Explicit Inputs and Concept Mastery: A Case in Indonesian Language for Foreigners (ILF) Instruction

by I Made Rai Jaya Widanta

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Abstract

Inputs in language instruction is delivered explicitly and implicitly. These were experimented by scholars in order to give students optimal input for language acquisition. This study was in attempt to search whether or not explicit inputs was visible to enhance students' mastery of concept. In addition, it also searched what kind of input design effectively increased students' knowledge of forms. Ninety students of Indonesian language for foreigners (ILF) wereinvolved as research participants who learn Indonesian language in five different universities in Bali. Data of research were pre-test and post-test score which was analysed with descriptivestatistic tool. In addition, qualitative data of what design of input was visible for students' achievement increase was obtained through observation. Data analysis revealed that explicit input was visible to improve students' knowledge of form. Upon the ten session class involvingthe activity of giving explicit inputs they were given test 2. Result of the test showed that theyobtained significantly rising achievement, from 68.51 to 95.78 with the increasing point of 27.27 or percentage of increase 39.80%. The inputs delivered by instructor were furnished with concept or stages of problem clarification and explicit concept building. The stages resulted in students' increase of awareness.

Keywords: *explicit input, concept mastery, grammar, Indonesian language for foreigners' class, Bali.*

Introduction

Second language acquisition (SLA) has been a wide pot of research data and a fertile farm of research which has been attracting much attention of linguists and teachers. Much watch had been paid to cope with language acquisition as well as language learning, two of what are considered to be efficacious ways for learners in developing their second language knowledge (Krashen, 1985). Ellis (1985) claimed that acquisition is used to refer to picking up a second language through exposure, while learning is used to refer to the conscious study of a second language. Both of them, especially in acquisition, the learners cope with the so called 'input'. Discussion on input as a single and small part of language acquisition has been like a pendulum swing, much support has been given to it but in other way it has also received many contradictive arguments. In another word, researchers, linguists, and language teachers have not stopped giving appreciation to one's idea and blaming to other's ideas. Krashen's (1980) gleaming idea of 'monitor model' particularly 'input hypothesis' has been raising disputes. Input giving during learning activity had been observed differently by some scholars. The first perspective is called 'input hypothesis' (Krashen, 1980, 1983, 1985) and the second is 'input and interaction hypothesis' (Long, 1980, 1983a, 1985; Pica, Young & Doughty, 1987). Both perspectives at their time were considered helpful to add idea and a hand in enriching theories in SLA. Thus, many experts in SLA advocated the existence and success of them, especially input hypothesis.

According to Krashen (1985), input hypothesis is comprehensible input which can lead to acquisition. Input is the most essential element based on which learners of the language can get knowledge used to produce other various forms. It is a knowledge instructors introduced to learners in order for them to have treasure to produce more expressions of the language. Input can be constant or static and dynamic. The more helpful input is the batter acquisition it is going to be, since it enables learners to develop and modify the forms they know had acquired. This input is comprehensible that learners can receive and process. However, Krashen (1985) proposed that input should also be challenging, i.e. it is able to give something new to learners on the basis of their prior knowledge. Thus, it shall be something which is one step further the learners' concept or knowledge about the language. Their current competence is called base-line input which is symbolized as i, and the comprehensible input which is added to the base-line input is that which is symbolized as $i + 1$. Learners move from their current level of competence (formularized with i) by being given comprehensible input (formularized with $i + 1$) to reach higher level of competence. Unfortunately, soon after it establishment, input hypothesis received some contradictive commentary and in other way some support.

Related Previous Study

A number of researchers in field of SLA have doubted the validity of input hypothesis (White, 1987; Liu, 2015; Brown, 2000; McLaughlin, 1987; Gregg, 1984), on the contrary, some researchers relied on and even applied this hypothesis in pedagogical intervention (Min, 2016; Wu, 2010; Bahrani, 2014; Doughty & Long, 2003; Ellis & He, 1999; Gass & Varonis, 1994; Long, 1983).

White (1987) argued that input hypothesis was vague. Apart from its proven feasibility partially, it still, even much, has invalidity. Input hypothesis failed to address which changes in learners' knowledge of language is improved. As language knowledge comprises of grammar, structure, syntax, it does not explicitly explain what and to what extent learners' knowledge is improved seeing from their current treasure. Changes in this case are not identified in detail. The condition whether it works and how it relates to learners' existing form, grammar, or structures is not also clarified. In addition, giving comprehensible input is the thing which is not as easy as teaching learners a topic of grammar pursuant to lesson plan provided without taking care of their needs. It is not a teacher-centered lesson of grammar but astudent-centered one which focuses on what they need to obtain so that they are able to use thelanguage in a communicative event. The problem in this case is how to identify learners' current state of grammar knowledge. As it proposed that only students who know what input they need (learner-defined) which is relevant to their requirement for language improvement, teachers as outsider need not give input (modified input) to learners. Krashen (1985) strongly believes that learners really know unconsciously what input they really need. The problem is how to know whether or not it is going to be comprehensible input if teachers are not allowed to give modified input. Other misleading condition is that comprehensible input or modified input learners make as they know what they need in the acquisition process will be going beyond if learners fail to define L2 and make wrong generalization that L2 is like L1. This condition will enable learners to make incorrect and inadequate inputs.

