
<u>Unique</u>	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	-
<u>Unique</u>	When the lecturer uses English, I can be accustomed to English daily vocabularies	-
<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	I think it can help us to understand the meanings of unfamiliar words	-
<u>Unique</u>	Based on the interview transcript, JE had different opinion from those two students	-
<u>Unique</u>	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	-

<u>Unique</u>	English medium instructions on English language proficiency	-
<u>Unique</u>	Asian Research Journal of Arts & Social Sciences, 4(4), 1-10	-
<u>Unique</u>	To be a child in mother tongue: Education in foreign language	-
<u>Unique</u>	To be a child in mother tongue: Education in foreign language	-
<u>Unique</u>	Rights in Education and Self-Identity: Education and Language instructions in Namibia	-
Unique	International Education Studies, 9(3), 189-196	-
<u>Unique</u>	Slough, England: National Foundation for Educational Research	-
<u>Unique</u>	Journal of Education and Practice, 6(3), 72-82	-
<u>Unique</u>	Principles and practices of L1/L2 use in the Japanese University EFL Classroom	-
<u>Unique</u>	Teaching in the target language: Problems and prospects	-
<u>Unique</u>	The Language Learning Journal, 2(1), 20-24	-
<u>Unique</u>	Coping with English as language instructions in higher education in Rwanda	-
<u>Unique</u>	International Journal of Higher Education, 2(2), 1-12	-
<u>Unique</u>	Structured bilingual based instruction model in teaching English for specific purposes	-
<u>Unique</u>	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
<u>Unique</u>	Journal of Language Teaching and Research, 9(3), 620–628	-
<u>Unique</u>	Ten helpful ideas for teaching English to young learners	-
<u>Unique</u>	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
<u>Unique</u>	Journal of Languages and Culture, 5(1), 9-16	-
Unique	English as a medium of instruction: Challenges for Vietnamese tertiary lecturers	-

<u>Unique</u>	The Journal of Asia TEFL, 11(3), 1-31	-
<u>Unique</u>	The Language Factor in Discourse on Development and Education in Africa	-
<u>Unique</u>	Case study research: Design and methods (5 th ed	-
<u>Unique</u>	Teachers' instructional and management talk in English foreign language classroom	-
<u>Unique</u>	Journal of Language Teaching and Research, 6(6), 1280-1288	-
<u>Unique</u>	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	-
<u>Unique</u>	<u>Pradhani Yanwar Universitas Bojonegoro amandapradhani2@gmail.com ABSTRACT This research was aimed to describe the students' responses</u>	-
<u>Unique</u>	The techniques for collecting the data used in this research were observation, interview, document	-
<u>Unique</u>	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	-
<u>Unique</u>	For the other researchers who want to conduct similar research, the result of this	-
<u>Unique</u>	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	-
<u>Unique</u>	tended to be used as a medium of instruction in the classroom although the people	-
<u>Unique</u>	Most of the students are not interested in learning English because they think that	-
<u>Unique</u>	they will be bored easily and have difficulties to enjoy the learning process (Zulfikar,	-
<u>Unique</u>	Besides, the students can be bored in the language learning process because of teachers'	-
<u>Unique</u>	In teaching English, the lecturers use many strategies so that the students can be	-
<u>Unique</u>	Language instructions have an essential role toward the students' academic L Amanda Pradhani Yanwar,	-
<u>Unique</u>	Language instructions have an important role to make sure effective communication happened during the	-
<u>Unique</u>	In addition, language instructions are essential aspects of quality of education in terms of	-
<u>Unique</u>	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	-
<u>Unique</u>	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,	-
<u>Unique</u>	On the other hand, there were some aspects mentioned that are more suitable used	-
<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	Zulfah, et al., (2015) stated that the use of English and the first language	-
<u>Unique</u>	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	-
<u>Unique</u>	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
<u>Unique</u>	language exclusively in the middle of the lesson, resulted in average of 47% of using	-
<u>Unique</u>	Although the participants stressed the importance of using the target language, they did not	-
<u>Unique</u>	instructions used by teachers in EFL classroom, 2) those researches wanted to find out aspects	-
<u>Unique</u>	First, Miettinen did his research on two secondary schools, while this research was done	-
<u>Unique</u>	Yanwar, Students' Responses Towards 4 use of language instructions by lecturers in EAP classrooms, while	-
<u>Unique</u>	METHOD This research was conducted at UPT Bahasa (Unit Pelaksana Teknis Bahasa), Universitas Sebelas	-
<u>Unique</u>	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	-
<u>Unique</u>	or multiple cases, can be limited to quantitative evidence, and can be a useful method	-
<u>Unique</u>	It means that the research only focused on the students' responses towards the use	-
<u>Unique</u>	In conducting this research, the researcher gained the data from three sources: informants, events,	-
<u>Unique</u>	be interviewed, but she took all students coming from EAP C26, EAP C07, and EAP	-
<u>Unique</u>	would like to know more about the students' responses towards the use of language instructions	-
<u>Unique</u>	Event The event of this research was the use of the lecturers' language instructions	-
<u>Unique</u>	The researcher got the data of the students' responses towards the use of language	-
