REFERENCES

Admiraal, W., Van den Berg, I., & Pilot, A., Designing Student Peer Assessment in Higher Education: Analysis of Written and Oral Peer Feedback, *Journal of Teaching in Higher Education*, 1(2), 135-147, 2005.

Ames, C., Classrooms: Goals, Structures, and Student Motivation, *Journal of Educational Psychology*, 84, 261–271, 1992.

Anderson, M. and Kathy A. *Text Types in English.* Australia: Macmillan Education Australia PTY LTD, 1997.

Arikunto, Suharsimi. *Penelitian Tindakan Untuk Guru, Sekolah, dan Dosen*, Yogyakarta: Rineka Cipta, 2006.

Ary, Donald. *Introduction to Research in Education*. 8th Edition. Canada: Wadsworth, 2010.

Atkinson, J.W., *Motivational determinants of Risk-Taking behavior*, Journal of Psychological Review, 64, 359-372, 1957.

Bandura, A. Self-efficacy: The Exercise of Control. New York: Henry Holt & Co., 1997.

Bartels, Nat. *Written Peer Response in L2 Writing.* Germany: English Teaching Forum, 2003.

Brown, H. Douglas. *Principle of Language Learning or Teaching*. San Francisco: Prentice Hall Inc, 1998.

--------. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd Edition) NY: Longman, 2001.

Cao, K., & MacArthur, K., Student Revision with Peer and Expert Reviewing. *Journal of Learning and Instruction, 1*, 1-11, 1991.

Carr, S. Student and Peer Evaluation. Teaching Exceptional Children, *Journal of English Teaching Forum* 40 (5), 24- 30, 2008.

Caulk, N., Comparing Teacher and Student Responses to Written Work, *Journal of TESOL Quarterly*, 28, 181-188, 1994.

Creswell, John W. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4thEdition. Boston: Pearson Education, 2012.

Dawson, Catherine. *Metode Penelitian Praktis: Sebuah Paduan.* Yogyakarta: Pustaka Pelajar, 2010.

Dörnyei, Zoltán, *Motivation & Motivating in the Foreign Language Classroom.* Journal of Modern Language, 78, 515-523, 2002.

Dweck, C.S. *The Development of Ability Conceptions*. San Diego, CA: Academic Press, 2001.

Eccles, J. S., & Wigfield, A Motivational beliefs, Values, and Goals. *Annual Review of Psychology*, 53, 109–132, 2002.

Eccles, J. S., Wigfield, A., & Schiefele, U. Motivation to Succeed. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology* (5th ed., Vol. 3). Hoboken, NJ: Wiley, 1998.

Elbow, Peter. *Writing Without Teacher*. New York: Oxford UP, 1973.

Elliott, A. J., Approach and Avoidance Motivation and Achievement Goals, *Journal of Educational Psychologist*, 34, 169–179, 1999.

Ellis, G., How Culturally Appropriate is The Communicative Approach?, *ELT Journal*, 50 (3), 213-218, 1996.

Farida, Amalia. *Cadence*. Bandung: CCF, 2006.

Farrah, M. *The Impact Of Peer Feedback On Improving The Writing Skills Among Hebron University Students*. An – Najah Uni. J. Res., 2012

Ferris, D. R. *Response to Student Writing: Implications for Second Language Students*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2014.

Fraenkel, Jack R. and Norman E. Wallen. *How to Design and Evaluate Research in Education.*7th Edition. New York: McGraw-Hill, 2012.

Gardner, R.C. & Lambert, W. E.,*Motivational Variables in Second Language Learning*. Canadian Journal of Psychology, 1959, 13, 266, 2011.

Gebhard, Jerry G. *Teaching English as a Foreign or Second Language*. Ann Arbor, Michigan: The University of Michigan Press, 2001.

Graham, S., & Harris, K.R. *Designing an Effective Writing Program*. New York, NY: The Guilford Press, 1982.

Grolnick, W., Parent Style Association with Children Self-Regulation and Competence in School, *Journal of Education Psychology,* Vol. 80 No. 2, 2001.

Hansen, Liu. *Guiding Principles for Effective Peer Response*. Oxford University Press, 2005.

Harmer, J. *How to Teach English: An Introduction to The Practice of English Language Teaching*. Essex: Longman, 2007.

Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. *Powerful Writing Strategies for All Students*. Baltimore, MD: Brookes Publishing Co., Inc., 1979.

Hedgecock, J.S., Taking Stock of Research and Pedagogy in L2 Writing. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrance Erlbaum publishers, 2005.