Apart from these critics, Liu (2015) also found that Krashen's (1985) input hypothesis is invalid and inadequate for three reasons: vagueness, simplification of input, and over claims. Comprehensible input was not defined strictly that other readers cannot find the clear intention of what it is going to deliver. It is not certain that what formula *i+1* and what 'comprehensible input really mean'. The formula *i+1* was first means 'the next level along the natural order', or 'structure of the next stage' thus other scholars define it as' unknown (Mc.Laughlin, 1987), or 'the level of language already acquired' (Lightbown and Spada, 2006). The simplification of input seems to be confusing, as there are many assumptions from other scholars who have

understood it, such as the speech of caretaker like that of motherese or baby talk (Gregg, 1984; Suryasa et al. 2019). Comprehensible input is also assumed to be the same as simplified input, caretaker, or foreigner talk. This theory is also considered to be an overall theory as the result of an over claim one. Input hypothesis is said to be the only and the most critical theory of SLA. In a number of cases, acquisition can occur without input but merely caused by one's existing syntactic or lexical knowledge (internal factor) or other factor, e.g. a child L2 learner can use a language automatically for communicative purposes but he/she does not fully understand or accurately the meaning of those expression (Nation and Meara, 2010). In other case, input hypothesis even should be supplemented by other theory, such as output hypothesis, interactional hypothesis, or feedback and negotiation of meaning (Lightbown and Spada, 2006; Xu et al. 2019). Krashen's (1985) theory was also considered to be too broad and sweeping, not valid as well as failed to show evidence (McLaughlin, 1987; Gregg, 1984; Lightbown and Spada, 2006) and oversimplified (Brown, 2000).

Apart from it shortage of clarity, the theory, on the other hand, was also given appreciation for some reasons by some scholars and is implemented in some schools. Min (2016) applied theory of input hypothesis and affective filter hypothesis in colleges of English listening teaching in order to investigate whether both theories are able to improve students' listening comprehension ability at vocational college. Min (2016) believes that listening is considered to be an integral part of SLA from which students can obtain input for language acquisition. Through listening, students can acquire language skill, improve listening comprehension, and promote their intelligence and practical application of English. This proposition of Min's (2016) was supported by the proof that both theories proposed by Krashen (1985) were supportive. As her observation result, current English listening teaching situation in vocational colleges undergoes weakness seeing from two dimensions, student and teacher. Students have weak English foundation and low learning interest, insufficient background knowledge of listening materials, lack of learning motivation and self-confidence, and lack of correctlistening strategy. Teachers also outmoded teaching pattern and had simple teaching method as well as traditional view point of, and insufficient attention to English listening.

Input hypothesis $(i + 1)$ was helpful for teacher in designing teaching materials for listening. By recognizing students' base-line knowledge of the subject taught, teachers were able to create needs-based materials, teaching strategies, and its assessment pattern. Affected filter hypothesis also contributes to advantages in the teaching. Learners' acquisition of comprehensible input mostly hindered by two factors, internal and external factor. Internal factor includes learners characteristics related to the learning, and external factor includes

situation and condition of learning material, learning site, learning facilities and instructor. As internal factor far much determines learners' success in acquisition and current learning condition indicates that students have lack learning motivation, interest and self-confidence, 'affected filter hypothesis' is considered to be the key to overcome the hindrance. Affected filter hypothesis consists of three major factors which learners have to control to succeed in acquisition, they are 'motivation, self-confidence, and anxiety'. In order to maximize comprehensible input (CI) learners obtain, they have to pass the level of the three aspects in affected filter hypothesis (AFH). The following markers indicate: +M (strong motivation); +S (strong self-confidence); -A (controlled anxiety); -M (weak motivation); +S (weak self-confidence), and + A (strong or uncontrolled anxiety); -CI/-A (less comprehensible input/ less acquisition); and +CI/+A (strong comprehensible input/ strong acquisition). Simply, his finding can be illustrated with a figure as follows.

Figure 1. Min's (2016) AFH effect to CI
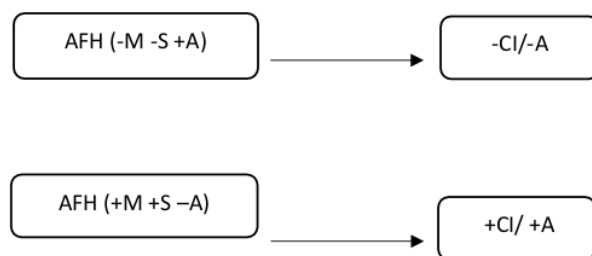
Min (2016) formulates the listening teaching stages into three, such as pre-listening, while listening, post listening. Pre-listening includes integrating listening materials based on students' level of ability (*i*) and preparing background information. The while listening stage includes cultivating strategies of listening comprehension and strengthening students' confidence and reducing students anxiety. And the post listening consists of guiding students to analyse and to solve problem and combining listening training with other language practice. The activity in the while-listening stage triggers students to lower their AF level, and activity in the post-listening stage can rise their confidence (lower AF level).