<u>Unique</u>	Document There were two documents used in this research: transcript of the questionnaire and	-
<u>Unique</u>	June 2020 5 students' responses towards the lecturers' use of language instructions in the form	-
<u>Unique</u>	In addition, in the transcript of the interview, the researcher the low, medium, and	-
<u>Unique</u>	Interview The researcher interviewed nine master students consisting of the low, medium, and high	-
<u>Unique</u>	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	-

<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	and simplifying the data into the category of the students' responses towards the use of	-
<u>Unique</u>	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	-
<u>Unique</u>	It meant that in conducting the qualitative data, the researcher used words development as	-
<u>Unique</u>	by describing and explaining the students' responses towards the use of language instructions in EAP	-
<u>Unique</u>	begins to decide what things mean and notes regularities, patterns, explanations, possible configurations, causal flows,	-
<u>Unique</u>	Final conclusions can be showed after finishing the data collection (Miles & Huberman, 1994,	-
<u>Unique</u>	After collecting and analyzing the data, the researcher concluded what she had gotten during	-

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 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 -	

<u>Unique</u>	In contrast, 12.5% of the students disagreed if they could understand the contents of	-
<u>Unique</u>	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	-
<u>Unique</u>	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	-
<u>Unique</u>	In addition, 47.7% of the students agreed that the lecturers mixed English vocabularies with	-
<u>Unique</u>	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	-
<u>Unique</u>	language for some aspects so that the students could understand more about what the lecturers	-
<u>Unique</u>	Moreover, the students got some benefits during the teaching and learning process when the	-
<u>Unique</u>	the students disagreed if they were interested in joining the teaching and learning process when	-
<u>Unique</u>	Besides, 53.4% of the students agreed that they were motivated more to join the	-
<u>Unique</u>	In contrast, 3.4% of the students disagreed if they were motivated when the lecturers	-
<u>Unique</u>	In addition, 58% of the students agreed that they could understand the materials well	-
<u>Unique</u>	Only 2.3% of the students disagreed if they could understand the materials when the	-
<u>Unique</u>	56.8% of the students also agreed that they could have good atmosphere in learning	-
<u>Unique</u>	Only 6.8% of the students disagreed if they could have good Volume 6, Number	-
<u>Unique</u>	In addition, 61.4% of the students agreed that they could have good relationship with	-
<u>Unique</u>	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	-
<u>Unique</u>	During the observation, the researcher found that the students could interact with the lecturer	-
<u>Unique</u>	When the students did not respond or react towards what the lecturer was saying,	-

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

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

<u>Unique</u>	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	-
<u>Unique</u>	they got some benefits when the lecturers used both English and Indonesian language during the	-
<u>Unique</u>	input to the students, but also motivate the students to learn English more (Zulfah, et	-
<u>Unique</u>	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	-
<u>Unique</u>	Furthermore, in another previous research, the study found that the participants showed an effort	-
<u>Unique</u>	Besides, the participants also used the first language to teach grammar and discipline the	-
<u>Unique</u>	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	-
<u>Unique</u>	lecturer used both English and Indonesian language with good proportion during the teaching and learning	-
<u>Unique</u>	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	-
<u>Unique</u>	The lecturers need to know what aspects that should be used in the target	-
<u>Unique</u>	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	-

<u>Unique</u>	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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1 STUDENTS' RESPONSES TOWARDS THE USE OF LANGUAGE INSTRUCTIONS BY LECTURERS IN EAP CLASSROOMS Amanda Pradhani Yanwar Universitas Sebelas Maret, Surakarta, Indonesia. The
 techniques for collecting the data used in this research were observation, interview, document analysis, and questionnaire. Based on the analysis of the data, it can be concluded that the students could interact with the lecturer used both English and Indonesian language during the teaching and learning process. Therefore, it is recommended for English lecturers to use language instructions properly to make the students understand more about what the lecturer is talking about, to make the students accustomed more about the use of English vocabularies, to make the students have an enjoyable and successful English teaching and learning process. For the other researchers who want to conduct similar research, the result of this research can be an additional reference. Keywords: Students'
       responses, language instructions, lecturers, EAP classrooms A. INTRODÚCTION anguage is an important aspect in education, but without language is not everything in education, it is a root for multilingual societies because of the impact on educational success (Ewie & Eshun, 2015, p. 72). Nowadays