Hidi, S., & Anderson, V., Situational Interest and Its Impact on Reading and Expository Writing, *Journal of The role of Interest in Learning and Development* 215–238, 1992.

Hidi, S., Berndorff, D., & Ainley, M., Children's Argument Writing, Interest, and Self-Efficacy: An Intervention Study, *Journal of Learning and Instruction*, 12(4), 429–446, 2002.

Hurn. Modern Robust Statistical Method. *Journal of American Psycologycal Assosiation* Vol 6, 2008.

Hyland, Ken. *Second Language Writing*. Cambridge: Cambridge University Press, 2003.

Jacobs, G.M., Curtis, A., Braine, G. and Huang, S.Y., *Feedback on Student Writing: Taking The Middle Path,* Journal of Second Language Writing 7: 307–17, 1998.

Johnson, E.B and Christensen, L.B. *Educational Research: Quantitative, Qualitative and Mixed Method Approaches (3rd Edition)*. Thousand Oaks, CA: Sage, 2008.

Kemendikbud. *Permendikbud No. 68 Tahun 2013 Tentang KD dan Struktur Kurikulum SMP/MI*. Jakarta: Menteri Pendidikan dan Kebudayaan Replublik Indonesia, 2013.

Lam, R, *A Peer Review Training Workshop: Coaching students to give and evaluate peer feedback*, Tesl Canada Journal/ Revue Tesl Du Canada 114-124, 2010.

Latief, Muhammad Adnan. *Research Methods on Language Learning*. Malang: UM Press, 2016.

Le, V, Language and Vietnamese pedagogical contexts. In J. Shaw, D. Lubelska & M. Noullet (Eds.), *Proceedings of the Fourth International Conference on Language and Development (pp. 73-80).* Bangkok: Asian Institute of Technology. 2000.

Lee, K, Augmented Reality, *Journal of Education and Training*, Vol 56 No.2, 2000.

Legget, E.L and Dweck C.S., A Social Cognitive Approach to motivation and Personality, *Journal of Psychological Review,* No. 95, Stanford: Stanford University, 1987.

Leggett, E. L., & Dweck, C. S., Children's effort/ability reasoning: individual differences and motivational consequences, *Paper presented at the Biennial Meeting of the Society for Research in Child Development*, Baltimore, MD, 1987.

Li, W., & Lee, A., *A Review of Conceptions of Ability and Related Motivational Constructs in Achievement Motivation*. Journal of Quest, 56, 439-461, 2004.

Liu, J. & Hansen, J.G. *Peer Response in ESL Writing Classrooms*. Ann Arbor: University of Michigan Press, 2002.

MacArthur, C. A. *Best practice in teaching evaluation and revision*. New York: Guilford, 2006.

Mangelsdorf, K., Peer Review in The ESL Composition Classroom: What do the students think?, *ELT Journal*, *46*(3), 274-84, 1992.

Mcmorran, Chris. *Peer Review in Student Writing*. NY: BuzzEd, 2015.

Meece, J.L., Bower Glienke, B., & Burg, S., *Gender and Motivation*, *Journal of School Psychology, 44, 351-373*, 2004.

Middleton, M. J., & Midgley, C., Avoiding The Demonstration of Lack of Ability: An Underexplored Aspect of Goal Theory, *Journal of Educational Psychology*, 89, 710–718, 1997.

Min, Hui-Tzu, *The Effect of Trained Peer Review on EFL Students' Revision Types and Writing Quality*, Journal of Second Language Writing 15, 2006

Mittan, R. *The Peer Review Process: Harnessing students' communicative power*. New York: Longman, 1989.

Mohsen Tavakol and Reg Dennick, Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2:53-55 Editorial, 2011.

Nicholls, J.G., The Development of The Concepts of Effort and Ability, Perception of Academic Attainment, and The Understanding That Difficult Tasks Require More Ability. *Child Development Journal*, 49, 800-814, 1984.

O`Malley, J. et al,. *Authentic Assessment for English Language Learners*. United State of America: Longman, 1996

Pajares, F., Britner, S. L., & Valiante, G., Relation between Achievement Goals And Self-Beliefs Of Middle School Students In Writing And Science. *Contemporary Educational Psychology Journal*, 25, 406 – 422, 2000.

Payne, Ashley Renee, Development Of The Academic Writing Motivation Questionnaire, *Journal of Education,* Vol 5, 2012.

Perce, M., Handley, K., Millar, J. & O' Donovan, B., Feedback: All That Effort, But What Is The Effect?, *Assessment & Evaluation in Higher Education Journal,* 35 (3), 277-289, 2009.

Permendikbud, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 24 Tahun 2016 Tentang Kompetensi Intidan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah, 2016.

