APPENDICES

PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 1 SUKASADA
ALAMAT : JL. JELANTIK GINGSIR 81 B, TELP.(0362) 32788, KODE POS : 81161
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SURAT KETERANGAN
No.420/ 220927/SMAN1SKSD/2020

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Sukasada Kabupaten Buleleng menerangkan :

N A M A : Mona Jiwandani
N I M : 1612021215
JURUSAN : Pendidikan Bahasa Inggris
FAKULTAS : Bahasa dan Seni
UNIVERSITAS : Pendidikan Ganesha

Memang benar yang tersebut diatas telah melaksanakan penelitian dengan judul *"The Effect of Using sellf-Assessment on Students Self efficacy and Writing Competency"* di Kelas XI IPS1 dan 2, dari tanggal 13 Juli s/d 14 September 2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sukasada, 22 Juli 2020
Kepala SMA Negeri 1 Sukasada

Drs. Putu Dana,M.Si
NIP. 19620818 198903 1 011

Appendix 1 Teaching Scenario

Teaching Scenario for Experimental Group

Name of school	**: SMAN 1 Sukasada**
Grade/semester	**: XI/1**
Subject	**: English**
Skill	**: Writing**
Time Allotment	**: 6 x 45 minutes**
Meeting	**: 1st -3rd meetings**
Genre	**: short functional text**
Theme	**: Formal Invitation Letter**

Basic competency :

3.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolahtempat kerja sesuai dengan konteks penggunaannya

4.3 Teks undangan resmi

4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis terkait kegiatan sekolahtempat kerja dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar sesuai konteks

Indicators :

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing formal invitation letter

Learning Outcomes :

At the end of the learning the students are able to:

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing formal invitation letter

Learning Material   : formal invitation letter (see teaching handout)

Teaching Scenario
(First meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : formal invitation letter	Listening carefully to the teachers
Whilst Ativities		
	Observing - giving some examples of formal invitation letter - asking the students to identify its structure, language features and difficult words	- Observing the examples given - Identifying generic structure, language features of the text and difficult words in the text
	Questioning - asking the students to ask questions relating to the examples	- asking questions relating to the text
	Exploring - giving questions to the students relating to the text	- answering the questions given by the teacher
	Associating - assigning the students to write formal letter. The theme is school anniversary - before writing, the teacher	- Starting to write analytical exposition - Listening the explanantion about process writing

	explaining the process writing approach the students. It is started from brainstorming, drafting, editing, revising and publishing - in this part, the students are just assigned to make their writing draft.	approach - Making draft of writing
	Communicating - assigning the students to show and read their draft in the front of the class	- Showing and reading their draft in front of the class
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

(Second Meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals : self-assessment practice	Listening carefully to the teachers
Whilst Ativities		
	Observing - Giving examples of self-assessment i.e self-evaluation checklists and analytical scoring rubric - Asking the students to identify the components of self-assessment	- Reading and analyzing the self-evaluation checklists and analytical scoring rubric given - Identifying the components of self-assessment
	Questioning - Asking the students to ask questions relating to the self-evaluation checklist and analytical scoring rubric	- Asking questions about the texts given
	Exploring - Asigning the students to apply self-evaluation checklist to their draft - Guiding the students to apply self-evaluation checklist	- Trying to apply self-evaluation checklist to their draft - Working by the teacher guidance
	Associating	

	- Assigning the students to write formal letter. It should be complete one - Assigning the students to apply checklist in their writing	- Writing formal invitation letter - Applying self-evaluation checklist on their writing
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

(Third meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : finishing formal invitation letter	Listening carefully to the teachers
Whilst Ativities		
	Associating - Assigning the students to continue doing self-assessment by using self-evaluation checklist and analytical scoring rubric	- Continueing to do self-assessment
	Communicating - Assigning the students to show and read their final writing in the front of the class	- Showing and reading the final writing
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

Media Pembelajaran
1. Google Classroom
2. Google Meet

Learning Source
1. **(LKS)**
2. Intenet sources

Evaluation
Performance assessment in the form of self-evaluation checklist and analytical scoring rubric.