Wu (2010) applied input hypothesis for teaching listening and speaking of college English in order to recognize if input hypothesis (IH) was helpful for teaching listening and speaking. It was also in an endeavour to recognize significance of natural order hypothesis and input hypothesis. According to Wu (2010), learners can develop their second language (L2) knowledge in two ways, they are 'acquisition' which is subconsciously happens by picking up

an L2 through exposure, and 'learning' is a conscious effort to study L2. In relation to Krahsen's (1985) finding, Wu (2010) states that learners can progress along with the natural order by understanding inputs that contain structures a little bit beyond their current level of competence (i +1). To ward his finding upon an observation of current situation of listening and speaking teaching, such as unsatisfying teaching materials and ineffective learners, he suggested a number of solution, such as improvement of teaching materials in terms of comprehensibility of materials, significance of teaching materials, arrangement of teaching materials as well as continuity of teaching materials, and improvement of teaching procedure. To cope with the issues, he recommends a strategic teaching stages, including: warm up activity, response to the feedback, oral presentation and group discussion, formative assessment, and appropriate error analysis. Wu's (2010) finding clarified that comprehensible input (CI) can trigger learners' interest in listening materials and thus intensify their desire to listen. Listening with willingness will drive them to gain better comprehension, acquire some language, cultural background and related information beyond language. This hypothesis was also found helpful to build confidence and improve their critical thinking through activities such as presentation and group discussion so that they can reduce their level of anxiety. In addition, it was proved that the more they listen and understand, the more they will produce utterances in verbal communication event. These evidence simply indicate that IH and CI was visible.

The work of Bahrani's (2014) was in an attempt to highlight the role of language input in SLA. Input is associated with any language forms or structures available to be used for SL learners. And, the visible and comprehended input learners can receive to be used for expressing their thought in verbal communication events is called intake. In realizing acquisition process, there are two perspectives on how input is possessed in order to be output. Gass and Selinker (1994) propose a model of SLA which contains six main stages, such as '(1) language input; (2) apperceived input; (3) comprehensible input; (4) intake; (5) integration; and (6) output'. Apperceived input is the stage where some of language inputs are noticed by language learners as they have specific feature like frequency, prior knowledge, affect and attention. Comprehended input is the stage where the inputs apperceived are comprehended. The next stage is utilizing the comprehended input to be intake. Integration is a process to integrate the intake with prior knowledge before becoming output, i.e. writing or speaking. While Ellis (1997) proposed an acquisition model comprising of four stages, they are input, intake, knowledge and output. To sum up, Bahrani (2014) positively believed that SLA will not occur

in a vacuum, it requires inputs. However, inputs should be processed and modified accordingly to meet needs of learners (Dougthy & Long, 2003; Nguyễn Quang Nhật et al. 2019).

Zhang (2009) also investigated how input, interaction, and output function in the development of learners' oral fluency. He proposed three aspects which determine success of language learners' fluency, such as input, interaction, and output. Input is the language data which the learner is exposed to. Input in L2 acquisition must be available and processed. Interaction is an exchanges where utterances or inputs are not entirely understood. In this case participants have to interrupt the dialog in order to understand what it is about. Output language or utterances learners successfully produce. Gass (2001) stated that there are four functions of output, such as to test hypothesis about form and meaning; to receive crucial feedback; to force a shift from more meaning-based processing of SL; and to develop fluency and automaticity in inter-language production. And fluency is defined as the ability to speak or read quickly, accurately, and without hesitation, with automatic execution of pronunciation, grammatical processing, and words recognition. The analysis revealed that the three aspects (input, interaction, and output) play an essential role in acquisition. To gain the knowledge, reading extensively is the most important way for learners to gain input. Sufficient input the age of twelve makes L2 acquisition easy and complete. Non-native speakers (NNSs) will be able to possess near native-like proficiency in EFL context if he/she has plenty of time for learning English, adequate exposure to spoken and written variety, real needs to use English, and treat English as a means of communication not as a subject to be learned.

Implementation of input and output-based instruction was also undertaken by Hamavandy (2015). That research was merely in an attempt to compare differential potential of SLA output-based task and input-based teaching of English grammar. Specifically, it investigated: (1) if output requirement results in a significant differences on learning grammar better than by providing input for learners; and (2) if there is significance between the two output tasks (picture-cued production, and editing reconstruction tasks). Input in this sense is meant as comprehensible input defined by Krashen (1985, Loschky (1994) as ample input which is both comprehensible and slightly beyond learners' current linguistic level. And output is the output that extends the linguistic repertoire of the learners (Swain, 1985). Hamavandy (2015) found that input-based only teaching grammar for participants outperformed those with output-required class. In addition, the two tasks implemented could not exert any differential influence on ultimate acquisition of the target structure. Comparison between input-based and output-based activities was also undertaken by Namaziandost, Dehkordi, and Shafiee (2019). That research basically was intended to draw whether or not input-based activities have any

significant effect on EFL learners' vocabulary, whether or not output-based activities have any significant effect on EFL learners' vocabulary, and which approach of the two is more effective on EFL learners' vocabulary enrichment. Result of analysis showed that learners given input-based instruction were more productive than those given output-based instruction. In addition, it successfully mapped that both input-based and output-based approach had similar effects on learners' performance in productive knowledge vocabulary.

