

From the Editors

Welcome to the January 2017 issue of *Journal of ELT Research*. This issue, apart from celebrating New Year, is in coincidence with the happiness permeating across the University of Muhammadiyah Prof. DR. HAMKA's (UHAMKA) campuses. The National Accreditation Board for Higher Education (BAN-PT) has officially announced that UHAMKA is accredited 'A' as an institution. This brings the consequence for the institution, and for us as an inseparable part of it, to keep progressing. As regards, we are determined to increase the quality and expand the coverage of this journal to reach wider readers. Our January 2017 issue touches several issues in ELT.

Our first article, "Case Study: The Use of Recast in the EYL Classroom," by Dede Shandra and Gunawan Suryoputro, investigates the use of recast technique in correcting students' errors in the English for Young Learners (EYL) setting. They used observation and interview to find out the role of recast in teaching-learning processes and to explore student and teacher perceptions of recast technique. Results of this study show that recast could encourage students' motivation and independence and suggest that the technique can be used as an alternative feedback when giving correction to students' errors. Further studies on recast in different educational level on different language skills in the Indonesian context seem beneficial to make us, ELT practitioners, see this topic more broadly.

In the second article, "Communication Strategies Used by EFL Students with High and Low Self-Esteem," Rahmi Aulia Nurdini investigates communication strategies (CSs) used by EFL students with low self-esteem and those with high self-esteem when speaking English. This study used questionnaire, observation, and interview, with the results revealing that students with low self-esteem employed fewer strategies compared to students having high self-esteem. The strategies used by students having low self-esteem were, among others, non-linguistic means, appeal for help, and fillers or hesitation device, while those with high self-esteem used more varied strategies. This study suggests that EFL teachers need to pay more attention to low self-esteem students in order that they also get much benefit from the learning process.

Siti Zulaiha's article, "Teachers' Grading Practices: In Search for Clear Grading Criteria," discusses marking as an important role in EFL, though it can be considered as a complicated process. The article reviews teachers' grading practices and discusses this issue. At the end, the article presents the implication of the marking practices and gives some suggestion based on experts' recommendation.

Silih Warni's article, "Facilitating an Implementation of Online Portfolios in an EFL Writing Class," presents a study on integrating online portfolios in the EFL writing class and explores both students' experiences in learning EFL writing using the online portfolios and his own experiences as a researcher in facilitating the online portfolio implementation. This action research used interview, reflective journals, and students' online portfolio entries as methods. The study reports some emerging problems dealing with the use of a blog, online feedback,

and students' reflection. The study suggests that EFL teachers need to understand their roles when implementing online portfolio.

In the article "The Use of Song Worksheet to Enhance EFL Elementary School Students' Vocabulary Mastery," Ahmad Fadhli conducts a study to enhance students' vocabulary mastery through the use of song worksheet. It took place at an elementary school, with the number of participants reaching 22 students. This action research found that song worksheet could enhance students' vocabulary mastery. Besides this, students gave positive responses to the use of song worksheet. This study supports not only the use of songs in the EFL context which could make teaching-learning processes more fun but also the use of worksheet as an additional component to the song-based classroom activities.

In her article titled "The Effect of Instructional Methods and Cognitive Styles toward Speaking Skill," Nita Kaniadewi investigates the effect of instructional methods (Communicative Language Learning - CLL and Task-Based Language Learning - TBL) and students' cognitive styles (Field Dependence - FD and Field Independence - FI) toward speaking skill. This experimental research using a two-factor ANOVA showed that (1) the speaking skill of the students taught by CLL was higher than the students taught by TBL; (2) the speaking skill of FD students was higher than FI students; (3) there was an interaction between instructional methods and cognitive style to speaking skill; (4) the speaking skill of the students taught by CLL was higher than the students taught by TBL in the group of FD students; and (5) there was no significant difference in speaking skill between students taught by CLL and those taught by TBL in the group of FI students. The findings can be inferred that in general, CLL is more effective than TBL in teaching speaking.

In our final article "The Effect of TPR and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ," Anita Dewi Ekawati conducts a study to investigate the effect of Total Physical Response (TPR) on elementary school students' English vocabulary mastery with regards to their Intelligence Quotient (IQ). The interaction between the teaching method and IQ in teaching vocabulary is also investigated. The study reveals that TPR is an effective method for teaching vocabulary in elementary school, and the effectiveness of the method is influenced by the level of students' IQ. The results of the study become a reference for EFL teachers to apply an effective method to teach English vocabulary to elementary school students. Moreover, EFL teachers should take into account students' IQ in implementing the teaching method.

Finally, thank you for your submissions. For the readers, we hope this January 2017 issue of *Journal of ELT Research* give you some insight to do further studies and some new ideas to be implemented in your teaching-learning processes.

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