   English is one of the most important languages in the world. It is the bridge language that can make people easier in communicating each other. The effect of the use of English is educational contexts is that English is educational annuage (Vu. & Burns, 2014, p. 2). In education field, the students learn English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communicating each other. The effect of the use of English is educational engineering that can make people easier in communication engineering that can make people easier 
        They start learning English from the simplest part to the most complicated one. Most of the students are not interested in learning English because they think that English is difficult. The students are not interested in learning process; (Zulfikar, et al., 2019, p. 2). Besides, the students can be bored in the
     language learning process because of teachers' ineffective approaches. The teacher only explained the materials without asking about the students on the strategies is by using the target and first language instruction
        Language instructions have an essential role toward the students' academic L Amanda Pradhani Yanwar, Students' Responses Towards... 2 performance (Kagwesage, 2012, p. 1). Language instructions have an important role to make sure effective communication happened during the teaching and learning process (Ewie & Eshun, 2015, p. 73). In addition, language instructions are essential aspects of quality of
 education in terms of the process happened during the teaching and learning process (Tell, 2014, p. 13). During the teaching and learning process, the lecturers use the target and first language instruction. So, it can help the students to understand more about the delivered materials. Besides, the lecturers have to know more with the representation process. The language instruction. So, it can help the students to understand more about the delivered materials. Besides, the lecturers have to know more with the representation process. The language instruction. So, it can help the students to understand more about the delivered materials. Besides, the lecturers have to know more with the representation process. The language instruction. Dickson (1996) contends the students of the process happened under the representation process. The language instruction is a content of the process happened under the 
    written work, organizing classroom, explaining lesson, disciplining pupils, explaining meaning, giving activity instructions, explaining meaning. The lecturers have to use suitable language in teaching English for certain aspects. Thus, this study was aimed to investigate the students' responses towards the use of language instructions. The
    language instructions have an essential role in education field to create success in fulfilling the objectives and to help the students to realize their human rights (Chavez, 2016, p. 189). In EFL classroom, if the lecturers can create balanced teaching and learning process about the use of English and the students can enjoy more in learning English. Zulfah, et al., (2015) stated that the use of
English and the first language has points in EFL classrooms. The suitable use of English and the first language does not only give more language input to the students to learn English more. Besides that, the use of the first language has a supportive role in teaching English as a foreign language (Zulfah, et al., 2015, p. 1281). The use of the first language does not only give more language input to the students understand more about difficult expressions (Shin, Volume 6, Number 01, June 2020 3 2006, p. 6). The use of the first language can make the students feel relaxed and avoid anxiety or confusion about English (Ford, 2009, p. 77). Furthermore, there were two previous studies related to this research. First of all, it was from Nilsson (2013) entitled "Target Language in the Primary Classrooms." The
study found that the participants used mostly in English to dominate their approaches, which was about 75% in the group as a whole. The participants used some strategies and techniques to support students' comprehension in the target language to help the students with the clearer comprehension, explanations, and procedural instructions and discipline the students. There were similarity and differences between Nilsson's research and this research was done in primary classrooms, while this research was done in EFL classroom. On the other hand, there were two differences between this research and Nilsson's research was done in primary classrooms, while this research was done in primary classrooms.
  Universitas Sebelas Maret). Second, this research wanted to find out the students' responses towards the use of language instructions by lecturers in EAP classrooms, while Nilsson did not do it for his research. The second one, it was from Miettinen (2009) entitled "As much English as possible: A study on two secondary school English teachers' language use and the motives behind their language choices." This study.
      found that an experienced English teacher who used the target language early the time only gave very few single-word translations in Finnish. On the other hand, the other participant who was an inexperienced substitute teacher only used mostly in English in the beginning of the lesson and switched to the first language exclusively in the middle of the lesson, resulted in average of 47% of using the target language
   Although the participants stressed the importance of using the target language, they did not want to avoid the use of the first language in EFL classroom. In fact, they used the first language in the target language, they did not want to avoid the use of the first language in the first language in the first language.