All of the studies on implementation of inputs have similarity with and supportive to this study. Two studies only focused on input to be implemented in teaching (Bahrani, 2014; Wu, 2010) while other studies tried to combine inputs with other aspects in SLA, such as input, interaction, and output (Zhang, 2009), input-based instruction and output-based instruction (Hamavandy, 2015; Namaziandost, Dehkordi, Shafiee, 2019; Suwija et al. 2019), and input and affected filter (Min, 2016). One study has similar object of analysis with this research, i.e. grammar or form (Hamavandy, 2015; Gareth Morgan & Abdulaziz Alfehaid (2019)). Other studies focused on different objects, such as teaching listening and speaking (Wu, 2010), listening (Min, 2016), vocabulary (Namaziandost, Dehkordi, Shafiee, 2019), and oral fluency (Zhang, 2009). However, Hamavandy (2015) implemented two aspects of SLA, input and output, while this study only focused on one aspect that is input. Hamavandy's (2015) experimental and quantitative research involved 45 Iranian Elementary learners of English who were divided into three groups of experiment group 1 (EG1), experiment group 2 (EG2), and control group.All group were given picture-cued production task for EG1 and editing reconstructive task of English grammar tense for EG2. EG1 was entitled to produce a text and EG2 was required to check the tense of verb in sentences and correct them if they were found inappropriate. Data were analysed with SPSS 21. However, this recent research is a qualitative research aiming to measure learners' input (effect of inputs and their perception and suggestion on the input for better acquisition). In addition, this study involved 90 foreign learners of Indonesian language. As in Hamavandy's (2015) study, this study also involved pre-test and post-test to be compared to see the approach effectiveness. Based on what was discussed above, this study aimed to fill in the gap by answering the following questions:

1. Does explicit input have significant effect on foreign learners of Indonesian language?
2. How was the inputs designed to improve learners' grammar mastery?

Method

Participants

This study involved ninety foreign learners of Indonesian spreading out in five universities in Bali who have been learning Indonesian language intensively for almost a year. They are from a number of countries, including Eastern Europe, Germany, some African countries, and American and Asian countries. Their ages ranged between twenty and thirty five years old. They were studying Indonesian language at some university administering Darmasiswa program, such as Bali State Polytechnic, Saraswati Teacher Training Institute at Tabanan-Bali, Saraswati Institute of Foreign Language at Denpasar-Bali, Udayana University, and Indonesia Art Institute Denpasar-Bali. All participants were included in one group who were given an experimental study. This study was a part of research and development study. In this stage, a part of the designed learning model that is module-based self-directed learning (SDL) for learning Indonesian language, i.e. input enhancement was undertaken to experiment its effectiveness for learners' knowledge and skills of grammar improvement.

Data, Instrument and Instructional Materials

The primary data of the study were pre-test and post-test results. However, some secondary data were also obtained during the treatment, including learners' awareness, perception, and students' comment on the inputs and the learning process. To obtain the primary data, a test consisting of forty grammar questions both 'structure' and 'written expression' was implemented. This test was in purpose to measure their grammar mastery level and improvement prior to and upon the treatment. While the secondary data was obtained through interview and discussion with the learners. Treatment upon the pre-test was given for ten times. To execute this, there were ten modules prepared each of which was given in every session. The module include all materials lined with syllabus and learning book that is book A1 provided by Darmasiswa program. Every module was designed in such a way which consists of title of module, introduction to material and learning objectives, theory related to the topic, some examples, and exercise.

Procedure

There are a number of phases undertaken to execute this study. It was initiated with giving pre-test to recognize the leaners' basic grammar competence. The test consisting of forty questions for both structure and written expressions were given for forty minutes. The test, which was used to measure learners' based line performance and final performance, involves all materials

of modules used during to treatment activities. Prior to its use, the instrument was validated by an expert qualified in the area of assessment. The post-test was given upon treatment execution. Measuring their competence after treatment is an essential effort to evidence whether or not the treatment is considered successful.

The treatment, which was undertaken for a number of meetings, was given for ten sessions. This was done as there were ten modules provided for the activities. As the goal of the study was to prove a challenging and complicated approach, a ten-meeting session was assumed to be sufficient rather than less than that number. In addition, that length of time gave enough opportunity for researcher to do a depth and a more comprehensive observation. For treating classes with the designed approach, researcher assigned instructor of each class to teach. Prior to the teaching, each instructor was trained with steps of teaching. This SDL class is not a pure SDL and totally executed with autonomous learning method. The lesson also included some work of assistance of instructors particularly that of checking learners' work 1, giving inputs. The teaching stages included opening the class, distributing modules to learners, checking learners' work 1, giving learners input, checking learners' work 2, and scoring learners' work. Opening the class and distributing modules to learners took place for about 5 minutes and learners were provided with the most length of lesson time to work out the exercise. Instructors' length of time to check learners work took only 7 minutes for both the checking learners' work 1 and checking learners' work 2. And giving inputs done between the checking learners' work 1 and checking learners' work 2 needed 10 minutes. The lesson length of time was done regularly for all lessons. Apart from these, observation, in depth interview, and focused group discussion were also done to obtained other secondary data, which simply essential to add and enrich knowledge about the learners competence, optimize information, suggestion, and comment from learners regarding lesson execution.

