

ABSTRACT

Samuel Adhi. The impact of using peer feedback (formatted and unformatted types) to students's self-evaluation and self-efficacy in junior highschool writing skills learning context. (Dr. Fransisca Iriani RD, M.Si., & Fidelis waruwu, M.Sc.Ed) Magister of Psychology Study Program, Educational Psychology Study Area, Tarumanagara University. (i-xvii, 137 pages, 11 tables, 6 figures, L1– L37)

This present research was based on Bandura's system of triadic reciprocal causation in social cognitive concept. The research was designed to test the hypotesis that the use of peer feedback (formatted and unformatted) as an enviroment factor has a different effect in increasing students' self-evaluation (as a behavioural factor) and self-efficacy (as a personal factor) in writing skills learning situation. The research design was non rando-mized pre-test post-test control group design. Sixty six subjects partici-pated in three equal classes divided into two groups. First group consisted of two experimental classes which stood for two types of feedback (formatted and unformatted) and one control group with placebo. The experimental group filed out two scales; self-evaluation and self-efficacy in writing skills before (pre-test) and after receiving two different type of peer feedback (post-test).The result showed that both students self-evaluation $F(2,63)=37,506$, $p=0,00$, ($p<0.05$) and self-efficacy $F(2,63)=7,272$, $p=0.001$ ($p<0.05$) in the experimental group were higher than the control group. The other result showed that the use of diferent type of peer feedback had different impact in increasing students self-evaluation $p=0,00$, ($p<0.05$), but it had the same impact in increasing students self-efficacy $p=0,886$, ($p>0.05$) in writing skill context.

Keyword: *peer feedback, students' self-evaluation, self-efficacy in writing skills learning context.*

References: 59 (1986 – 2009)