From the Editors

Welcome to the January 2018 issue of *Journal of ELT Research* (JER). This issue gives a new spirit, the spirit of New Year to keep progressing. Apart from some achievements this journal obtained last year, the achievement of this year is JER presents diverse articles and authors. Contributions for this issue are from not only Indonesia but also Asia, while the topics move to wider scope. The diverse topics from broader perspective can give us, ELT practitioners, insight and ideas to keep trying new things to better our practices and understanding of this profession.

Our first article, "The Effects of Task-Based Process Writing Approach on the Academic Writing Skills among Second Language Tertiary Learners" by Siti Katijah Johari, investigates the combination of task-based approach and writing process to develop students' writing skills. Findings of the study show a positive effect of the combination on writing skills. This research provokes an idea that task-based approach, which has been popular up to now, could be more powerful when integrated with another approach.

Second article, "Teaching English Using Poetry: An alternative to Implement Contextual Teaching and Learning" by Samanik, describes the use of poetry as an alternative to implement CTL (Contextual Teaching and Learning). In this article, Samanik gives some classroom activities using poetry promoting writing, reading, and speaking. She also connects the poetry-based activities with the components of effective learning such as constructivism, questioning, inquiry, learning community, modeling, and authentic assessment, and she argues that the activities fit the components.

Third article, "Indonesian EFL Teachers' Conceptions of Critical Thinking" by Hamzah Puadi Ilyas, investigates the conceptions of critical thinking proposed by Indonesian EFL (English as a Foreign Language) teachers from three provinces in Indonesia. They are all secondary school teachers. Findings of this study show that there are some emerging themes regarding critical thinking such as analysis, evaluation, criticism, creativity, problem solving, reflection, curiosity, and even Bloom's taxonomy. Findings of this study are not really different from critical thinking conceptions proposed by Western academics, showing that Indonesian teachers may have been aware of critical thinking, while its implementation at school needs more observation to find out to what extent it has been applied in teaching-learning processes.   Fourth article, "The Use of STAD to Improve Students' Writing Skill" by Suryani and Azlim investigates whether STAD (Student Team Achievement Division) can improve students' writing descriptive text. Finding shows that STAD can improve writing skill. If STAD can improve students' writing descriptive text, it can be possible that other writing genres can be taught using STAD with good result. Further studies on this topic need to be explored.

In the fifth article, "Developing Online Materials for Tour Guides," Sinta Dewi Ratnawati explains her research on English for Specific Purposes (ESP) by designing materials for tour guides. Three objectives of the research are identifying the contents that should be in the materials, investigating the students' responses about the developed materials, and finding out the lacks in the program. Participants of this research are Indonesian migrant workers in Malaysia who are trained to be a tour guide when finishing

their contract. By doing 7 stages of materials development, the study found that the materials got positive responses, while there is still improvement needed

In the sixth article, "The Lexical Morpheme Acquisition of a Learner of English as a Second Language," Burhansyah examines the acquisition of English lexical morphemes of an Indonesian student learning English as a second language. He got the data by the student's essay for four months. Findings of this research show that the acquisition points of the lexical morphemes follow Processability Theory. Since the participant of this study is a teenager, further studies on child in this issue need to be conducted.

Sarwar Morshed's article, "A Study of Augmentativization in English and Bangla," investigates the augmentativization process in English and Bangla. Augmentativization is a word-formation process denoting largeness. In this study, he juxtaposes English and Bangla vis-à-vis their mechanisms in the construction of augmentatives. Findings show that the languages have similarities in the process of augmentativization. Both use affixation in the construction of augmentatives, and they also employ prefixation to form the bulk of their augmentative vocabulary.

Ignasia Yuyun's article, "Curriculum and Technology Design: A Course to Explore Technology Applications in EFL Curriculum Design," explores language learning and technology, Technology Enhanced Language Learning (TELL). She designs a course named Technology and Curriculum Design to equip pre-service English teachers to integrate technology in the EFL curriculum. In this article, she presents some projects which have been conducted. This article could be impetus to EFL teachers' creating technology-based activities.

In his article, "The Implementation of ICT-Based Materials and Metacognition Learning Strategy to Improve Students' Vocabulary," M. Akbar Kurtubi Amraj investigates teachers' and students' perceptions of the implementation of ICT-based learning and metacognition to improve students' vocabulary. Findings of this study show that the teachers have good perceptions of the implementation of ICT-based materials, and the students show motivation to learn English in and outside the classroom. The findings also indicate that there are some improvements of the students' achievement on the vocabulary test. He concludes that the combination of ICT-based learning and metacognition can improve vocabulary mastery.

In our final article, "Voluntary Reading and Narrative Speaking Instructional Strategies to Enhance Students' Speaking Ability," Heffy Dianawati investigates voluntary reading (VR) and narrative speaking (NR) to encourage students' participation in speaking activity. This research poses three questions: 1) what are the strategies to help students encounter difficulty in speaking English in classroom, 2) to what extent does VR prior speaking activity help students develop ideas and motivation to speak English in the classroom, 3) does the application of NR strategy in speaking classroom affect students' speaking achievement? Findings show that VR reduces students' anxieties in speaking, decreases speaking block, increases students' motivation, and improves students' social awareness, while NS promotes students' speaking fluencies, grammar, accuracy, pronunciation, and knowledge.

Finally, thank you for your submissions. We hope this January 2018 issue of *Journal of ELT Research* gives us, ELT practitioners, more ideas to be implemented in the classroom. We also thank our loyal readers for their support and encouragement to JER.

Editors