

# Bilingual-based Instruction in Teaching English for Academic Purposes at Islamic University

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**Abstract**—This paper investigates the implementation of bilingual based instruction in teaching English for Academic purposes at Islamic University. It was investigated by using case study with single case study at Indonesian Islamic University. The findings showed that the lecturer used English and Indonesian as a language interaction. The functions of Indonesian used by the lecturer were to translate, clarify, explain, lexical gap, address specification, and address affection. The lecturer sometimes alternated her language unconsciously. Lecturer's language functions not only as language instruction but also as language source. This bilingual based instruction facilitated more exposure to the students; therefore the students can imitate lecturer's language, then they can practice the language, finally, they can acquire the language.

**Index Terms**—Bilingual-based Instruction, English for academic purposes, Islamic University

## I. INTRODUCTION

Bilingual-based instruction is not a new phenomenon in Indonesia. This instruction had been implemented by Indonesian teachers since the Indonesian government allowed the use of target language as language instruction besides Indonesian to support the mastery of target language. The functions of teachers' language and students' language are not only as language medium but also as language sources. The students can imitate the teachers' utterances. Finally, the students can acquire the language through the exposure around him.

Scholars have conducted research on this case to find out the effect of bilingual education toward students language proficiency and role of teachers' language towards student language in bilingual settings. Bilingual model gave positive contribution toward students' English proficiency (Forman 2008, Galvan-Luis, 2010, p.76, Sanders 2010, p.106) Among four model of bilingual settings, the best improvement in English language proficiency belongs to dual language 90:10 instructional program, followed by transitional bilingual, dual language 50:50, and English instructional programs (Galvan-Luis, 2010, p.76). Furthermore, bilingual model can also give contribution toward students' motivation in learning English. Ma (2010, p.108) found that firstly, the Dual Language program students intend to master both languages-- English and Spanish well while the Transitional Bilingual Education students prefer to speak English than Spanish and it indicated that they forget their native language. Second, the Dual Language students have more self-efficacy with grammar than the students in the Transitional Bilingual Education. Lastly, Dual Language students thought that learning English will benefit them in the future while the Transitional Bilingual students thought that learning English is more as a survival tool.

On the other hand, according to Roqriquez (2011, p.107) bilingual settings affect negatively toward students' academic performance. Roqriquez (2011, p.107) who investigates about why some bilingual students have low academic performance found that the main reason why students have low academic after transition is related to low proficiency in the area of English as a second language, lack of formal English as second language instruction, especially in the areas of vocabulary and comprehension, inadequate implementation of the bilingual program.

Noor and Harun (2015) found that the study of bilingual teaching classroom of Malaysian community colleges was designed for developing a brand new environment of teaching in a bilingual classroom. The result indicates that the needs of the language for each classroom are highly depend on the teachers' competencies of the language used instead of the learners' needs. In a nutshell, the bilingual teaching classroom of community colleges can be evaded by practicing better approaches and methods in teaching.

Students who are in bilingual classroom also have negative perception. Chai, et.al, (2016) found that nursing students' satisfaction with the textbooks, teachers, teaching methods and overall teaching result is not high in nursing bilingual teaching in China. Furthermore, Chai, et.al, (2016) recommends that bilingual teaching in China need to be improved include establishing suitable bilingual teaching material, training teaching faculty members and adopting proper teaching methods.

The phenomenon of EFL learners to learn their target language is by using their mother language. The learners put to their mother tongue the target language that they learn. In addition, they also think in their first language. When they are in discussion class, they first think in their first language then they try to translate into the target language. Even though the process of translating is sometimes fast because they have had some prior knowledge about the concept (observation in the classroom during 2013). Furthermore, Yan, Zhang, Xu, Chen, & Wang (2016) states that it is predicted that bilinguals rely on their first language (L1) to process the second language (L2).

Based on the previous findings, the writer would like to investigate how is the implementation of bilingual-based instruction in teaching English for Specific purposes at Islamic university.

## II. REVIEW LITERATURE

The statute Law number 24, year 2009 article 29 paragraph 2 allows the use of target language besides native language as language instruction. The using of target language as language instruction aims to support the mastery of target language. Indonesian government allows teacher/lecturer to use English language as language instruction in teaching English besides Indonesian.