Name of school	: SMAN 1 Sukasada
Grade/semester	: XI/1
Subject	: English
Skill	: Writing
Time Allotment	: 4 x 45 minutes
Meeting	: 4th -5th meetings
Genre	: analytical exposition
Theme	: Natural Disaster

Basic competency   :

3.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analistis lisan dan tertulis dengan memberi dan meminta informasi terkait kegiatan sekolahtempat kerja sesuai dengan konteks penggunaannya

4.3 Teks eksposisi analitis

4.3.2 Menyusun teks eksposisi analitis terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar sesuai konteks

Indicators   :

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing analytical exposition text

Learning Outcomes :

At the end of the learning the students are able to:

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea

- demonstrating competency in producing draft, revised, and editing
- producing analytical exposition text

Learning Material   : eksposisi analitis (see teaching handout)

Teaching Scenario
(Fourth meeting)

No	Teacher activities	Students activities
	Pre Activities	
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : writing analytical exposition	Listening carefully to the teachers
	Whilst Ativities	
	Observing - Giving some examples of analytical exposition - Asking the students to identify its structure, language features and difficult words	- Observing the examples given - Identifying generic structure, language features of the text and difficult words in the text
	Questioning - Asking the students to ask questions relating to the examples	- Asking questions relating to the text
	Exploring - Giving questions to the students relating to the text	- Answering the questions given by the teacher
	Associating - Assigning the students to write analytical exposition text. The theme is natural disaster - At the same time, the students do self-assessment	- Starting to write analytical exposition and doing self-assessment by using checklist and scoring rubric
	Communicating - Assigning the students to show and read their writing in front of the class	- Showing and reaing their writing in front of the class
	Closing Activities	
	Guding the students to summarize	Summarizing the topic

	the topic	

(Fifth meeting)

No	Teacher activities	Students activities
	Pre Activities	
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : finishing analytical exposition	Listening carefully to the teachers
	Whilst Ativities	
	Associating - Assigning the students to continue doing self-assessment by using self-evaluation checklist and analytical scoring rubric	- Continueing to do self-assessment
	Communicating - Assigning the students to show and read their final writing in the front of the class	- Showing and reading the final writing
	Closing Activities	
	Guding the students to summarize the topic	Summarizing the topic

Media Pembelajaran
1. Google Classroom
2. Google Meet

Learning Source
1. **(LKS)**
2. Intenet sources

Evaluation

Performance assessment in the form of self-evaluation checklist and analytical scoring rubric

Teaching Scenario for Control Group

Name of school	: SMAN 1 Sukasada
Grade/semester	: XI/1
Subject	: English
Skill	: Writing
Time Allotment	: 6 x 45 minutes
Meeting	: 1st -3rd meetings
Genre	: short functional text
Theme	: Formal Invitation Letter

Basic competency   :

3.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolahtempat kerja sesuai dengan konteks penggunaannya

4.3 Teks undangan resmi

4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis terkait kegiatan sekolahtempat kerja dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar sesuai konteks

Indicators   :

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing formal invitation letter

Learning Outcomes :

At the end of the learning the students are able to:

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing formal invitation letter

Learning Material   : formal invitation letter (see teaching handout)

Teaching Scenario
(First meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : formal invitation letter	Listening carefully to the teachers
Whilst Ativities		
	Observing - Giving some examples of formal invitation letter - Asking the students to identify its structure, language features and difficult words	- Observing the examples given - Identifying generic structure, language features of the text and difficult words in the text
	Questioning - Asking the students to ask questions relating to the examples	- Asking questions relating to the text
	Exploring - Giving questions to the students relating to the text	- Answering the questions given by the teacher
	Associating - Assigning the students to write formal letter. The theme is school anniversary - Before writing, the teacher explaining the process writing approach the	- Starting to write analytical exposition - Listening the explanantion about process writing approach - Making draft of writing

	students. It is started from brainstorming, drafting, editing, revising and publishing - In this part, the students are just assigned to make their writing draft.	
	Communicating - Assigning the students to show and read their draft in the front of the class	- Showing and reading their draft in front of the class
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

(Second Meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals : finishing the writing product	Listening carefully to the teachers
Whilst Ativities		
	Observing - Giving more examples of formal invitation letter	- Observing the examples
	Questioning - Asking the students to ask questions relating to the examples	- Asking questions about the texts given
	Exploring - Giving questions or assigment relating the examples - Asking the students to answer the questions given	- Answering the questions given
	Associating - Assigning the students to write formal letter. It should be complete one - Collecting the students' works	- Writing formal invitation letter - Collecting the writing to the teacher
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

(Third meeting)