Pincas. *Teaching English Writing : Essential Language teaching Series*. London: The Macmilan, 1998.

Raimes, Ann. *Technique in Teaching Writing.* Oxford: Oxford University press, 1983.

Rijlaarsdam and Bergh. *Effective Learning and Teaching of Writing, A Handbook of Writing in Education 2nd edition*. Netherlands: University of Amsterdam Press, 2005.

Rollinson, P, Using Feedback in the ESL Writing Class, *ELT Journal Volume*, 2005.

Rotter. J.B, Generalized Expectancies For Internal Versus External Control of Reinforcement, *Journal of Psychological Monographs: General and Applied*, 80(1), 1-28, 1966.

Schiefele, U., Interest and Learning From Text. *Journal of Scientific Studies of Reading*, 3 (3), 257–279, 1999.

Schiefele, U., Interest, Learning, and Motivation, *Journal of Educational Psychologist*, 26, 299–323, 1991.

Schreiber, James B., *Educational Research: The Interrelationship of Question, Sampling, Design and Analysis*. India: John Willey and Sons Inc, 2011.

Schunk, D. H. Self-Efficacy Perspective on Achievement Behavior. *Educational Psychologist*, 19(1), 48–58, 1984.

Schunk, D. H. Self-Regulation of Self-Efficacy and Attributions in Academic Settings. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-regulation of learning and performance: Issues and educational applications (pp. 75–99). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1994.

Schunk, D. H., & Cox, P. D., Strategy Training and Attributional Feedback with Learning Disabled Students, *Journal of Educational Psychology*, 78, 201–209, 1984.

Schunk, D.H., & Pajares, F. *The Development of Academic Self-Efficacy*. San Diego, CA: Academic Press, 2002.

Schunk, D.H., Meece, J.L., & Pintrich, P.R. *Motivation in Education: Theory, Research, and Applications* (4th ed.). Boston, MA: Pearson, 2014.

Senko, C., Hulleman, C. S., & Harackiewicz, J. M., Achievement Goal Theory at The Crossroads: Old Controversies, Current Challenges, and New Directions, *Educational Psychologist Journal*, 46, 26–47, 2011.

Shell, D. F., Colvin, C., & Bruning, R. H., Self-Efficacy, Attribution, and Outcome Expectancy Mechanisms in Reading and Writing Achievement: Grade-Level and Achievement-Level Differences, *Journal of Educational Psychology*, 87, 386–398, 1995.

Steinberg, Lawrence. *Adolescence*. New York: Mc Graw Hill Inc., 1990.

Stenley, J.C. *Experimental and Quasi Experimental Designs for Research*. Ravenio Books: CA Press, 2015.

Tabachnick, B.G. and Fidel L.S. *Using Multivariate Statistics*. New York: Harper Collins College Publishers, 1996.

Tessema, Stimulating Writing through Project-Based Tasks, *Journal of English Teaching Forum*, Vol. 43 No. 4, 2005.

Topping, K.J., The Effectiveness of Peer Tutoring in Further and Higher Education. *Journal of Higher Education*, Vol. 32, 2011.

Tribble, C. *Writing*. New York: Oxford University Press, 1996.

Troia, G., *Instruction and Assessment For Struggling Writers*. New York, NY: The Guilford Press, 2009.

Urdan, T. *Achievement Goal Theory: Past Result, Future Direction*. Greenwich, CT: JAI Press, 1997.

Valiante, G, The Inviting/ Disinviting Index: Instrument and Validation and Relation to Motivation and Achievement, *Journal of Invitational Theory and Practice,* Vol. 6 No. 1, 1999.

Warne, R. T., A primer on Multivariate Analysis of Variance (MANOVA) for Behaviour Scientists. *Journal of Practical Assessment, Research & Evaluation,* Vol. 19 (17), 2014.

Weigle, C. S., *Assessing writing*. Cambridge: Cambridge University Press, 2002.

Weiner, B., *Attribution, Emotion, and Action*. In R. M. Sorrentino & E. T. Higgins (Eds.), Handbook of motivation and cognition: Foundations of social behavior (pp. 281–312). New York: Guilford Press, 1986).

Wentzel, K.R., and Asher, S.R, Academic Lives of Neglected, Rejected, Popular, and Controversial Children, *Journal of Child Development*, 62 (1), 1995.

Wiersman, W., and Jurs S.G. *Research Method in Education an Introduction.* US: Pearson Education Inc., 2009.

Wigfield, A., & Eccles, J.S. *Development of Achievement Motivation*. San Diego: CA Press, 2001