      instructions used by teachers in EFL classroom, 2) those research wanted to find out aspects of language instructions used in EFL classroom. On the other hand, there were two differences between Miettinen's research and this research on two secondary schools, while this research was done at UPT Bahasa, Universitas Sebelas Maret. Second, this research wanted to find out the
        students' responses towards the Amanda Pradhani Yanwar, Students' Responses Towards... 4 use of language instructions by lecturers in EAP classrooms, while Miettinen did not do it on his research was conducted at UPT Bahasa (Unit Pelaksana Teknis Bahasa), Universitas Sebelas Maret. It is located at |I. Ir. Sutami No. 36A, Jebres, Surakarta, Central Java, Indonesia. The subjects of this
  research were the master students of three EAP classrooms at UPT Bahasa, Universitas Sebelas Maret. Those study inversitas Sebelas Maret was because it provided EAP classrooms for master students. The design of this research is a case study. A case study investigates a contemporary phenomenon in the context of real world, especially when the boundaries between phenomenon and context may not be clear. (Yin, 2014, p. 2). In addition, among the variations in case study. It means that the
  research only focused on the students' responses towards the use of language instructions by lecturers in EAP classrooms. In conducting this research, the researcher cannot detain from three sources: informants, events, and documents. The informants were the participants of this research of this research. The researcher chose the students consisting of the low, medium, and high students to be interviewed, but she took all students coming from EAP C26, EAP C07, and EAP C14 to be observed and given the questionnaire. The students were observed eight times. The researcher chose the students in EAP classrooms as the informants because she would like to know more about the students responses towards the use of language instructions during the activities in the classrooms. 2.
          Event The event of this research was the use of the lecturers' language instructions during the teaching and learning process. The researcher got the data of the students' responses towards the use of language instructions during the activities in the classrooms. 3. Document There were two documents used in this research: transcript of the questionnaire and transcript of the interview. In the transcript of the
   questionnaire, the researcher out the Volume 6. Number 01, lune 2020 5 students' resoances to language instructions in the form of oercentages. In addition, in the transcript of the interview, the researcher the low, medium, and high students' opinions related to the use of language instructions in EAP classrooms. In this research, there were three techniques used to collect the data. Those
   techniques will be described below. 1. Interview The researcher had open interview with those participants. It meant that the participants would have unlimited explanations in
    answering the questions. The researcher had eight questions for the students to get more complete information. The questions could be developed during the interview session. In interviewing the students, the researcher would like to identify their opinions about the necessity of using language instructions during the teaching and learning process, the advantages of the use of language instructions for their understanding of the materials and building good relationship with the lecturers. 2. Document Analysis In this research, the researcher used two documents. They were transcript of the questionnaire was given to all master students coming from three EAP classrooms namely EAP C26, EAP C07, and EAP C14. The questionnaire was used to reveal the
  students" responses towards the use of language instructions affecting their understanding of materials. The questionnaire was also used to gain more complete data and support the data coming from interview. The students would give a checklist (V) to each item of the statement in the questionnaire was about the students' responses towards the lecturers' use of language instructions. It contained aspects of language instructions, and benefit of using language instructions. The aspect of 'language instructions understanding full English, having clear pronunciation, understanding English vocabularies, giving instructions, asking questions, commenting on
     work, and disciplining students. The aspect of 'competence' consisted of using Indonesian language, explaining the lessons, teaching grammar, explaining fundamiliar English vocabularies, explaining to the establish Amanda Pradhani Yanwar, Students' Responses Towards... 6 reading texts and the questions, explaining how to write sentences and paragraphs, switching English into Indonesian language, explaining the lessons, teaching grammar, explaining how to write sentences and paragraphs, switching English into Indonesian sentences, mixing English with
   Indonesian vocabularies, and telling stories. The last, the aspect of 'benefit' consisted of being more interested and motivated in joining the learning process, and having good atmosphere in the learning process, and questionnaire. Furthermore, the researcher used three different techniques in collecting the data: interview, document analysis, and questionnaire. Then, the researcher would check the result of interview, document analysis, and questionnaire supported each other or not. In addition, the researcher would check the result of interview, document analysis, and questionnaire.
  debriefer could have other opinions about the meanings of the findings related to the students' responses towards the use of language instructions in EAP classrooms. This means that the peer debriefer could give critics, suggestions, and recommendations for the researcher work. In this case, the researcher chose an English lecturer to become a peer debriefer to check the validity of the data. In analyzing the data, the researcher used the flow model namely interactive model which was proposed by Miles and Huberman (1994). There were three stages in using the flow model. (Miles & Huberman, 1994, p. 10). Those stages will be described below. Figure 1. Flow Model (Miles & Huberman, 1994, p. 10). Those stages will be described below.
