

ABSTRACT

ELEMENTARY SCHOOL STUDENTS' SELF-EFFICACY AND THEIR ABILITY IN SELF-CORRECTION AND PEER-CORRECTION

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This present study aimed to find out 1) the correlation between students' self-efficacy level and their identifying error ability 2) the type of students that perform better in revising errors 3) the better technique between self- and peer-correction for supporting the students to identify errors. The subjects of the research were twenty four fifth-grade elementary school students at School of Victory, Bandar Lampung. The instruments used were writing test, self and peer correction guidance sheets and self-efficacy questionnaires. The design of the study was treatment and test, then the students' self-efficacy and their identifying error ability were correlated. In addition, the two different types of students as well as the techniques were compared. The data were analyzed using SPSS 16.0. The results showed that there was not strong correlation between self-efficacy and self-correction, however there is a strong correlation between self-efficacy and peer-correction. Then, the students with high self-efficacy performed better in identifying their friends' errors, while low self-efficacy students showed less effort in correcting their peer's work. The further discussion inferred that high self-efficacy students tend to be overconfidence that they believe their work was already good and they do not have to revise, while low self-efficacy students tend to feel ill-equipped to correct other's work. In addition, there is no better technique to support students' identifying errors ability. In other words, it can be said that self-correction may not be applicable to students who have a high level of self-efficacy. Peer-correction is beneficial for students with high self-efficacy, but it is less effective for students with low self-efficacy. Besides, while there is no better technique to support their ability in detecting errors, it is suggested that measuring students' self-efficacy should be done in order to strengthen the use of self and peer-correction.