

THE EFFECT OF MODELING INTERVENTION TOWARDS  
THE ENGLISH-SELF EFFICACY OF MIDDLE CHILDHOOD STUDENTS

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**Abstract**

English self-efficacy can be influenced by various factors such as family support, self-appraisal, and modeling. The aim of this study was to find out the effect of intervention using modeling methods towards the English self-efficacy of middle childhood children. The subjects of this study were 30 third grade students of national plus school "X" in Serpong-Banten, within the age of eight and nine. This study is using quasi-experimental method. The measurement questionnaires of English self-efficacy was adapted from Muryono, Widiastuti, dan Suyasa (2007). Twelve subjects with the lowest score of English self-efficacy were chosen to participate in the study, six of them were placed in the experimental group and the other six was placed in the control group. The comparison of gain scores between experimental group and control group were analyzed using Mann Whitney non-parametric test. The result showed a significant difference of 0,004 ( $<0,05$ ). The finding of this study indicate that modeling intervention have significant roles toward the self-efficacy of middle childhood children.

Key Words: self-efficacy, English self-efficacy, middle childhood, modeling