Krashen argues that learning only takes place by means of a learner's access to comprehensible input. Humans acquire language in only one way -- by understanding messages or by receiving comprehensible input. Learning will occur when unknown items are only just beyond the learner's level. The Input Theory also has two corollaries: Corollary 1: Speaking is a result of acquisition, not its cause; it emerges as result of building competence via comprehensible input. Corollary 2: If input is understood and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order -- it will be provided in just the right quantities and automatically reviews if the student receives a sufficient amount of comprehensible input (Krashen, 1985, p.2).

Krashen describes two ways: the linguistic resources are insufficient for immediate decoding. Simplified input can be made available to the learner through one-way or two way interaction, with the former including listening to a lecture, watching television and reading, and the latter occurring in conversations. Krashen stresses that two-way interaction is a particularly good way of providing comprehensible input because it enables the learner to obtain additional contextual information and optimally adjusted input when meaning has to be negotiated because of communication problems (Krashen, 1985, p.2)

In Krashen's view, acquisition takes place by means of a learner's access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place. Teacher talk, actually serves as main sources of input of language exposure in classroom learning, is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities (Xiao-Yan, 2006).

August & Shanahan (2008) affirm that conceptual and linguistic elements may be transferred from one language to the other if the learner has sufficient exposure to the other language and motivation to learn it. Even learners of linguistically distant languages may have the capacity to transfer conceptual, cognitive, and academic elements, as well as metacognitive and metalinguistic strategies, across two languages. Yih-Lin et.al. (2014) suggest that alternation of first language and second language in bilingual instruction may exploit students' bilingual enhancement and exploit students' learning efficacy. Furthermore, Myojin (2007) found that the more English in teacher talk in English Foreign Language classrooms used, the more English listening comprehension skills improved. It indicated that the more the lecturer used English, the more exposure the student got. The more exposure to the students, the more English can be acquired by the students.

Kang(2008) found that the teacher whose EFL proficiency level was high relied significantly more on the target language (TL) than on the first language (L1), while the low proficiency level teacher depended significantly more on L1 than on TL. The differences were found to be caused in complex ways by a number of factors. Furthermore, Meng and Wang (2011) states that teachers' language has a great effect on the students' language acquisition. The proper use of Indonesian (mother language) and English (foreign Language) in appropriate contexts was recommended in teaching English as foreign language because it was postulated that the use of two languages --Indonesia and English as language instruction has positive contribution in teaching English in EFL classroom (Zulfah, Rasyid, Rahman, & Rahman, 2015)

## III. RESEARCH METHODOLOGY

### A. Design of Research

This research is categorized a qualitative study. According to Gilham (2000) qualitative study stresses on the level of evidence found (what people tell you, what they do) that can facilitate reader to recognize the meaning of what is happening. The great strength is that they can highlight issues and get in accessible explanations.

Case studies are strategy used to investigate "how" or "why" something are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. Such "explanatory" case studies also can be complemented by two other types-"exploratory" and "descriptive" case studies. Even a single-case study can often be used to pursue an explanatory, and not merely exploratory (or descriptive),

purpose. The analyst's objective should be to pose competing explanations for the same set of events and to indicate how such explanations may apply to other situation (Yin, 2013). Therefore, this study is explanatory case study because this study investigates a single-case.

In addition, the case study at Islamic university was chosen to reflect the language instruction that implemented in Islamic university. I chose Islamic university to portray deeply about the instruction applied by the lecturer in teaching English for specific purposes.

Furthermore, descriptive case explorations require that the investigator present a descriptive theory, which establishes the overall framework for the investigator to follow throughout the study (Berg, 2004, p.230). A case study is chosen because it is believed that understanding the case will lead to better understanding, perhaps better theorizing about the case (Stake, 2005, p.437). The strength of the case study is that it can provide a rich description of the cases being studied.

#### *B. Data and Data Sources*

This research applied the classroom interaction between one lecturer and 36 students as a primer data. The data covered lecturer' language and students' language during teaching English for specific purposes at Physics Education department.

#### *C. Research Site and Participants*

The research was conducted at Physics Education Department of Alauddin State Islamic University of Makassar. The lecturer in teaching English for academic purposes implements a bilingual based instruction during classroom interaction. The university is located in Samata Gowa regency of South Sulawesi Province in Indonesia. The lecturer has been implementing the bilingual based instruction since the government allowed target language as a medium of instruction to support the mastery of the target language.