data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data reduction Drawing conclusion & verification Data display Volume 6, Number 01, June 2020 7 selecting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data reduction Drawing conclusion & verification Data display Volume 6, Number 01, June 2020 7 selecting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data reduction Drawing conclusion & verification Data display Volume 6, Number 01, June 2020 7 selecting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data reduction Drawing conclusion & verification Data display Volume 6, Number 01, June 2020 7 selecting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data display Volume 6, Number 01, June 2020 7 selecting, and transforming the 'raw' data that appear in the written-up field notes. After collecting the data by focusing, Data collection Data reduction 
        selecting, and simplifying the data, the researcher displayed the result and discussion by describing and explaining the students' responses towards the use of language instructions in EAP classrooms in details, including tables and figures. 3. Drawing Conclusion and Verification At the beginning in collecting the data, the qualitative researcher begins to describ in the use of language instructions in EAP classrooms in details, including tables and figures. 3. Drawing Conclusion and Verification At the beginning in collecting the data, the qualitative researcher begins to decide what things mean and notes regularities, patterns,
 explanations, possible configurations, causal flows, and propositions. Final conclusions and gave some suggestions related to the students' responses towards the use of language instructions in EAP classrooms. D. FINDINGS AND DISCUSSION 1. Findings The researcher gave questionnaire to the students to know more about their opinions related to the use of language instructions by the lecturers in EAP classroom. To get more details, it can be seen in the table below. Table 1. Percentages of students' responses towards lecturers' use of language instructions No. Aspects of Language
     Instructions Students' Responses A. Language SD D A SA 1. The use of full English in the classroom 4.5% 55.7% 35.2% 4.5% 2. Very clear pronunciation 1.1% 3.4% 68.2% 27.3% 3. Understanding English vocabularies 0% 14.8% 77.3% 8% 4. Giving instructions in English 0% 5.7% 65.9% 28.4% 7. Disciplining students in English 0% 5.7% 68.2% 27.3% 3. Understanding English vocabularies of the classroom 1.1.% 11.4% 61.48% 83% 2.3% Amanda Pradhani Yanwar, Students' Responses Towards... 8 6. Commenting on work in English 0% 5.7% 65.9% 28.4% 7. Disciplining students in English 0% 51.4% 68.2% 27.5% 3. Teaching grammar in Indonesian language 1.1.% 5.7% 72.79
 20.5% 4. Explaining unfamiliar English vocabularies in Indonesian language 0% 12.5% 7. Explaining English reading texts in Indonesian language 0.1 1.% 12.5% 7. Explaining now to write sentences and paragraphs in Indonesian language 0% 12.5% 7. Explaining towns in Indonesian language 0.2 2.5% 6.8% 6.7% 5.5 1.6% 15.9% 8. Switching English sentences into Indonesian language 0.3 2.5% 7. Explaining how to write sentences with the use of English and Indonesian language 0.3 2.5% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.5% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.5% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.5% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 9. Mixing English vocabularies with Indonesian language 0.3 2.3% 5.8% 36.4% 3. Belien more motivated in Joining the learning process with the use of English and Indonesian language 0.3 3.4% 3.2 3.4% 3.2 3.4% 3.3 3.4% 3.2 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4% 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 3.4 3.3 
  on the data of questionnaire, the students had some opinions about the use of language instructions, 35,2% of the students agreed when the lecturers used fully English in the classroom. In addition, 68,2% of the students agreed that the lecturers had very clear pronunciation. Only 3,4% of the students
        disagreed that the lecturers had very clear pronunciation. 77.3% of the students also agreed if they could understand English vocabularies used by the lecturers. In addition, 71.6% of the students agreed if they could understand English vocabularies used by the lecturers.
  lecturers gave activity instructions in English. 83% of the students also agreed if the lecturers gave compliment in English, but 14.8% of the students disagreed when the lecturers asked questions in English. By of the students disagreed when the lecturers gave compliment for their work in English. Only 5.7% of the students disagreed when the lecturers gave compliment in English. By of the students agreed when the lecturers gave compliment for their work in English. Only 5.7% of the students disagreed when the lecturers gave compliment in English. By of the students agreed when the lecturers gave compliment for their work in English. Only 5.7% of the students disagreed when the lecturers gave compliment in English. By of the students gave compliment gave compli
  the students agreed if the lecturers also used Indonesian language during the teaching and learning process, but 11.4% of the students disagreed if the lecturers explained the lessons like kinds of text including its generic structure and language features in Indonesian language, but 11.4% of the students disagreed if the lecturers explained the lessons like kinds of text including its generic structure and language features in Indonesian language, but 11.4% of the students disagreed if the lecturers explained the lessons like kinds of text including its generic structure and language features in Indonesian language, but 11.4% of the students disagreed if the lecturers explained the lessons like kinds of text including its generic structure.
  explained the jesson by using Indonesian Ianguage. Besides, 72,7% of the students also agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian Ianguage. Besides, 72,7% of the students agreed that they could understand meanings of unfamiliar English vocabularies when the lecturers when the lecturers when the lecturers were the students agreed that they could understand meaning of unfamiliar English vocabularies when the lecturers when the lecture
  the lecturers used Indonesian language. Only 6.8% of the students disagreed if they could understand meanings of unfamiliar English vocabularies when the lecturers used Indonesian language. In addition, 75% of the students disagreed that Amanda Pradhani Yanwar, Students Responses Towards.