No	Teacher activities	Students activities
Pre Activities		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : finishing formal invitation letter	Listening carefully to the teachers
Whilst Ativities		
	Associating - Returning students work which has been commented and corrected	- Receiving it
	Communicating - Assigning the students to improve their writing based on the comment and correction - Showing and reaing the final product in the front of the class	- Revising the writing - Showing and reading the final writing
Closing Activities		
	Guding the students to summarize the topic	Summarizing the topic

Media Pembelajaran
1. Google Classroom
2. Google Meet

Learning Source
1. (LKS)
2. Intenet sources

Evaluation
Performance assessment in the form of analytical scoring rubric

Name of school	**: SMAN 1 Sukasada**
Grade/semester	**: XI/1**
Subject	**: English**
Skill	**: Writing**
Time Allotment	**: 4 x 45 minutes**
Meeting	**: 4th -5th meetings**
Genre	**: analytical exposition**
Theme	**: Natural Disaster**

Basic competency   :

3.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analistis lisan dan tertulis dengan memberi dan meminta informasi terkait kegiatan sekolahtempat kerja sesuai dengan konteks penggunaannya

4.3 Teks eksposisi analitis

4.3.2 Menyusun teks eksposisi analitis terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar sesuai konteks

Indicators   :

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea
- demonstrating competency in producing draft, revised, and editing
- producing analytical exposition text

Learning Outcomes :

At the end of the learning the students are able to:

- demonstrating the used of correct grammar, punctuation, and spelling
- demonstrating the competency in writing main idea
- demonstrating competency in elaborating main idea

- demonstrating competency in producing draft, revised, and editing
- producing analytical exposition text

Learning Material : eksposisi analitis (see teaching handout)

Teaching Scenario
(Fourth meeting)

No	Teacher activities	Students activities
	Pre Activities	
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : writing analytical exposition	Listening carefully to the teachers
	Whilst Ativities	
	Observing - Giving some examples of analytical exposition - Asking the students to identify its structure, language features and difficult words	- Observing the examples given - Identifying generic structure, language features of the text and difficult words in the text
	Questioning - Asking the students to ask questions relating to the examples	- Asking questions relating to the text
	Exploring - Giving questions to the students relating to the text	- Answering the questions given by the teacher
	Associating - Assigning the students to write analytical exposition text. The theme is natural disaster	- Starting to write analytical exposition
	Communicating - Assigning the students to show and read their writing in front of the class - collecting students' work	- Showing and reaing their writing in front of the class - Collecting works to the teacher
	Closing Activities	
	Guding the students to summarize the topic	Summarizing the topic

(Fifth meeting)

No	Teacher activities	Students activities
	Pre Activities	
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : finishing analytical exposition	Listening carefully to the teachers
	Whilst Ativities	
	Associating - Returning the students work - Assigning the students to revise their work	- Receiving thework - Revising work based on the comment and correction from teacher
	Communicating - assigning the students to show and read their final writing in the front of the class	- Showing and reading the final writing
	Closing Activities	
	Guding the students to summarize the topic	Summarizing the topic

Media Pembelajaran
1. Google Classroom
2. Google Meet

Learning Source
1. **(LKS)**
2. Intenet sources

Evaluation

Performance assessment in the form of analytical scoring rubric

Appendix 2 Self-Evaluation Checklist

Content and Development

Put a check mark on left column of each descriptor

No	Before Revision			After Revision			Descriptor	Note
	1	2	3	1	2	3		
1							Topic is relevant to the assignments	
2							Topic sentence represents your focus	
3							Main ideas make sense	
4							Supporting details are enough	
5							Concluding sentence is appropriate	

Organization

Put a check mark on left column of each descriptor

No	Before Revision			After Revision			Descriptor	Note
	1	2	3	1	2	3		
1							Showing appropriate generic structure	
2							The sentence is developed cohesively	
3							The writing is developed coherently	
4							The ideas are developed logically	
5							The ideas are arranged in chronological order	

Structure

Put a check mark on left column of each descriptor

No	Before Revision			After Revision			Descriptor	Note
	1	2	3	1	2	3		
1							Subject-verb agreement	
2							Choice of tense is appropriate	
3							Use of pronouns are correct	
4							Use of articles are correct	
5							Positions of S,P,O,C are	

						appropriate	

Vocabulary/style

Put a check mark on left column of each descriptor

No	Before Revision			After Revision			Descriptor	Note
	1	2	3	1	2	3		
1							The vocabulary is rich	
2							The use of appropriate words	
3							The use of appropriate idioms	
4							The use of appropriate phrases	
5							The word meaning is clear	