The participants of the research was one English lecturer and and her 36 students in the class B Physics Education department. The lecturer was chosen due to her qualification in Bilingual based instruction. She is one of English lecturers used two languages during the class interaction. She was quite competent in English because she had gotten her graduate degree and had attended several English training, for improving her skill in using English as a medium of instruction.

The total number of students in the class is thirty six. They come from different parent's job background, In the context of place, all students had been studying English for six years during their junior high school and senior high school.

#### *D. The Context of English in the Islamic University*

English is a compulsory subject which has to be learned by all students in physics Education Department. English was given to the students to prepare them to interact with references written in English and competed in international higher education competitiveness. The students also had joined PIBA (foreign language intensive program) for two semesters.

#### *E. Instruments of Data Collection*

The instruments of the research were researcher, observation guide and interview guide to conduct observation and interview, diary to make field notes and interview transcripts, the recorder (galaxy Note 3) to record interview and the video camera (Galaxy note) to take video and picture or photograph.

#### *F. Data Analysis Techniques*

Data analysis techniques used in this research was Thematic Analysis. The stages of thematic analysis are: Firstly, the data were organized and coded by identifying the themes or topics. Secondly, the data were interpreted and related to the previous findings and review of literature. The data were revisited after the initial coding, until it was clear that no new themes were emerging. After the coding was completed, coded files were printed and stored in files labelled with each code name.

### IV. FINDINGS AND DISCUSSION

Bilingual-based instruction is instruction in which the teacher/lecturer and students use two languages in classroom interaction. The context of two languages used depends on language function. The result of the observation at the classroom interaction showed that lecturer and students used Indonesian and English in classroom interaction. Lecturer used English more than Indonesian, while students used Indonesian more than English. Lecturer used English not only as a language medium but also as language sources. Teachers' talk could be a source of language as language input or exposure to the students. Students' talk also could be exposures to the other students.

Based on the data from observation and recording, it showed that lecturers' talk produced by the lecturer and the language used by the lecturer in each context can be seen in the following table:

TABLE 1.

CONTEXT PRODUCED BY LECTURER DURING CLASSROOM INTERACTION		
1.	Greeting	Islamic greeting and English
2.	Introducing material/topics	English
3.	Giving Explanation	Indonesian and English
4.	Giving direction/instruction	English and Indonesian
3.	Encouraging students/motivating students	English and Indonesian
6.	Giving clarification	English
7.	Giving reinforcement	English
8.	Giving thanks	English
9.	Asking question	English and Indonesian
10.	Answering question	English and Indonesian
11.	Closing activity	English and Indonesian

As shown in above table, the lecturer used English in greetings, introducing material/topic, giving clarification, giving reinforcement, and giving thanks. The lecturer used both languages –English and Indonesian-- in giving explanation, giving direction/instruction, encouraging/motivating students, asking questions, answering questions, and in closing activity. This study is in line with the finding of Nurpahmi, S.(2017) who found that there are some types of teachers’ talk performed by the lecturer during classroom interaction, they are greeting student, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice and closing the class.

The procedures of teaching applied using bilingual-based instruction can be seen as follows:

**1. Opening class**

In opening class, the lecturer greeted and introduced material to the students. In greetings, the lecturer used Islamic greeting, then followed by English greetings as can be seen in the following extract:

Extract 1

Lecturer: *Assalamu Alaikum Warahmatullahi Wabarakatuh*  
*Good Morning ( Source: OM.1, Extract 1)*

Based on above extract, it showed that lecturer used Islamic greeting then repeated greeting in English. The lecturer did not translate or repeat the Indonesian greeting ‘*selamat pagi*’, because of the utterance is common utterance and the students had been familiar with the utterances.

In introducing material, the lecturer used English as can be seen in the following extract:

Extract 2

Lecturer: *Well, I’am going to continue my... aaa miss ah shopia for this class for seven meetings, and then well, the material is ee about of basics of English. Have you been alright? (Source. OM.1. Extarct 2)*

As shown in above extract, the teacher did not translate or repeat the utterances because she assumed that the utterances are common and students have been familiar with those utterances.

