



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 Subject 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 2, September 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 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 ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research.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 September 2020 edition, the editors received 12 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 comments, suggestions, criticisms and contributions for future editions are welcome.

Editors

Table of Contents

	Page
Preface	iii
Table of Contents	iv
The Influence of Story Mapping Strategy and Reading Motivation towards Reading Comprehension Achievement of the Eighth Grade Students at Junior High School 3 of Sungai Lilin (Apriyanti Nababan, Tahrun, Mulyadi).....	11-10
Improving Students' Reading Comprehension of Narrative Text through Interactive Read-Aloud Technique of the Tenth Grade Students at MA Alhidayah Muara Telang: A Classroom Action Research (Dahlia, Indawan Syahri, Mulyadi).....	11-20
The Influence of Mind Mapping Method and Learning Motivation towards the Eight Grade Students' Writing Ability on Descriptive Texts at Islamic Junior High School 2 of Palembang (Hendra Gunawan, Tahrun, Magdad Hatim).....	21-37
Improving the Second Semester Students' Reading Ability through the Application of Think Pair Share Technique at Politeknik Sekayu: A Classroom Action Research (Mesi Arti, Baginda Simaibang, Magdad Hatim).....	38-47
The Influence of the Application of Mind Mapping Technique and Reading Attitude towards the Fourth Grade Pupils' Reading ability of Elementary Palm Kids School Palembang (Ria Anggelia Tambun).....	48-55
Contrastive Analysis between English and Indonesian Pronouns through Semantic Components (Ruddamayanti).....	56-70
Improving the Tenth Grade Students' Speaking Skills by using Discovery Learning with English Songs as Media at Al Ihsan Senior High School, Tanjung Lago (Desi Rosa Ria).....	71-79
Moral Values and Intrinsic Elements Depicted in Novel entitled "The Land Of Five Towers" by Ahmad Fuadi (Nur'asiyah, Rusman Roni, Baginda Simaibang).....	80-91
Improving the Students' Reading Comprehension on Descriptive Text through Jigsaw Teaching Strategy (Ratmini, Indawan Syahri, Baginda Simaibang).....	92-103
Improving Tenth Grade Students' Speaking Skill through Smallgroup Discussion Strategy (SGDS) by using Advertisement Materials at Taman Siswa Vocational School of Palembang in the Academic Year 2019/2020: A Classroom Action Research (Isna Fitriah, Tahrun, Artanti Puspita Sari).....	104-113
Improving the Tenth Grade Students' Reading Skills by using Mind Mapping Technique (Mardayani, Magdad Hatim).....	114-122
Moral Values Found in the Novel Entitled "Everything I Never Told You" by Celeste Ng (Diana Ariani, Rusman Roni, Mulyadi).....	123-143

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THE INFLUENCE OF STORY MAPPING STRATEGY AND READING MOTIVATION TOWARDS READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT JUNIOR HIGH SCHOOL 3 OF SUNGAI LILIN

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Abstract

This research aims to analyze the Influence of Story Mapping strategy and reading motivation towards reading comprehension achievement. The writer distributed pretest, posttest, and questionnaire in collecting the data. Then in analyzing the data, the writer used t-test and two-way ANOVA. The findings of this study were (1) There was a significant influence of Story Mapping strategy towards the scores of reading comprehension achievement on the narrative text. (2) There was not any significant influence of Story Mapping strategy towards the scores of reading comprehension achievement on the narrative text. (3) There was a significant influence of the conventional technique towards the scores of reading comprehension achievement on the narrative text. (4) There was not any significant influence of the conventional technique towards the scores of reading comprehension achievement on the narrative text. (5) There was a significant interaction effect of Story Mapping strategy and reading motivation on the eighth students' reading comprehension achievement on the narrative text.

Keywords: Influence, story mapping strategy, reading motivation, reading comprehension achievement.