Mechanic

Put a check mark on left column of each descriptor

No	Before Revision			After Revision			Descriptor	Note
	1	2	3	1	2	3		
1							The use of correct capital letter	
2							The use of correct marks: dot, comma, colon and semi colon	
3							Correct spelling	
4							Paragaph intended	
5							Title on the top of writing	

Appendix 3 Analytical Scoring Rubric

Dimension	Weight	Score	Descriptors
Content and Development	3	4	• Topic is relevant with the substance of the assignment • Topic sentence is developed by accurate and adequate details • Rich insight about the topic • Showing appropriate generic structure
		3	• The topic is relevant with the substance of the assignment • The topic sentence is less supported by accurate and adequate details • Limited insight about the topic • Showing appropriate generic structure
		2	• The topic is less relevant with the substance of the assignment • Topic sentence is less supported by accurate and adequate details • Limited insight about the topic • Showing less appropriate generic structure
		1	• the relevance between the

			topic and the substance of the assignment is very low • the topic sentence is not supported by accurate and adequate details • no insight about the topic • insufficient writing show criteria are met • Showing less appropriate generic structure
Organization	3	4	• Ideas are arranged logically and cohesively • Ideas are conveyed clearly, smoothly, and effectively
		3	• Ideas are less logically and cohesively arranged • Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted
		2	• Jumping arrangement of ideas • Ideas are conveyed unclearly, unsmooth, and ineffectively • Main idea can not be traced
		1	• Ideas are unclear • No visible planning in writing ideas

			• Insufficient writing to show criteria are met
Structure	2	4	• Using complex and effective sentences • Inconsiderable mistakes in *agreement, tense, words order, article, pronouns, prepositions.*
		3	• Using complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning • Some mistakes in *agreement, tense, word order, article, pronouns, preposition*
		2	• Using simple sentences and ineffectively convey meaning • Considerable mistakes in *agreement, tense, word order, articles, pronouns, preposition*
		1	• A large number of structure mistakes as an indicator of the low mastery in structure rules/conventions

			• Insufficient writing to show criteria are met.
Vocabulary/style	2	4	• Rich with vocabulary • The selection and the usage of words and idioms are accurate and appropriate with register • Good mastery of words formation
		3	• Vocabulary are quite rich • The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register • Small number of mistakes in words formations but the meaning remain uninterrupted
		2	• Lack of vocabulary • Large number of inappropriate register • Some mistakes in word formation • Meaning is blur
		1	• Considerably lack of vocabulary • Translating words lexically • Meaning is difficult to grasp • Insufficient writing show

			criteria are met
Mechanic	1	4	• Showing good mastery in writing convention • Showing good ability in using punctuation and capital letters accurately • Inconsiderable spelling mistakes
		3	• Using good writing conventions even though small mistakes still exist • Few small mistakes in using punctuations and spelling but the meaning remain clear
		2	• Large number of mistakes in the application of writing conventions • Large number of spelling mistakes that interrupt meaning
		1	• Considerable mistakes in using mechanics • Lack of mastery in writing rules/conventions • Insufficient writing to show criteria are met

Modified from Marhaeni (2005)

Appendix 4 Writing Competency Test

Please write down an analytical exposition text consisting of 3-4 paragraphs.

The theme is natural disaster around you.

Appendix 5 Self-Efficacy Questionnaire

Self-Efficacy Questionnaire

Petunjuk : jawablah pernyataan berikut ini dengan apa adanya. Di sini, tidak ada jawaban yang benar atau salah. Selain itu, tidak akan mempengaruhi nilai kalian. Jawablah dengan memberi tanda rumput (√) pada kolom jawaban yang disediakan dengan keterangan sebagai berikut.