**2. Core activity**

In this activity, the lecturer gave instruction, explanation, asking, answering. Firstly, the lecturer gave instruction in English and code switched with Indonesian to clarify meaning as can be seen as follows:

Extract 3

Giving instruction / direction

Lecturer: *So, I think, I have, we have to divide into group, we sa about vocabularies today we study about vocabularies. So I aaa need you to five groups. Five groups.*

S: *You understand* (students asked to her friends)

Lecturer: *You start, you got, you take one to five, one two, three, or you better one, two, three, four five, yeah you better aah get together and then you get together, you get together and also first line you get together and also you get together, ahh, come on, Ahh, I mean this line you get together for one group, and second line you get together for one group, aahh, and this line, yes, you can get together. Aah Face to face, **Kamu saling berhadapanlah, supaya nanti bisa kerjasama, tetap kita lanjutkan untuk vocabulary saja hari ini. You can discuss the material today.***

[firstly students look confuse with the lecturer’ instruction, but later students follows the lecturer’ direction by making a group of five or six students, students are arranging chairs]

*Okay, you look at the word, what can you understand, what is in Indonesia for this word.*

In this extract, it showed that the lecturer code switched ‘face to face’ by translating ‘*kamu saling berhadapanlah*’ and continued with ‘*supaya nanti bisa kerjasama*’ used to clarify or gave explanation, then continued ‘*tetap kita lanjutkan untuk vocabulary saja hari ini*, used to reiterate or repeat the material for the meeting, because the material had been introduced in advance.

Secondly, the lecturer did asking and answering activity to explain material as can be seen as follows:

Extract 4

Asking and Answering

Lecturer: *do You understand about the word , what is word, what is word in Indonesian?*

Students: *kata*

Lecturer: *friend*

Students: *teman*

Lecturer: *Plan*

Students: *Perencanaan*

Lecturer: *Tv*

Students: *telivisi*

Lecturer: *mother*

Students: *ibu*

Lecturer: *room*

Students: *kamar*

Lecturer: *broken thing*

Students: *barang yang rusak*

Lecturer: *children*

Students: *anak-anak*

Lecturer: *Commitment, I mean commitment*

Students: *Sepakat, kayak kesepakatan, commitment, sepakat*

Lecturer: *okay*

Students: *mobil terus...*

In this extract, the lecturer asked students about the meaning of each word. To know the meaning of each word the students used translation strategy. They just translated each word that the lecturer mentioned. This activity was done until all of the words had been translated. The lecturer used English, while students used Indonesian. The students used English to reiterate the word like in '*Sepakat, kayak kesepakatan, commitment, sepakat*'.

Thirdly, the lecturer gave direction about the task, what the task is and how to do the task. In this activity, the lecturer used English. The lecturer code mixed the language to repeat important word and when the lecturer forgot the English word that will be used in that time. This can be seen in the following extract:

Extract 5

Giving Direction

Lecturer: *No touch before start. Better touch if you start to touch, No touch, do not touch. well If you understand the word and then you find eeee you get all, all group This is phrasal verb, eee phrasal verb, prase, kata kerja prase, and then you make this word, to find ee what what ya, apa yang ada didalamnya, kalimat apa/ then you make, get over Get ovet eee match for what word, do you see, okay this word is verb. This is all noun, this is called noun. Noun sebagai object, this is phrasal verb, you make phrasal verb with the noun, with the object. You see. Everybody understand?*

Students: *Yes mam*

Lecturer: *So you do together, let's start. One, two, three go! I give you chance for ten to finish [Students were doing task: matching task. If you don't understand you can look at the dictionary. Boleh cari di kamus artinya, kenapa ditutupi, bagaimana cara membacanya, susun disini, dan kata kerjanya disini, kamu kerjasamalah! Okay two minutes left. Finish? You finish? [pointing the group] Finish? Okay, one, two, three, jangan dibaca Okay one, two, three, four, you better Five. Six, seven, eighth, nine, ten, okay finish every body, do not touch, hello, do not touch no touching, no touching anymore, thank you, thank you. You Finish all, you finish all, thank you.*

In this extract, the lecturer used English to give direction, but when the lecturer saw the students were confused with the direction, the lecturer code mixed by using repetition. But sometimes the lecturer code mixed the language, if the lecturer forgot what to say like in '*what what ya? Apa yang ada didalamnya? kalimat apa?*' and in '*Noun sebagai object*'. When it was clarified with the lecturer the reason why she used Indonesian, she answered that she was blank or forgot what to say in English.