Analysis

Data analysis was done in two ways. The primary data of learners' based line performance and their progress in form of scores were analysed with statistical analysis method. In this case it used descriptive statistics tool. Result of analysis of the two tests were compared to see the trend, the tendency whether or not their achievement is considered declining or rising. The second data of secondary was analysed qualitatively by comparing with related theory or proposition to see if they are in line with the theory or reveal different situation. The different situation was then clarified to find its specification so that it could be stated new finding.

Result and Discussion

Students' Achievement

Result of descriptive statistic indicated that there was improvement on students' competence upon the learning cycle. It was proven with the increase in students' scores in some aspects. It can be clearly seen that in the first cycle, they obtained average score of 68.51. It significantly increased to be 95.78. The students' minimum score in the first cycle was 60.00 which increased dramatically to be 90.00 in the second cycle. The same case also occurred with their maximum score, i.e. from 75.00 in first cycle to 100.00 in the second cycle. The range of also appeared differently. The scores' range in cycle one was bigger than that in second cycle, they were 15.00 and 10.00 respectively. The median and modus advocated that students were successful. Their median and modus in the first cycle was similar, i.e. 70 and they increased to 95 for both aspects in the second cycle.

Table 1. Students' Descriptive Statistic scores

| Treatment Cycle	Data Description					
	Adventures	Minimum	Maximum	Range	Median	Modus
T1	68.51	60.00	75.00	15.00	70	70
T2	95.78	90.00	100.00	10.00	95	95

The result of students' achievement strongly explains that there was a positive progress of students from cycle one to cycle two. The progress was indicated with increase in students' achievement of 27.27 or students' achievement percentage of 39.80. This condition implied that explicit instruction of grammar of Indonesian language was effective toward students' Indonesian grammar mastery. In other word, the explicit inputs teachers gave was effective to support students' achievement.

Table 2. Students' Descriptive Statistic scores

Result Average			
T1	T2	Increase	% Increase
68.51	95.78	27.27	39.80

The students' achievement progress is drawn as follow. The cart clearly indicate that the average score increase from 68.51 in first cycle to be 95.78 in the second cycle.

Figure 1. Learners' Average Result

Result Avarage
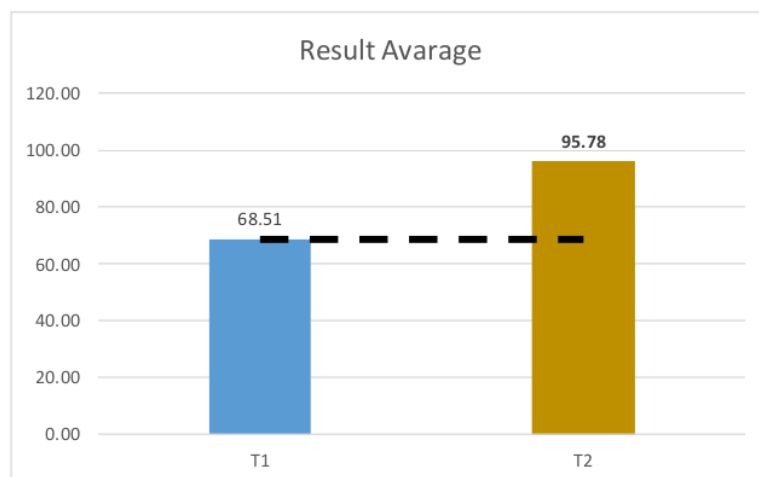
Modified Explicit Inputs

Indonesian language or form instruction for foreigners involved some parts of activities in it, one of which is giving input. Giving input in this experimental study did not stand alone partially but it was closely related to prior of post input giving activities. The input given in the instructional activity was explicit input, i.e. that which is given explicitly by using specific learning materials and in a specific stage of learning. The explicit input was showed to learners upon they recognized their mistake in producing sentences. As exercises of each module used for the learning center (LC) program required learners to answer all questions by producing sentences in accordance with their direction, learners had to perform their skill by producing grammatical sentences.

Explicit instruction was proven to be more effective to enhance learners' production of sentences (Spada & Tomita, 2010; Nguyen, Pham & Pham, 2012). The success of explicit grammar input exposure in instruction was advocated in this research by explaining the correct form of sentences. The correct answers consisted of language or form, rule explanation, and correct spelling. Explanation of language or form included information about how sentences should be made to be grammatically correct. Explanation of rule includes information about notion or regulation of the sentences pursuant to tenses, subject, active and passive marker, positive and negative forms, or other notions.