     In contrast, 12.5% of the students disagreed if they could understand the contents of English reading texts when the lecturers explained them in Indonesian language. On the other hand, 19.3% of the students disagreed if they could answer the questions related to the
  reading texts when the lecturers used Indonesian language. Moreover, 71.6% of the students agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 8% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students also agreed that they could write good sentences and paragraphs if the lecturers used Indonesian language. 9% of the students are supported by the s
  Indonesian sentences in the teaching and learning process. Only 5.7% of the students disagreed if the lecturers mixed English vocabularies with Indonesian vocabularies with Indonesian sentences. Only 8% of the students disagreed if the lecturers mixed English vocabularies with Indonesian vocabularies in sentences. S6.8% of the students also agreed that the lecturers told stories by using Indonesian language. From the finding, most of the students agreed that the lecturers could understand more about what the lecturers were explaining
  about. Moreover, the students got some benefits during the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, like the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students disagreed if they were interested in joining the teaching and learning process when the lecturers used both English and Indonesian language, but 5.7% of the students are sufficiently as the students are sufficiently as the sufficient as the su
      could understand the materials well when the lecturers used both English and Indonesian language. Only 2.3% of the students also agreed that they could have good atmosphere in learning process if the lecturers used both English and Indonesian language. Only 6.8% of the students
  disagreed if they could have good Volume 6. Number 01. June 2020 11 atmosphere when the lecturers used English and Indonesian Janguage. In addition, 61.4% of the students agreed that they could have good relationship with the lecturers used both English and Indonesian Janguage in the classroom. On the other hand, 3.4% of the students disagreed if they could have good relationship with the lecturers used both English and Indonesian Janguage in the classroom. On the other hand, 3.4% of the students disagreed if they could have good relationship with the lecturers used both English and Indonesian Janguage in the classroom.
      lecturers when the lecturers used English and Indonesian language. Based on the finding, most of the students agreed that they got some benefits when the lecturer used English and Indonesian language. Based on the finding, most of the students could interact with the lecturer when the lecturer used English and Indonesian language.
    teaching and learning process. When the students did not respond or react towards what the lecturer would switch English sentences into Indonesian sentences. Furthermore, the researcher got the other data from the students' interviews related to kinds of language instructions used by the lecturers in EAP classroom. The researcher interviewed three students from each EAP classroom consisting of low, medium, and high student. From the low students' spoint of views (DA), the researcher got the data as follow. I like if the lecturer uses English and Indonesian language during the teaching and learning process. When the lecturer uses English hecause he uses familiar and understandable English words. When my friends and I do not understand much about
     what he is talking about, he will translate it into Indonesian language. But, when we get what he means, he does not translate it into Indonesian language. The data above showed that DA liked if the lecturer used English and Indonesian language in the teaching and learning process. DA could be accustomed to the use of English because the lecturer used familiar and understandable English words. When DA and his
   friends did not understand about the lecturer's explanation, the lecturer would translate it into Indonesian Ianguage. From the medium student's point of views (ET), the researcher out the data as follow. I like if the lecturer does not use English fully. Sometimes he also needs to use
  Indonesian language because some students do not understand some vocabularies used by the lecturer. When the lecturer uses English, I can be accustomed to English daily vocabularies. I like the way Sir J speaks in English by using simple and understandable vocabularies. That's why I can understand what he is talking about. Then, I can also know more vocabularies. The data above shower
    that ET liked if the lecturer used both English and Indonesian language during the teaching and learning process. When the lecturer used English in the classroom, it could make ET accustomed to English vocabularies. But sometimes, the lecturer Amanda Pradhani Yanwar, Students' Responses Towards... 12 also needed to use Indonesian language during the teaching and learning process. When the lecturer uses both English in the classroom, it could make ET accustomed to English in some espects. But, if he wants to use full English, it does not matter. As a student, I can get accustomed more. My friends and I are able to know more how to pronounce words well so that we can be confident in
     speaking English. I think it's not a problem anymore because we study English. If the lecturer keeps using Indonesian language, it will be so weird. Based on the data above, JE had different opinion from those two students. JE thought that the lecturer could use full English in the teaching and learning process. She and her friends could get more accustomed to the use of English vocabularies, know more how to pronounce words, and be confident in speaking English. In her opinion, it would be so weird if the lecturer keep using Indonesian language in the classroom. Moreover, the researcher got the other data from the students' interviews about aspects of language instructions used by the lecturers in EAP classroom. From the low student's point of views (DA), the researcher got the data as follow. In my opinion, I like wher
   the lecturer explains the lesson like kinds of text and its language features by using English. I think it can make my friends and me getting accustomed to the use of English. I think the lecturer still can use Indonesian language in the classroom, but not for specific aspects. If the lecturer uses English and the students get what he is talking about, he does not need to translate it into indonesian language. But, when the
      students get difficulties in understanding what the lecturer is falking about, he needs to translate it into Indonesian language. In the teaching and learning process, Sir J would like to explain the meanings of unfamiliar words in Indonesian language so that my friends and I can understand the meanings of those words. In teaching grammar, I prefer if the lecturer uses both English and Indonesian language with the percentage of 60%: 40%. In talking informally with the students, Sir J often tells us some stories by using English and Indonesian language. So far, my friends and I enjoy and get what Sir J is talking about. Based on the interview transcript, DA thought that the lecturer still could use Indonesian language in teaching and learning process, but not for specific aspects. When the students understood the lecturer's
        explanation in English, the lecturer did not need to translate it into Indonesian language. On the other hand, if the students got confused about what the lecturer was talking about, he needed to translate it into Indonesian language. In his opinion, the lecturer was talking about what the lecturer was talking about, he needed to translate it into Indonesian language. On the other hand, if the students got confused about what the lecturer was talking about, he needed to translate it into Indonesian language. In his opinion, the lecturer was talking about.
