



ELTE *Journal*



(Journal of English Language Teaching & Education)

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Prof. Dr. Indawan Syahri, M.Pd. (Univ. Muhammadiyah Palembang)

Dr. Rita Inderawati, M.Pd. (Universitas Sriwijaya)

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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.

Reviewers:

Dr. Tahrun, M.Pd. (Universitas PGRI Palembang)

Prof. Dr. Rusman Roni, M.Pd. (Universitas Tridianti Palembang)

Prof. Dr. Indawan Syahri, M.Pd. (Univ. Muhammadiyah Palembang)

Dr. Rita Inderawati, M.Pd. (Universitas Sriwijaya)

Editors

eltepps@univpgri-palembang.ac.id

Editor and Administration Address:

**ENGLISH STUDY PROGRAM
GRADUATE PROGRAM OF PGRI UNIVERSITY OF PALEMBANG**

**Jl. Jend. A. Yani Lr. Gotong Royong 9/10 Ulu Darat Palembang
Telp. (0711) 510043 Fax. (0711) 514782 Website: univpgri-palembang.ac.id**

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 ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research.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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Address:
Jl. Jend. A. Yani Lr. Gotong Royong 9/10 Ulu Darat Palembang
Telp. (0711) 510043 Fax. (0711) 514782 website: univpgri-palembang.ac.id

STUDENTS' SCORE IMPROVEMENT ON WRITING DESCRIPTIVE TEXTS

Setiawati
MTs Ar Rahman Palembang
setiawatilubis@gmail.com

Tahrún
PGRI Unoiversity of Palembang
runtah98@gmail.com

Artanti Puspita Sari
PGRI University of Palembang
artantisari@gmail.com

Abstract

This article is concerned with the inquiry on the influence of interactive multimedia and reading habit toward students' writing achievement. This study is aimed to investigate the empirical evidence about interactive multimedia and reading habit and its influence on writing achievement. The population of this study encompassed all the seventh-grade students of Ar Rahman Islamic Junior High School of which total is 112 students. From the population, only 34 students were taken as samples. A simple random sampling technique was used in recruiting the samples. This is a quantitative study. The data were collected by using questionnaire, pre-test, and post-test. Data were analyzed by using t-test and Two Way Anova. Findings show that there were significant influences of interactive multimedia and reading habit toward seventh-grade students' writing achievement. There were interaction effects from the application of interactive multimedia and reading habit on the seventh-grade students' writing achievement. There was a significant difference in writing achievement between seventh-grade students who had high reading habits and those who had low reading habits taught by interactive multimedia. The conclusion suggests that interactive multimedia and reading habit show significant roles to improve students' writing achievement of descriptive texts.

Keywords: interactive multimedia, reading habit, writing achievement.