As this study, most of explicit-based instruction of grammar in ESL or EFL classroom have been focusing on grammar specifically (Norris & Ortega, 2000; Tode, 2007; Akakura, 2012; Fordyce, 2013; Chan, 2018; and Umeda, Snape, Yusa & Wiltshier, 2017). However, those

study only focused on grammar items but not other aspects. On the contrary, another approach called implicit-based input teaching in SLA was consider less effective for learners performance thus carried out much less frequently (White, 1998), which excluded rule explanation, providing only exemplar of a rule so that the learners can infer the rule without focusing their attention on forms (Ellis, 2005; Ellis et al., 2002; Ellis, 2009; Norris & Ortega, 2000). The implicit approach given much attention was input enhancement approach, an implicit method of teaching rule or forms which draw learners attention to specific grammatical form (White, 1998), which is the process by which specific linguistic features become more salient to learners (Sharwood Smith, 1991). And of all approaches, meaning-based output and traditional approach is noted to be the least effective (Moradi & Farvandi, 2016).

However, this study, apart from discussing grammar only, also tried to expose other aspects, such rule, word choices, intonation, and other rules. In addition, it modified the language or form of input and designed in form of formula for learners to recognize it easily. Bahrani (2014) advocated that input should be modified and processed in SLA in order to meet learners' needs but he did not give clarification on how to modify it appropriately. This research successfully included explicit concept-building which learners really required during the learning so that they were able to memorize the concept a lot longer. Explicit concept-building was an input designed by drawing a general formula for describing sentences with the same forms.

This input was given between evaluation 1 (E1) and evaluation 2 (E2). After learners got their work checked in E1, they recognized some failure on their work. After recognizing the mistakes, learners then got instructors to clarify the mistakes, in this case we can trigger their awareness of the correct form by building explicit concept. This approach was effective for them to develop their knowledge of the form and optimize their sentence production, thus it was found meaningful (Widanta, 2020b). The illustration of the stages can be seen in the following figure.

Figure 2. Illustration of process of giving input
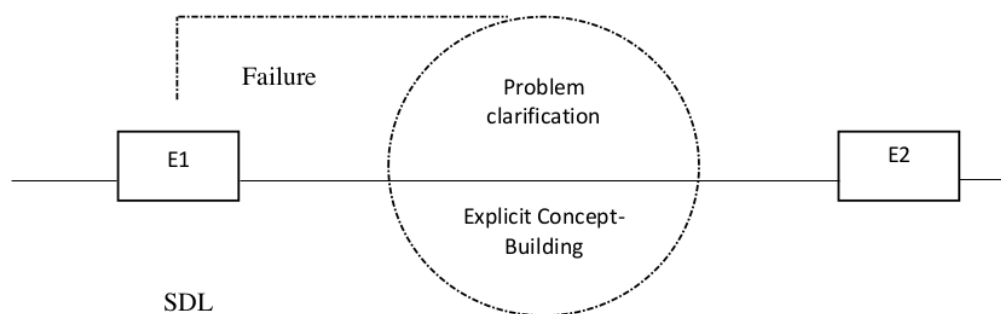
Problem Clarification

Problem clarification is the moment when learners obtained clarity of what and where the mistakes were in sentences they produced. Problem clarification was made in two ways, by asking instructor directly through consultation or by action that instructor gave them information initiatively before being asked to do so. The former is learners-initiated which drive learners' awareness while the latter is instructor-initiated. The former was done by the faster learners and the latter was done by the slower learners. Of the two ways, the former mostly done by the learners in the entire sessions. This stage was effective for learners to experience since it could trigger their attention to the real problem. It was carried out since they were confused to indicate where the mistake was or which the mistakes were in the sentence(s) they produced. Unknowing the mistakes seemed to make them unaware of their weakness and it leaded them not to decide what to do.

This stage was done between E1 and E2 activities. Upon E1 activity, students found that they failed to get recommended score to be recorded in the credit point card (CPC), the score which is above 70. Thus, learners were confused and got conflict in their mind as their prior knowledge and the belief they have been having was not in accordance with the real grammatical rule of the language. The gap triggered learners to consult their work to instructor. Explanation given was in form of theory or rule which located the problem, by giving them examples, meta-linguistic rule, and other related explanation. Some learners particularly those grouped in the slower learners could receive the clarification slowly. This was proved with the fact that most of them delivered many questions upon the explanation given before they came back to their seats to revise their work. And some other students who are considered to be the latter group could comprehend the explanation quickly. In addition, this kind of learners even

could reconstruct other type of sentences delivering the same sense. This situation indicate that problem clarification they did really was really of much benefit to them.

Explicit Concept Building

The extended examples learners could make led in an importance change to them. They could make feedback toward their mistakes and even proposed a new idea to build a related different perception. They, particularly the a bit faster learners, could make up their mind to paraphrase the input given by instructor and construct new examples of sentence closely associated with the topic of discussion. Apart from realizing their comprehension in form of revision upon instructor's explanation, they were also able to reconstruct new sentence samples and even made generalization in form of formula or structures of those sentences. Although the formulas they tried to construct were not totally correct in line with real grammatical rules, but their endeavour was more than enough to show that they gained and successfully built a concept in their mind on the structures. Their result of reconstruction of sentences and formula was based on their knowledge of English as their L1 or SL. Thus, some of the formulas were made similar with the English language structure. Most of the forms of noun phrase (NP), verb phrase (VP), adjective phrase (Adj. P) and adverbial phrase (Adv. P) relied on the English structure. Thus some of them were mistaken and some were appropriate.

