

From the Editor

Welcome to the January 2016 issue of *Journal of ELT Research*. With the spirit of New Year, *Journal of ELT Research* emerges to give a space for not only academics at University of Muhammadiyah Prof. DR. HAMKA (UHAMKA) but also academics from other higher institutions to share their studies and viewpoints with regard to English Language Teaching (ELT). Our January issue touches various aspects of ELT, ranging from developing listening materials to incorporating critical thinking skills into English textbooks.

Our first article, “Developing Native-Like Listening Comprehension Materials: Teachers’ and Pupils’ Perceptions of a Digital Approach,” by Herri Mulyono and Devi Nur Vebriyanti, investigates how ELT Teachers develop native-like listening materials using a text-to-speech (TTS) technology. This study shows that there are positive responses from teachers and students concerning TTS. Since the use of technology in language teaching and learning has been fashionable, this research can give insights in this regard. One of them is that as the study reports the ELT teachers’ gaining more confidence in using technology, TTS can be integrated into teachers’ professional development programme.

In our next article, “The Relationship between Authentic Materials and Cooperative Learning Strategy towards EFL Students’ Reading Comprehension,” Siti Nurlela and Gunawan Suryoputro discusses the correlation between students’ perception of the authentic materials and cooperative learning strategy towards students’ reading comprehension. This study shows three important findings: there is positive correlation between students’ perception of the authentic materials and students’ reading comprehension, there is a significant positive effect of cooperative learning strategy towards reading comprehension, and there is a significant positive effect of reading materials towards cooperative learning strategy. The role of authentic materials has been discussed by ELT scholars, and findings of this study give insight to the discussion by suggesting the careful choice of authentic materials.

Bitu Dwi Rahmani’s article, “The Relationship between Field Dependence-Independence and Reading Strategy toward Reading Comprehension,” investigates the relationship between field dependent-independent learning style and reading strategy towards reading comprehension. This study shows that the more independent students are the greater

they will comprehend the text. This study suggests that ELT teachers implement various kinds of reading comprehension strategies to facilitate students' manifold learning styles.

ElihSutisnaYanto's article, "EFL Teachers' Belief, Knowledge and Practices in Using Dictionaries," examines 20 ELT teachers with regard to their beliefs, knowledge and practices in using dictionaries in their classes. Studies in the use of dictionary in the EFL context are not many and don't seem to be seriously taken into account. This may be the skill of usingdictionaries has been taken for granted. This study shows that even though during their schooling Indonesian ELT teachers did not get much training in using dictionary, they still think that the skill of using dictionary is actually important and needs to be taught to students.

In the article "Deductive and Inductive Methods in Teaching Tenses," Syaadiah Arifin researches whether deductive is better than inductive method in teaching tenses to facilitate students' writing skill. This study contributes to the unfinished discussion regarding these two methods. One is for inductive, while the other is in favour of deductive method. Findings of this study show that deductive method is more effective in promoting student' writing skill. However, since both methods have been suggested by many studies, the combination of two could be worth doing.

Santi Chairani Djonhar's article, "An Indonesian Child Learning Sentence Construction" investigates the language acquisition of a six-year-old Indonesian child's English language acquisition. The child learns in a school using English and Indonesian as a medium of instruction and spends much time watching English movies. The child also speaks English with his brother and mother. Findings show that the development of sentence construction is excellent. The child's sentence development is not really different from that of native speakers of English. This can be argued that if the condition is set to be similar, regardless of different setting, Indonesian children's English language acquisition will be excellent. This study also supports the notion of immense exposure to the target language.

In the article "The Application of Multimedia-Based Presentation in Improving Students' Speaking Skill," Imam Fauzi investigates how students' speaking skill can be improved through applying multimedia presentation. This action research is conducted in the economic department at a private university in Serang. The findings show that applying multimedia, along with the teaching of grammar, helps students improve their speaking and presentation skills. However, giving a model of good presentation is also needed. This study suggests the use of multimedia in facilitating students' learning.

In our final article, “Infusing Critical Thinking into English Coursebooks,” Hamzah Puadi Ilyas suggests how critical thinking activities can be included in ELT textbooks. In the article, he proposes Ilyas’ critical thinking framework as a guideline to create critical thinking activities. The framework is a result of the critical examination and synthesis of critical thinking taxonomies, programmes, strategies and tests. The literature has informed that critical thinking has been adopted in education in many non-Western countries nowadays, including Indonesia. However, little attention has been paid to how it can be included in ELT. Consequently, Indonesian English schoolteachers might know the phrase ‘critical thinking’ but may not really understand what it is about, let alone creating critical thinking activities. This article can give contribution to the discussion of critical thinking in the Indonesian setting.

Finally, thank you for your submissions. Without your works, the first edition of *Journal of ELT Research* would not be successful. For the readers, I hope you enjoy this first issue.

Editor