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## Edukasi: Jurnal Pendidikan dan Pengajaran

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*Edukasi: Jurnal Pendidikan dan Pengajaran* provides a vital forum for exchanging ideas in order to enrich the theories and practices of English education in Indonesia and across the globe. The journal focuses, but not limited to, on the following topics: English language teaching, language teaching and learning, language teaching methodologies, pedagogical techniques, teaching and curricular practices, curriculum development and teaching methods, program, syllabus, and materials design, second and foreign language teaching and learning, language education, teacher education and professional development, teacher training, cross-cultural studies, bilingual and multilingual education, translation, language teaching for specific purposes, new technologies in language teaching, and testing and evaluation. It provides an academic platform for teachers, lecturers, and researchers to contribute innovative work in the field.

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## Editorial

The sixth volume and issue 2 of **Edukasi: Jurnal Pendidikan dan Pengajaran** presents together six articles that look into different issues on English teaching and English Education. This volume commences with the article “**L2 Teachers’ Knowledge of L2 Learners’ Listening and Oral Interpretation Problems: Any Correspondence?**” by **KARIM SADEGHI** and **MOHAMMAD ALI RAHIMI**. The purposes of their study aimed at comparing learners’ knowledge of their listening and oral interpretation problems with their teachers’ perception and knowledge of the same problems. Data analysis revealed many congruencies between the learners and their instructors in terms of the listening experiences and perceptions. They included such themes as ‘ineffective strategy of focusing on words’, ‘speedy delivery’, ‘difficulty level of the material’, ‘accent effect’ and ‘parsing problem’.

For the second article, “**Speaking up without Freaking out**”, **NURUL ALDILLAH** did his study to DO an attempt to investigate whether scaffolding impromptu speech activities could help the students to perform better during oral presentation and reduce their speaking anxiety. The results of the study indicated that by scaffolding impromptu speaking activities in ESL classroom, the students were able to reduce their speaking anxiety and enhance their oral presentation skill.

“**Challenges and Strategies in Teaching English to Heterogeneous Classes: A Case Study**”, **SRI GUSTIANI** investigated the effects of teaching English to the heterogeneous classes at Polytechnic of Sriwijaya. Using purposive sampling, there were eight teachers of English who participated in this study. They were grouped into teachers of English who taught in: (1) engineering departments; and (2) commerce departments. The collected data via individual semi-structured interviews and a focus group interview were analyzed using thematic analysis. The results revealed that there was frequency in the case of challenges like students’ different learning styles and interest, teaching and learning materials as well as its methodology in teaching the heterogeneous classes which, in turned, needed appropriate solutions. The most effective solutions in handling the heterogeneous classes in English learning were applying differentiated instructions, and appropriate classroom management.

Another attention-grabbing article proposed by **PONIMIN** and **HILMA SURYANI**, entitled “**Instructional Media and English: Using Macromedia Flash to Teach EFL Writing**”. were to find out whether or not (1) Macromedia Flash enhanced students’ writing competence, and (2) there was significant difference between the students taught by using Macromedia Flash and those who were not. This study employed quasi experimental design, pretest and posttest nonequivalent groups. The findings showed that first, based on the result of paired sample t-test, there was significant improvement of the students’ writing competence after the intervention. Second, with regard to the result of independent sample t test, there was significant difference of students’ writing competence in experimental group and control group.

The fifth article “**The Correlation between the Use of Social Media and Academic Writing Mastery of the English Education Students**” is authored by **RIZKY TANJUNG SARI**, **RITA HAYATI**, **LINGGA A. SUGANDA**. Their study was aimed to find out: (1) the social media which is the most frequently used by the English Education Study Program students, (2) the correlation between the use of social media and academic writing mastery of the students, and (3) the contribution between the use of social media and academic writing mastery of the students. The result showed that there was a significant correlation between the use of social media and academic writing mastery of students of English education study program ( $\rho$ -value 0.048). The contribution of the use of social media to academic writing mastery of the

students was 11.4%. Instagram has become one of the social media which is frequently used by them.

Finally, this volume presents an article, “**Non-Native English Teachers and Varieties of English: Ready, or Not?**” written by *YUNISRINA QISMULLAH YUSUF* whose study was to highlight the field of acoustic phonetics, in which the paper here assists researchers and teachers to identify vowel distinctions among different group of English speakers and the extent of the first language (L1) influence. Specifically, the analysis in phonological variations can help teachers deal with variation in varieties of English.

We wish you good reading!

*Editorial Team*