This utterance '*Boleh cari di kamus artinya! kenapa ditutupi? bagaimana cara membacanya? susun disini! dan kata kerjanya disini, kamu kerjasamalah!*' showed that the lecturer gave explanation about how to do the task. It is caused by the students looked confused what to do. This code switching strategy used to address affection to the students. This also was used to give clarification or to give explanation about what to do.

Fourthly, checking the students' answering. In this activity the lecturer used asking and answering strategy. In this activity, the lecturer used English more than Indonesian did. The lecturer used Indonesian to explain about the meaning of the word.

Extract 6

Presenting the students task

Lecturer: *Okay let see! Number one Word, word*

Students: [panicking]

Lecturer *okay you answer, do not touch! (while pointing the group), do not check! do not touch! do not check! do not touch! Word? Word*

Students: *figure out*

Lecturer: *you*

Students: *xxx*

Lecturer: *you*

Students: *get over*

Lecturer: *You, you don.t do it*

Students: *I am not answer*

Lecturer: *thank you, you*

Students: *get into*

Lecturer: *No touching! Something, word, you looking up something, Not touching! sorry, okay saya jelaskan dulu, the answer is look up, you look something in the dictionary, look up mencari kata, atau you look up something in the room mencari-cari satu barang hilang. Yes looking for, look up sesuatu yang tidak muncul kita mau lihat. Satu salah not touch!* (Source, OM. 1 Extract 6 line)

In above extract 'no touching! sorry, okay saya jelaskan dulu' used by the lecturer to get the students' attention. In 'look up mencari kata, atau' used to explain the meaning of the word by translating, but in 'atau' used by the lecturer because of the lexical gap. In 'you look up something in the room mencari-cari satu barang hilang Yes looking for, look up sesuatu yang tidak muncul kita mau lihat' used by the lecturer to explain the meaning of the phrasal verb of look up.

The use of Indonesian to explain about the meaning of the phrasal verb also done by the lecturer in the following extract:

Extract 6

Lecturer: *the true is call up, it is impossible you look up you friend. Ada dibawah you call up, ada di ruangan kamu memanggil, you call friend. Okay, the true answer is you.* (Source, OM. 1 Extract 6)

Lecturer: *figure out. Figure out mean merencanakan, membuat rencana, membuat ee sesuatu rencana, next TV* (Source, OM. 1 Extract 6)

Lecturer: *You are true. Look like artinya mirip. Look after, could you look after your mother, the true is your mother look after you.* (Source, OM. 1 Extract 6)

Lecturer: *Get out of, something you want to, And then Pick up merapikan, boleh, memungut, pick up room, merapikan membersihkan, ada yang benar?* (Source, OM. 1 Extract 6)

Lecturer: *Look after means, look after artinya menjaga* (Source, OM. 1 Extract 6)

Lecturer: *Begini, anda sama sama punya prinsip, dengan prinsip itu, bias ingkat jajnji, bisa tidak mau sama-sama lagi dengannya, apa yang bisa masuk disana, kata-kata apa yang kamu dapatkan yang bisa berarti keluar.*

Lecturer: *Get over commitment, terdengar enak tidak?*

Students: *tidak*

Lecture: *Kata-kata apa lagi?, komitmen kita bersama, prinsip kita* (Source: OM. 1 Extract 6)

Lecturer: *get into the car, masuk kedalam mobil.* (Source, OM. 1 Extract 6)

Lecturer: *apa artinya over?*

Students: *berlebih*

Students: *habis, pinish, selesai*

Lecturer: *get over, artinya sudah sembuh.* (Source, OM. 1 Extract 6)

The reason why she used Indonesian was to explain the meaning of the word, the lecturer answered that they did it to avoid misunderstanding. Explaining in native language is clearer than explaining in target language. If the students had understood about the word then they could use in their daily conversation/communication.