English NP	Indonesian NP
Adj. – N	N – Adj.
N1 – N2	N2 – N1
new book (1-2)	buku baru (2-1)
green tea (1-2) teh hijau (2-1)	
leather hat (1-2)	topi kulit (2-1)

English VP	Indonesian VP
V – Adv.	V - Adv
eat fast (1-2)	*makan dengan cepat* (1-2)
dance beautifully (1-2)	*menari dengan indah* (1-2)
speak loudly (1-2)	*berbicara dengan keras* (1-2)

English Adv.P	Indonesian Adv.P
Adv. – N	Adv. - N

on the way (1-2)	*di dalam perjalanan* (1-2)
on the left (1-2)	*di sebelah kiri* (1-2)
across from the bank (1-2)	*di seberang bank* (1-2)

English Adj.P	Indonesian Adj.P
Adv. – Adj	Adv. - Adj
very pretty (1-2)	*sangat cantik* (1-2)
less expensive (1-2)	*kurang mahal* (1-2)
far more interesting (1-2-3)	*jauh lebih mearik* (1-2-3)

Their concept on the phrases was almost correct, there were only a few mistakes made. This was caused by their common relying on the English language. The mistakes were obviously seen on the case of NP where they merely constructed the Indonesian NP like the English NP. The construction should be shifted from the English NP formula 'modifier-noun' (1-2) to be the Indonesian NP formula 'noun-modifier' (2-1). While the other formula, such as Adj.P, Adv.P, and VP are in line with the English language construction.

Misconception also occurred when making sentences. As their relying on the English language, some sentence structure were seen misleading. The use of NP in sentence 'Ini adalah baru sepeda motor' seemed to adopt English version 'This is a new motorcycle'. Beside a mistake on constructing NP, 'baru sepeda motor*', the use of the word 'adalah' seemed to adopt English sentence using be 'is'. In Indonesian rule, 'is' can be meant 'adalah', but this word is used when we want to make a definition of something, such as in 'Language is a media of communication' '*Bahasa adalah sebuah media komunikasi*. Thus the sentence formula explained to the learners was S – NP. Other formulas offered to enrich their knowledge of forms were S – VP (*Dia menari dengan indah*: 'she dances beautifully'), S – Adv.P (*saya di dalam perjalanan:* 'I am on the way), dan S – Adj. P (*Baju ini jauh lebih mahal*; 'This shirt is far more expensive'). Giving such formulas to them seemed to be very effective that they could have a sign based on what they could produce Indonesian sentences appropriately. The success of giving explicit input to enhance learners' performance in producing grammatical sentences proved that explicit approach is effective in form-focused instruction (Norris & Ortega, 2000; Tode, 2007; Akakura, 2012; Fordyce, 2013; Chan, 2018; and Umeda, Snape, Yusa & Wiltshier, 2017). Learners' success in performance of producing correct output was led by a situation where they succeeded in noticing the comprehensible input and made it an intake (Schmidt,

1990; Widanta, *et al.,* 2017). The intake led in their success in producing grammatical sentences and drawing a concept.

Learners' Concept Mastery

To sum up the topic of the lesson in that special session, the instructor closed it by giving them formulas based on what they could comprehend the materials easily. The formulas given were phrases and sentence formulas. The phrases formula were N – Adj.; V – Adv.; Adv. – N; and Adv. – Adj. They were all used or functioned as a verb (V) i.e. a segment put after subject (S) and as a complement (Comp.) i.e. a segment put after V. While the sentence structure formulas were based on complement used. The formulas were broken down in sentences to ease them to comprehend. The formulas are as follows:

1. S – Compl. which can be broken down into:

    S – (N-Adj.) 'Ini sebuah buku baru' (It is a new book) (using NP)

    S – (Adv-N) 'Saya di seberang bank' (I am across from the bank) (using Adv.P)

    S – (Adv.-Adj) 'Mobil ini sangat mahal' (The car is very expensive) (using Adj.P)

2. S – V

    S – (V-Adv.) 'John makan dengan cepat' (John eats quickly) (using VP)

3. S – V – NP 'Anita membeli buku baru' (Anita buys a new book)

4. S – V – Adv.P 'Smith berdiri di depan mobilnya' (Smith stands up in front of his car.

5. S – V – N det. Adj.P 'Saya membeli mobil yang sangat mahal' (I bought a car which is very expensive).

These formulas were made in relation to how learners thought about the concept they have learned and how they tried to develop them using their prior knowledge. However, most of formulas they had in their mind were adjusted and modified to meet their needs. Thus modifying formula in order to ease learners to master the concept is very effective (Bahrani, 2014).

Teaching Stages

Teaching stages involved in the instruction of Indonesian language for foreigner (ILF) classes made use some stages, such as opening the class, distributing modules, checking learners' work 1, giving input, checking learners' work 2, and scoring learners' work.

Opening class

Opening class includes some activities, such as greeting learners, explaining the unit of the materials learners were assigned to do at the occasion, as well as duration learners take to complete the module.

Distributing modules

This was the second step where modules including answer sheets and collecting students, membership and credit point card were carried out.

