



# **ELTE** *Journal*



***(Journal of English Language Teaching & Education)***

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***(Journal of English Language Teaching & Education)***

ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

## **Preface**

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 1, February 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from both junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this February 2020 edition, the editors received 11 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

**Editors**

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**THE INFLUENCE OF MOVIE MAKER IN M-LEARNING MODEL AND LEARNING  
MOTIVATION TOWARD THE SPEAKING ABILITY OF ELEVENTH GRADE  
STUDENTS AT STATE SENIOR HIGH SCHOOL 1 PAYUNG**

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**Abstract**

This study was to investigate the Influence of Movie Maker in the M-Learning Model and learning motivation toward the speaking ability of eleventh-grade students at State Senior High School 1 Payung. The population of this study is all of the eleventh-grade students of Senior High School 1 Payung, in the academic year of 2019/2020. The sample was 60 students taken by two-stage random sampling. In carrying out the research, the researcher used factorial design. To know the classification of students who had high and low motivation. The researcher was conducted 20 items. Then, in analyzing the data used independent sample t-test and two-way ANOVA. The result of this study indicated that; Firstly, there was a significant difference in speaking ability between eleventh-grade students with high and those with low motivation who were taught through collaborative learning methods by using Movie Maker. Secondly, there was a significant difference in speaking ability between eleventh-grade students with high motivation and those with low motivation who were taught by using conventional teaching techniques. Thirdly, there was a significant difference in speaking ability between eleventh-grade students of high motivation who were taught through collaborative learning methods by using Movie Maker and those who were taught by using conventional teaching techniques. Lastly, there was not any significant interaction effect of the collaborative learning method by using Movie Maker and learning motivation towards students' speaking ability.

**Keywords:** *Movie Maker, M-Learning Model, Learning Motivation, and Speaking Ability*