

## From the Editors

Welcome to the July 2017 issue of *Journal of ELT Research*. This issue is accompanied by the spirit of post-Ramadan followed by Eid al-Fitr, two Islamic events bringing about many insightful meanings of life. The events in short bring humans closer to their Creator and be aware of their role as a creature. As a creature, we are always encouraged to learn, finding out the secret of His creation. In so doing, research is one of the ways to see the unseen phenomena. In terms of language teaching and learning, there are still many things we, ELT practitioners, do not know about. Research, even though it is simple, still can give a positive contribution. Our July 2017 issue touches a variety of issues in ELT which can give such a contribution.

Our first article, “The Implementation of Corpus-aided Discovery Learning in English Grammar Pedagogy” by Elih Sutisna Yanto and Sidik Indra Nugraha, investigates the implementation of corpus-aided discovery learning to find out the extent to which corpus-aided discovery learning can create motivating and successful English grammar learning. Based on questionnaire and interview data, it can be interpreted that incorporating corpus-informed data into grammar learning is very satisfying and useful, and students can be sure that the language they are practicing is up-to-date. The most major contribution of this study is that students become aware of how certain language forms are used by native speakers of English. This research suggests that corpus-informed data can be a means of encouraging autonomous learning.

In the second article, “The Implementation of One-Week-One-Article Program in a Reading Class: A Reflective Practice,” Yudi Rahmatullah presents his reflections on the implementation of one-week-one-article program. Every week, students present the article they have read. This program gives some contributions, for example, encouraging students’ motivation, reading and presentation skills, cooperative learning, and pronunciation. Even though this program is conducted for university students, its implementation for secondary school students seems very possible.

Hamzah Puadi Ilyas’ article, “Historical Perspective: The Development of Critical Thinking in Indonesian ELT,” discusses the development of critical thinking, starting from colonial era to present. The article argues that critical thinking was deliberately not taught during colonial era since the colonial government wanted to keep their domination. In later development, critical thinking touches school curriculum, including that of ELT. However, it is still not clear to what extent ELT has incorporated critical thinking and ELT practitioners have implemented it in their classroom.

Heri Setiawan’s article, “Prosody Analysis of Mariah Carey’s 1999 Billboard Award Speech and Its Contribution to EFL,” presents a study on prosodic elements found in the Mariah Carey’s speech when receiving the Billboard artist award in 1999. The contribution of this article is the idea of prosody which can be integrated into ELT. Its incorporation into ELT may create students’ awareness that meaning can also be understood by paying attention to prosodic elements such as stress, rhythm, pitch, etc.

In the article “L2 Writing Strategies Used by EFL Graduate Students,” Syaadhiah Arifin conducts a study to investigate the writing strategies and the predominantly strategies used by four Indonesian graduate students when writing in L2 (English). Using Think Aloud Protocols, the study found that skilled and less skilled writers used varied strategies, but the frequency of using each strategy was different. Skilled writers used each strategy in high frequency. On the other hand, less skilled writers only used each strategy in low frequency. Another finding is that skilled writers used reading and rereading strategies in high frequency for several purposes: revising and editing the text, developing ideas, and getting new ideas, while less skilled writers rarely used those strategies. The study suggests that effective writing strategies should be introduced explicitly when student writers have already mastered the foundation of writing as knowing this could help them become good writers.

In his article titled “Improving Students’ Speaking Ability through Small-Group Discussion,” Imam Fauzi investigates how small-group discussion can be implemented to improve vocational high school students’ speaking ability. This action research shows that with such modification small-group discussion could effectively improve students’ speaking skills, engage them in the group work discussion actively, encourage them to be independent learners, and make them feel relaxed during learning. However, there should be control when implementing a group discussion to avoid an active student’ domination. This is one flaw found.

In our final article “EFL Students’ Writing Style in the Script Introduction Section,” Novalia Rizkanisa, Iskandar Abdul Samad, and Bustami Usman conduct a study to investigate the rhetorical pattern of the introduction section of undergraduate theses in the province of Aceh, Indonesia. Focusing on three elements: placement of the thesis, patterns of idea, and metadiscourse markers of the introduction section, the study found that the style was different from that of native English speakers. Findings of this study can be an idea that English lecturers need to teach academic writing convention in order that students are aware of the difference in academic writing styles.

Finally, thank you for your submissions. We hope this July 2017 issue of *Journal of ELT Research* give us some ideas to be implemented in the classroom or to do further studies to keep improving our knowledge on foreign language teaching.

## **Editors**