Checking learners' work 1

This step included checking and giving learners result of their works. In this stage, they were given information on number of mistakes, which part of sentence is mistaken, as well as the temporary score they obtained.

Giving input

It was the climax of the learning process where learners had to be clear of the problem and the solution. Thus giving input was done upon their clarifying their problems. Clarifying problem was a stage where learners could show their awareness of problem. The fact indicated that their levels of awareness were different since learners came back to consult their problems with instructor in different moment. Some could made their mind to consult immediately after their being given comment, while others did it slowly. Up on their problem clarification, instructor give them input which was explicit on the forms. The explicit concept building occurred in this stage. By being given comment, examples, correction in form of meta-linguistic, they could receive and comprehend it and finally came up with meaningful revision. Explicit comprehensible input inform of phase and sentence formulas was of much benefit to them.

Checking learners' work 2

It was done after they distributed their work revision. This stage was easier as instructor just checked their revision. And finally, scoring was done by recording their score obtained in CPC.

Scoring learners' work

This is the last step which was done by recording learners' score obtained. Upon their revising their works after being given explicit input in the form of examples, expanded examples, and

formula of phrases and sentences they came back again with their revision. Their work was then checked again and given score. The final scores which were above the passing grade were then recorded in CPC.

These steps succeeded in rising learners' score as it contained giving explicit input which could enable learners to build their concept. This was successfully carried out since the assistance of learners' problem clarification. Framing teaching stages seemed to be effective as instructor has a standard procedure of undertaking the instruction (Wu, 2010; Min, 2016). However, Wu (2010) implemented different steps, such as 'warm up, respond to feedback, oral presentation and group discussion, formative assessment, as well as appropriate error analysis' as he taught listening and speaking to learners. He triggered learners' attention and awareness by giving error analysis activity and feedback which were given implicitly but this study prioritized giving explicit input. Min (2016) applied three steps, such as 'pre-teaching, while teaching, and post-teaching' to give learners comprehensible input and affected filter. His steps were not identified more deeply how input was given. Input was advocated more implicitly than explicitly. This might be energized as the instruction was focused on listening. However, those two teaching phase might be completed with giving explicit inputs as learners required an ability to master grammatical rule of the language by developing their cognitive, one of which by making their own concept.

Rising Learners' Awareness

Other aspect the explicit input giving contributed was learners' increased awareness. Awareness is a situation where learners are conscious on what is being learned. The explicit comprehensible input instructor gave during the instruction was proven to be potential for learners to understand. Apart from language or form or in pragmatics domain it is usually called pragma-linguistic aspect, the method also could raise learners' consciousness of socio-pragmatic competence, i.e. the ability to choose utterances appropriately in accordance with context (Widanta, 2020a). It could be enhanced by giving the students a number of questions consisting knowledge of different social context. As Schmidt (1993) stated, conscious awareness in acquisition is important. It can be achieved by improving learners' attention, for instance to pragmatic competence. The awareness learners obtained was due to the explicitly given input. It is aligned with what Shokouhi's (2016) ideas. However, apart from explicit instruction, she also believed that giving implicit instruction enhances learners' awareness. She strongly believed that when there is raising awareness in learners, they can learn better to produce something pragmatically and explicit and implicit instruction helped them distinguish

the speech act of request at beginning. Although all learners finally gained high scores, learners who gained high score earlier were noted to have higher awareness. The awareness was not resulted by the effort of giving awareness rising task, like video sequence (Alcon, 2007), contextualized examples and role play (Martinez-Flor, 2008) or audio-visual program (Alcon, 2010) but by giving them input that they really noticed.

Conclusion and Suggestion

Pursuant to research questions, there are two main explanation which can conclude the research. In term of effectiveness of explicit input delivery, ILF learners found the strategy was found effective to improve students' achievement. The students' increase of achievement was clearly promoted by the exposure of explicit inputs delivered with special technic. It was proven by the facts that students' increase in scores obtained. They could increase 27.27 point or 39.80% from their base-line score of 68.51 to 95.78.

The inputs were given explicitly through instructional stages, such as opening class, distributing modules, checking learners' work 1, giving input, checking learners' work 2, and scoring learners' work. However, input delivered to students were modified to meet the students' real needs. The inputs were given upon they recognized their mistakes. By explaining the correct forms, explain the rule, and other aspects, such as intonation, word choices. The inputs were modified the form to be general formulas to ease the students' comprehension. It is in accordance with Bahrani's (2014) idea. The modified explicit inputs were able to promote learners awareness and longer memorization of the topic.

The success of explicit inputs toward students' achievement was also supported by some phases, such as problem clarification, explicit concept building, and rising learners' awareness. There were two kinds of problem clarification, learners-initiated and instructor-initiated. Learners-initiated problem clarification was the most activity done by the students. They were active asking questions on grammar they found hard to answer. Clarifying the mistakes they made and asking for solution made them able to make up their mind. They could paraphrase inputs obtained and construct new concept, thus the explicit concept building occurred. Learners' active in clarifying problem and in making up solution leaded in their awareness rising. Awareness is very important in acquisition (Schmidt, 1993).

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