         English. In explaining meanings, Sir J would switch unfamiliar English words into indonesian language words. In Volume 6, Number 01, June 2020 13 chatting informally with the students some stories in English and Indonesian language. In teaching grammar, actually DA preferred if the lecturer used both English and Indonesian language with the percentage of 60%: 40%. From the medium
    student's point of view (ET), the researcher got the data as follow. In my opinion, I like when the lecturer uses English in greeting the students, asking questions, giving activity instruction by using simple and understandable vocabularies, we can get understood and know more vocabularies. In teaching grammar and explaining the lessons like kinds of text - descriptive text, recount text, etc. - and its language features, I prefer if the lecturer uses both English and Indonesian language with the percentage of 50%: 50%. If the lecturer only uses Indonesian language, we won't understand the English version. If the lecturer uses both English and Indonesian language with the percentage of 50%: 50%. If the lecturer uses both English contains the second to the activities at page bla bla bla. When he uses English in giving such instruction by using simple and understandable vocabularies, we can get understood and know more vocabularies. In teaching grammar and explaining the lessons like kinds of text - descriptive text, recount text, etc. - and its language features, I prefer if the lecturer uses both English and Indonesian language with the percentage of 50%: 50%. If the lecturer uses both English in giving such instruction by using simple and understandable vocabularies, we can get understood and know more vocabularies. In the lecturer uses both English and Indonesian language with the percentage of 50%: 50%. If the lecturer uses both English in giving such instructions, and the prefer to the activities at page bla bla bla. When he uses English in giving such instructions, a page to the activities at page bla bla bla. When he uses English in giving such instructions, a page to the activities at page bla bla bla. When he uses English in giving such instructions, a page to the activities at page bla bla bla. When he uses English in giving such instructions, a page to the activities at page bla bla bla. When he uses English in giving such instructions, a page to the activities at page bla bla bla. When he uses Engli
  only uses English, we won't know the Indonesian version. In talking informally with the students, I prefer if the lecturer also uses both English and Indonesian language, we can understand the stories that he is telling us and give some comments or feedbacks. If the lecturer only uses English in telling the stories, sometimes we don't understand the meanings of some English words. The data above showed that ET thought that the lecturer could use English in greeting the estudents, asking questions, qiving activity instructions, closing the lesson, and other aspects. When the lecturer used familiar and understandable English vocabularies, ET and her friends could understand easily what the lecturer meant. According to her opinion, the lecturer could use English and Indonesian
    language with the percentage of 50%: 50% to teach grammar and explain the lessons like kinds of text and its language features. Besides, the lecturer could use both English and Indonesian to talk informally with the students. From the high student's point of view (JE), the researcher got the data as follow. In my opinion, I like when the lecturer uses English in all aspects, such as: greeting the students like 'how are
        vou?, explaining the Jessons like kinds of text and its Janquage features, teaching and Jearning process. But, in some aspects like explaining meanings of unfamiliar words and talking informally with the
   students, the lecturer needs to use Indonesian language. In last meeting, we got the new English word 'inferred.' We did not understand what 'inferred.' meant. Then, Sir J told us the meaning of 'inferred in Indonesian language. I think it can help us to understand the meanings of unfamiliar words. In talking informally with the students, the lecturer needs to use both English and Indonesian language. If the lecturer only
  uses English in telling some stories, some students perhaps do not understandmuch about what he is talking the teaching and learning process, Sir J Amanda Pradhani Yanwar, Students' Responses Towards'. 4 laways used a smillar and understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so that we do not que difficulties in understandable vocabularies so tha
      ecturer could use both English and Indonesian language to help the students to understand more about what he was talking about. 2. Discussion From the findings, most of the students agreed that the lecturers used English in some aspects to make them getting more accustomed to the use of English. If the lecturers keep using English in the classroom, the students can get more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make them getting more accustomed to the use of English in Some aspects to make the use of English in Some aspects to make the use of English in Some aspects to make the use of English in Some
        The students will be more familiar with English wors familiar with English vocabularies, ohrases, and sentences. It will help them to be enjoyable during the teaching and learning process. The effect of the use of English in educational context is that English is tended to be used as a medium of instruction in the classroom although the people use their local language (Vu & Burns, 2014, p. 2). In addition, the lecturers' challenges to practice