Fifthly, pronouncing the word. In this activity the lecturer asked students to pronounce the word by using Indonesia 'sama-sama'. This can be seen in the following extract:

Extract 7

Lecturer: **Sama-sama** (doing together)

Lecturer: *Look up word, look up word*

*Call up friend*

*Figure out plan*

*Turn on Tv*

*Look like mother*

*Pick up room*

*Throw out Broken thing*

*Look after children*

*Get out commitment*

*Get into car*

*Get over illness*

*Do over homework* (Source: OM.1 Extract 7)

The above extract showed that, even though the lecturer tried to use Indonesian to ask students to pronounce the words together, the students did not follow the lecturer. So the lecturer tried to ask students again to practice the words together, but the strategy was combining language, the lecturer mentioned the Indonesian word and then the students mentioned the English word of the phrasal verb.

### 3. Closing class.

In closing the class, the lecturer encouraged students to learn more about the vocabulary by adding and developing to construct their own sentences. In encouraging student, the lecturer used Indonesian and alternated with English. But the lecturer thanked for the student for joining the class using English. The last, the lecturer closed the class by using Islamic greeting. Students also answered lecturer' greeting by using Islamic greeting. This can be seen as follows:

#### Extract 10

##### Closing class

Lecturer: *Time is up, thank you very much, I hope you enjoy the class, itu kata, kata itu anda boleh tambahkan yang penting sudah tahu artinya, call up apa? figure out apa, yang penting pasangannya, pick up apa? yang penting, pick up, I wanto pick up my car, it is okay, maksudnya merapikan aa ruang aa yang ada di mobil, aah it's okay, aa yang penting ayo kita bxx, something yang biasa dirapikan. You can say get over bisa, get over, yang penting sudah tahu artinya, kamu bisa kembangkan ke kalimat yang lain.*

*Thank you very much, I hope you can enjoy class next, Assalamu Alaikum warahmatullahi wabarakatuh*

Students: *Walaikummusalam warahmatullahi wabarakatuh*

This extract showed that in encouraging students, the lecturer used Indonesian. In thanking the lecturer used English. This utterance '*time is up, thank you very much, I hope you enjoy the class*' and '*Thank you very much, I hope you can enjoy class next*' have been familiar to the students, so the lecturer used without explanation and translation.

Bilingual-based instruction implemented by the lecturer in teaching English for Academic purposes are hoped to serve students to master English. The uses of English as language instruction besides Indonesian in classroom are considered to facilitate students to master English. The students were not only thought the theory of language but also thought how to practice the language. The reason why the lecturer used English more than Indonesian in classroom is to give more language exposure to the students. The lecturer's language serves as source of language input. This is in line with the comprehensible input theory from Krashen. The students in classroom are hoped to acquire language by understanding or by receiving comprehensible input. Simplified input can be made available to the learner through lecturer-students interaction or students-students interaction. By listening the lecturer' language, the students can imitate lecturer utterances, even acquire the language unconsciously.

This study supported theory of Xiao-Yan (2006) that explained lecturers' language serves as main sources of input of language exposure in classroom learning. exposure is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities (Xiao-Yan, 2006).

This study also in line with the previous findings from some scholars (Forman 2008, Galvan-Luis, 2010, p.76, Sanders 2010, p.106) that the bilingual model –use two language native and target language as language instruction— have positive contribution toward students' academic performance. Bilingual model also can exploit students' motivation in learning English.

Some new point that the researcher found during the implication of the bilingual-based instruction as a consideration in implementing bilingual based instruction as follows:

1. The lecturer still used her native language unconsciously.
2. The frequency of native language and target language used during classroom interaction different between each context. The lecturer also could not determine the frequency of native language and target language that she will use before meeting. The frequency of target and native language used by the lecturer depend on the level of new terms used in one meeting and the level of difficulty of material explained.
3. The lecturer should have good competencies in target language, so the lecturer is aware when she should speak native language and when she should speak target language.
4. The lecturer should pay attention to the students during the classroom interaction in order the lecturer could facilitate students to understand lecturer' talk.
5. The material used by the teacher should be in bilingual-based material to support the bilingual-based instruction and students could learn without the availability of the lecturer.

## V. CONCLUSION

Based on the previous discussion, the writer draws conclusion as follows:

1. The implementation of Bilingual-based instruction in teaching English for academic purposes facilitated students with the language lecturer that can be not only as language instruction but also as language source of material.
2. Lecturer' language during the classroom interaction is a language source that can be imitated by the students. It also can be input of language exposure.
3. The more English used by the lecturer, the more language that can be acquire by the students.

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