



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 ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research.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

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THE INFLUENCE OF MIND MAPPING METHOD AND LEARNING MOTIVATION TOWARDS THE EIGHT GRADE STUDENTS` WRITING ABILITY ON DESCRIPTIVE TEXTS AT ISLAMIC JUNIOR HIGH SCHOOL TWO OF PALEMBANG

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Abstract

This research was concerned with the influence of the mind mapping method and learning motivation towards students` writing ability on descriptive texts at Islamic Junior High School Two of Palembang in the academic year 2019/2020. Sixty students of the eighth grade were chosen as samples utilizing two stages of random sampling. This study applied the factorial research design. The data were collected by using questionnaires and tests. The data were analyzed by using Normality, Homogeneity, Independent Sample t-test, and Two-Way ANOVA. The results showed that, first, there was a significant difference in students` writing ability on descriptive texts for the students who have high learning motivation with the students who have low learning motivation taught by using the mind mapping method, Second, there was a significant difference on students` writing ability on descriptive texts for the students who have high learning motivation taught by using mind mapping and conventional method. Third, there was a significant difference in students` writing ability for the students who had low learning motivation taught by using the mind mapping method and the conventional method. Fourth, there was a significant difference in students` writing ability on descriptive texts for the students who have high learning motivation with the students who have low learning motivation taught by using the conventional method, finally, there were significant interaction effects of learning motivation on students` writing ability on descriptive text taught by using mind mapping method and learning motivation at Islamic Junior High School Two of Palembang. So, the mind mapping method could be better used for teaching descriptive texts at Islamic. Junior High School Two of Palembang

Keywords: Mind mapping method, conventional method, learning motivation, writing descriptive texts