         English as a medium of instruction (EMI) in the classroom me' the students' English abilities and learning styles (Vu & Burns, 2014, p. 21). Bear (1998a, 1998b) contended that English as a medium of instruction is an environment where the students have to communicate in English in the classroom me' the students have to many opportunities to speak in English outside the classroom. Furthermore, most of the
        students agreed that the lecturers could use Indonesian language for some aspects so that the students could understand more about what the lecturers were explaining about. When the lecturers also use Indonesia language during the teaching and learning process, it will help the students to understand more about the lesson. The use of the first language has a supportive role in teaching English as a foreign
      language (Zulfah, et al., 2015, p. 1281). The use of the first language is also one of the simplest strategies to make the students understand more about difficult expressions (Shin, 2006, p. 6). In addition, the use of the first language as the language is also one of the simplest strategies to make the students feel relaxed and avoid anxiety or confusion about English (Ford, 2009, p. 77). If the students do not use the first language as the language in struction, it will be
    difficult to know more about what the students know (Andrew, 2017, p. 3). Volume 6, Number 01, June 2020 15 Moreover, most of the students agreed that they got some benefits when the lecturers used both English and Indonesian language during the teaching and learning process. The use of English and first language has some points in EFL classroom. The suitable use of English and first language does not only give more language input to the students, but also motivate the students to learn English more (Zulfah, et al., 2015, p. 1281). In the previous research, the study found that the participants used various techniques and strategies to help the students to understand more in the target language
    One of them was by using the first language for the clearer comprehension, explanations, and instructions (Nisson, 2013). This is quite in line with the results of this research which showed that the lecturers used the target and first language for some explanations, and instructions (Nisson, 2013). This is similar to the results of this research which showed that the lecturers used the target and first language for some expects in English teaching and learning process. Furthermore, in another previous research, the study found that the participants showed an effort to use the target and first language for some expects in English teaching and learning process. Furthermore, in another previous research, which showed that the lecturers used the target and first language for some expects so that the students would be accustomed to the use of English. In addition, the lecturers used the first language to the first language for some expects in the students would be accustomed to the use of English. In addition, the lecturers used the first language to the first language for some expects of this study which showed that the students would be accustomed to the use of English. In addition, the lecturers used the first language to the first language for some expects of the students would be accustomed to the use of English. In addition, the lecturers used the first language for some expects of the students would be accustomed to the use of English language.
      students to understand some materials that they did not understand in the target language. Thus, the results of this research showed that the lecturers can use the first language to help the students to
    understand more about the materials so that the students can be motivated more to learn English. E. CONCLUSION The findings showed that the students could interact with the lecturer used both English and Indonesian language with good proportion during the teaching and learning process. In addition, the findings showed various results of the students' opinions related to appropriate aspects of
    anguage instructions used by the lecturers in EAP classrooms. In general, the students preferred if the lecturer used English to greet the students, ask questions, give activity instructions, and close the lesson. Besides, the lecturer could use English and Indonesian language in chatting with the students informally, Amanda Pradhani Yanwar, Students responses Towards... 16 explaining the lesson like kinds of text and
  its language features, teaching parts of grammar, and explaining meanings of unfamiliar words. Thus, the use of language instructions is appropriate, the students will get motivated more in learning English and the use of the first language. When the use of language instructions is appropriate, the students words. Thus, the use of language and what aspects that should be used in the first language and what aspects that should be used in the first language. When the use of language instructions is appropriate, the students will get motivated more in learning English and the use of the first language ean also help the students to learn English. REFERENCES Andrew, A. (2017). English medium instructions on English language proficiency. Asian Research Journal of Arts & Social Sciences, 4(4), 1-10. Bear, J. (1998a). To be a child in mother tongue: Education in foreign language. ed. A. Kilimci, 5355. Istanbul: Papirus Yayinevi. Bear, J. (1998b). To be a
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