SS   : sangat setuju
S   : setuju
B   : biasa saja
TS   : tidak setuju
STS : sangat tidak setuju

No	Pernyataan	SS	S	B	TS	STS
1	Saya menguasai materi pelajaran bahasa Inggris yang diajarkan guru					
2	Saya berlatih soal-soal bahasa Inggris saat sudah menguasai materi					
3	Saya yakin memperoleh nilai bahasa Inggris yang baik karena saya memahami materi					
4	Pelajaran bahasa Inggris itu sulit sehingga malas belajar					
5	Saya lebih senang mencontek pekerjaan teman saat ulangan bahasa Inggris karena mereka lebih pintar					
6	Saya mencari mencari contoh yang baik dalam berbahasa Inggris					
7	Saya pasti bisa berbahasa Inggris layaknya seperti orang Inggris atau Amerika					
8	Ketika melihat orang berbahasa Inggris dengan baik, saya termotivasi agar bisa seperti mereka					
9	Saya hanya perlu belajar bahasa Inggris dari diri saya sendiri					
10	Saya merasa biasa saja ketika teman saya dapat berbahasa Inggris dengan baik					
11	Saya senang jika ada yang mengomentari bahasa Inggris saya					
12	Masukan dari guru bahasa Inggris benar-benar saya pahami dan terapkan					

13	Bahasa Inggris yang baik akan mempermudah saya mencari kerja atau memilih kampus					
14	Saya biasa saja jika ada yang bilang bahasa Inggris saya jelek					
15	Saran dari teman tidak ada gunanya untuk meningkatkan kemampuan bahasa Inggris saya					
16	Saya yakin usaha tidak akan mengkhianati hasil					
17	Usaha yang maksimal akan membuat saya meraih prestasi yang maksimal pula					
18	Saya sangat gusar ketika nilai bahasa Inggris saya jelek					
19	Saya tidak harus menjadi yang paling pintar bahasa Inggris di kelas					
20	Nilai ulangan yang jelek itu adalah faktor nasib saja					
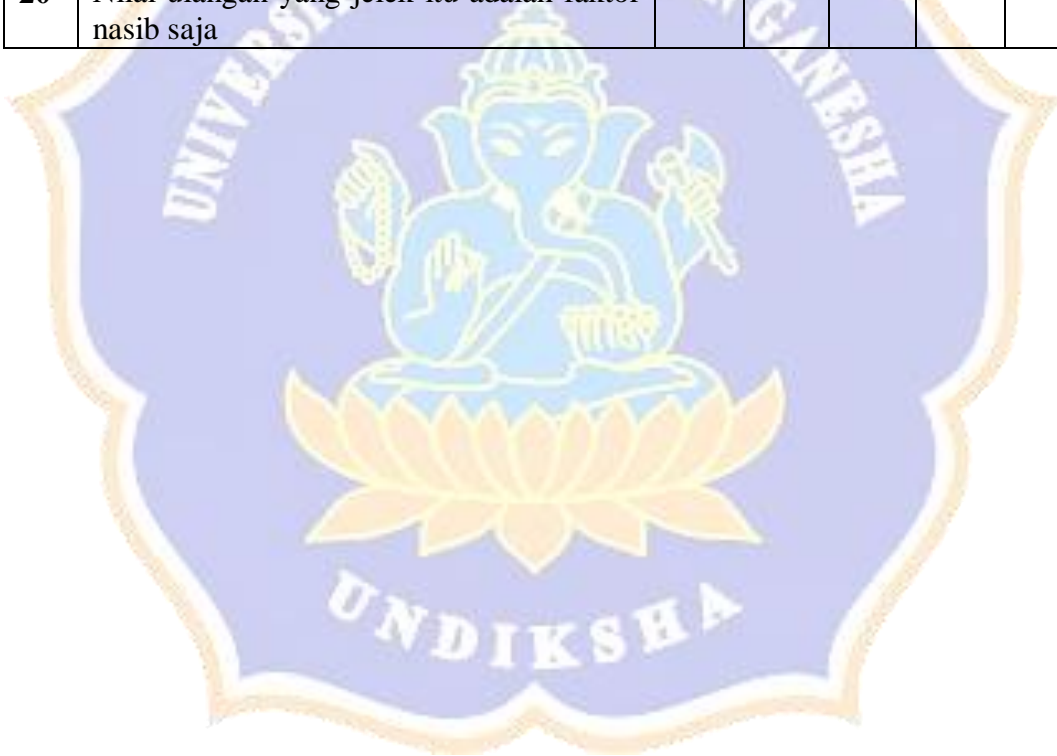
Appendix 6 Data Tabulation

