

From the Editors

Welcome to the July 2016 issue of *Journal of ELT Research*. There are two special moments accompanying this issue: Ramadan & Eid al-Fitr and Indonesian Independence Day. These two big events remind us on their great spirit. The former, Ramadan & Eid al-Fitr, teaches us how to experience hunger and thirst, thus enabling us to reflect on the lives of the needy, while the latter teaches us how resiliency and determination can free us from oppression. As regards, doing and writing research requires reflection and determination. We, ELT practitioners and researchers, need to always reflect on challenges facing students and be determined to tackle the challenges. Our July issue touches diverse topics surrounding the challenges of ELT.

Our first article, “Students’ Perceptions of the Use of English at a Bilingual Setting Based on Their Kindergarten Language Background,” by Annas Surdyanto, investigates students’ perceptions of the use of English at a bilingual school. Interestingly, the students come from English - kindergarten, Indonesian - kindergarten, and English - Indonesian - kindergarten background. This study reveals that students’ previous exposure to English language, be it in the kindergarten or school offering English lessons, influences their perceptions of the use of English as the medium of teaching-learning processes. This study can give contribution to the issue of bilingual education.

In our next article, “Learning Vocabulary through Paper and Online-Based Glossary,”

Ratih Novita Sari investigates the effect of teaching glossary and students’ personality traits (extrovert and introvert) on vocabulary learning through experimental research. This research finds that extroverted students learned vocabulary better through paper-based glossary, while introverted students learned vocabulary better through online-based glossary. This research could suggest that teachers include these two different glossaries to the ELT classroom in which students’ personality traits are usually mixed.

Friska Arismayang’s article, “Improving Students’ Speaking Skill through Communication Game, Recorded Role Play and Peer Feedback,” discusses the use of communication game, recorded role play and peer feedback to promote students’ speaking skill. This action research consisting of three cycles shows that all students were enthusiastic about the combined three strategies. Results of the research can be interpreted that EFL teachers not only can use these strategies as an alternative approach to teaching speaking but also need to be more creative in implementing teaching strategies to avoid boredom.

Bambang Trisno Adi’s article, “Terrorism in Newsweek: Unveiling the Connection between Language, Ideology, and Power,” critically analyses the discourse on terrorism in the Newsweek magazine and exposes how the notion of ideology and power contributes to

the hegemonic representations of Muslims and Islam in the post 9/11 attacks on the World Trade Centre. Adopting Fairclough's Critical Discourse Analysis (CDA), he concludes that the representations of discourse on terrorism support the notion that media coverage does not only present facts but also convey ideas/propaganda. With regard to ELT, CDA can be used in the classroom to promote both students' language proficiency and language awareness.

In the article "Teachers' Perspectives on the Integration of Culture and EFL," Tryanti Abdulrahman, Novi Rusnarty Usu and Zulkifli Tanipu explore teachers' opinion and attitudes towards the integration of culture and ELT. Findings of this research show that teachers are willing to support the language and cultural objectives, but they are doubtful about which one to prioritise due to limited class time, curriculum requirements, lack of cultural issues in the textbooks and their lack of cultural knowledge. This study stresses the importance of integrating culture into EFL to help language learners communicate more effectively.

In his article titled "Folklore in EFL: The Local Wisdom Implementation of Indonesian Curriculum," Ade Prasetyo presents an independent argument with regard to the importance of using local folklore in EFL. He argues that even though local Folklore has wisdom and can be used to appreciate Indonesian cultural heritage, its use in EFL still lacks serious attention. In this article, he also proposes some alternative classroom activities English teachers can do in the classroom.

In our final article, "Drama in the EFL Classroom: Critical Review of the Literature" Hamzah Puadi Ilyas presents his critical review of three empirical studies on drama in language learning. Thus far, drama is believed to give many benefits for EFL students; however, empirical studies on this topic are not many. This article shows that drama can not only improve students' language skills but also promote collaboration, negotiation and creativity. Besides this, the article suggests different topics of research with regard to drama, especially in the Indonesian EFL context.

Finally, thank you for your submissions. For the readers, we hope you enjoy this July 2016 issue of *Journal of ELT Research*, and we hope volume two which will be published next year gives you more colourful topics in ELT.

Editors