



ELTE *Journal*



(Journal of English Language Teaching & Education)

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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 ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research.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 GUIDED READING STRATEGY AND READING MOTIVATION
TOWARDS SEVENTH GRADE STUDENTS' READING COMPREHENSION
ACHIEVEMENT ON DESCRIPTIVE TEXTS AT TRI DHARMA JUNIOR HIGH
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Abstract

This study is concerned with the Influence of Guided Reading Strategy and Reading Motivation towards Students' Reading Comprehension Achievement. The problems being formulated in this inquiry seek to find out the extent of Guided Reading Strategy, students' Reading Motivation, and what teaching strategies are suitable to be applied to improve students' Reading Comprehension Achievement. Finding shows that (1) there was a significant difference in Reading Comprehension Achievement on Descriptive Text between the students who had High Reading Motivation and Low Reading Motivation taught by using Guided Reading Strategy and Conventional Technique. It could be seen the sig (2-tailed) 0.000 was lower than the significant level of 0.05. (2) There were interaction effects of Guided Reading Strategy and students' Reading Motivation towards students' Reading Comprehension Achievement. It could be seen from sig (2-tailed) 0.000 was lower than the significant level 0.05, and (3) Guided Reading Strategy can be utilized to promote the reading skill of the students and it contributes to the students' Reading Comprehension Achievement improvement.

Keywords: *guided reading strategy, students' reading motivation, reading comprehension achievement.*