Data Tabulation of Raw Score

No	A1Y1	A1Y2	A2Y1	A2Y2
1	28	80	21	59
2	40	67	28	74
3	35	64	23	71
4	26	60	38	67
5	28	64	33	71
6	27	62	34	54
7	28	50	10	57
8	18	62	38	69
9	18	56	30	49
10	27	65	31	57
11	38	49	24	56
12	34	51	26	58
13	19	66	35	73
14	22	85	28	56
15	26	57	17	64
16	39	55	31	62
17	32	76	27	51
18	32	62	23	69
19	23	53	34	60
20	25	76	33	69
21	32	60	20	67
22	34	58	40	65
23	28	63	33	59
24	15	76	23	61
25	34	53	30	47
26	24	57	21	64
Total	732	1627	731	1609
Average	28,1538	62,5769	28,1154	61,8846

Data Tabulation of Score in 100 Range

No	A1Y1	A1Y2	A2Y1	A2Y2
1	64	80	48	59
2	91	67	64	74
3	80	64	52	71
4	59	60	86	67
5	64	64	75	71
6	61	62	77	54
7	64	50	23	57
8	41	62	86	69
9	41	56	68	49
10	61	65	70	57
11	86	49	55	56
12	77	51	59	58
13	43	66	80	73
14	50	85	64	56
15	59	57	39	64
16	89	55	70	62
17	73	76	61	51
18	73	62	52	69
19	52	53	77	60
20	57	76	75	69
21	73	60	45	67
22	77	58	91	65
23	64	63	75	59
24	34	76	52	61
25	77	53	68	47
26	55	57	48	64
Total	1663,64	1627	1661,36	1609
Average	63,986	62,5769	63,8986	61,8846

Appendix 7 Data Analysis

Descriptive Analysis

Descriptive Statistics

	N	Mean	Std. Deviation
A1Y1	26	28.1538	6.67947
A1Y2	26	62.5769	9.47913
A2Y1	26	28.1154	7.12363
A2Y2	26	61.8846	7.43143
Valid N (listwise)	26		

Prerequisite Tests

Tests of Normality

	Assessment Model	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Competency	Self-Assessment	.125	26	.200[*]	.973	26	.709
	Conventional	.104	26	.200[*]	.971	26	.638
Self-Efficacy	Self-Assessment	.133	26	.200[*]	.934	26	.097
	Conventional	.101	26	.200[*]	.970	26	.632

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing Competency	Based on Mean	.173	1	50	.679
	Based on Median	.194	1	50	.662
	Based on Median and with adjusted df	.194	1	49.934	.662
	Based on trimmed mean	.166	1	50	.686
Self-Efficacy	Based on Mean	.520	1	50	.474
	Based on Median	.418	1	50	.521
	Based on Median and with adjusted df	.418	1	42.637	.522
	Based on trimmed mean	.440	1	50	.510

Box's Test of Equality of

Covariance Matrices[a]

Box's M	3.935
F	1.255
df1	3
df2	450000.000
Sig.	.288

Tests the null hypothesis
that the observed
covariance matrices of the
dependent variables are
equal across groups.

a. Design: Intercept + A

Hypothesis Testing

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.988	1973.721[a]	2.000	49.000	.000
	Wilks' Lambda	.012	1973.721[a]	2.000	49.000	.000
	Hotelling's Trace	80.560	1973.721[a]	2.000	49.000	.000
	Roy's Largest Root	80.560	1973.721[a]	2.000	49.000	.000
A	Pillai's Trace	.002	.043[a]	2.000	49.000	.958
	Wilks' Lambda	.998	.043[a]	2.000	49.000	.958
	Hotelling's Trace	.002	.043[a]	2.000	49.000	.958
	Roy's Largest Root	.002	.043[a]	2.000	49.000	.958

a. Exact statistic

b. Design: Intercept + A

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Writing Competency	.019^a	1	.019	.000	.984
	Self-Efficacy	6.231^b	1	6.231	.086	.771
Intercept	Writing Competency	41160.942	1	41160.942	863.261	.000
	Self-Efficacy	201378.769	1	201378.769	2776.107	.000
A	Writing Competency	.019	1	.019	.000	.984
	Self-Efficacy	6.231	1	6.231	.086	.771
Error	Writing Competency	2384.038	50	47.681		
	Self-Efficacy	3627.000	50	72.540		
Total	Writing Competency	43545.000	52			
	Self-Efficacy	205012.000	52			
Corrected Total	Writing Competency	2384.058	51			
	Self-Efficacy	3633.231	51			

a. R Squared = ,000 (Adjusted R Squared = -,020)

b. R Squared = ,002 (Adjusted R Squared = -,018)