

# APPENDICES



### Appendix 1 Equality Test

No	IBB 1	IBB 2
1	62	43
2	70	43
3	88	43
4	42	41
5	44	47
6	56	63
7	54	43
8	44	49
9	46	61
10	42	59
11	88	47
12	50	49
13	46	55
14	66	71
15	66	69
16	54	61
17	54	61
18	22	63
19	88	57
20	88	61
21	58	59
22	48	61
23	84	63
24	54	57
25	54	61
26	22	61
27	48	57
28	88	63
29	50	59
30	42	61



**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	IBB 1	30	56.2667	8.26264	1.50855
	IBB 2	30	57.2667	18.47633	3.37330

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	-.271	58	.788	-1.00000	3.69525	-8.39684	6.39684
	Equal variances not assumed	-.271	40.153	.788	-1.00000	3.69525	-8.46749	6.46749



## Appendix 2 Teaching Scenario

### Teaching Scenario for Experimental Group

<b>Name of school</b>	<b>: SMAN 1 Sukasada</b>
<b>Grade/semester</b>	<b>: XI/1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allotment</b>	<b>: 4 x 45 minutes</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> -2<sup>nd</sup> meetings</b>
<b>Genre</b>	<b>: short functional text</b>
<b>Theme</b>	<b>: Formal Invitation Letter</b>

#### **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 sekolah/tempat 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 sekolah/tempat 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
<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		
	Observing <b>Instructor Does</b> <ul style="list-style-type: none"> <li>- giving some examples of formal invitation letter</li> <li>- the examples are shown by using slide show and real formal invitation letter (<i>visual scaffolding</i>)</li> </ul> <b>Class Does</b> <ul style="list-style-type: none"> <li>- asking the students to identify the structure and</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the examples given</li> <li>- Identifying the structure and its parts, language features of the text and difficult words in the text</li> <li>- Making draft together</li> </ul>

	<p>parts, language features and difficult words</p> <ul style="list-style-type: none"> <li>- trying to make draft of formal invitation letter (<i>the draft is in the form of mind mapping</i>)</li> </ul>	
	<p>Questioning</p> <ul style="list-style-type: none"> <li>- asking the students to ask questions relating to the examples and the draft</li> </ul>	<ul style="list-style-type: none"> <li>- asking questions relating to the text and the draft</li> </ul>
	<p>Exploring</p> <p><b>Group Does</b></p> <ul style="list-style-type: none"> <li>- assigning the students to make group consisting of 4-5 students then they develop the draft into complete formal letter</li> <li>- before develop it, the students are given scoring rubric as guidance to produce good writing (<i>analytical scoring rubric</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Making group consisting of 4-5 students</li> <li>- Studying the scoring rubric</li> <li>- Develop the draft to be good formal invitation letter based on the rubric</li> </ul>
<b>Closing Activities</b>		
	Guiding the students to summarize the topic	Summarizing the topic

**(Second Meeting)**

No	Teacher activities	Students activities
<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		



	Associating <b>Individual Does</b> the student make a complete formal invitation letter	- Starting to write and finish the formal invitation letter
	Communicating - assigning the students to show and read their final writing in the front of the class	- Showing and reading the final writing
<b>Closing Activities</b>		
	Guiding the students to summarize the topic	Summarizing the topic

**Media Pembelajaran**

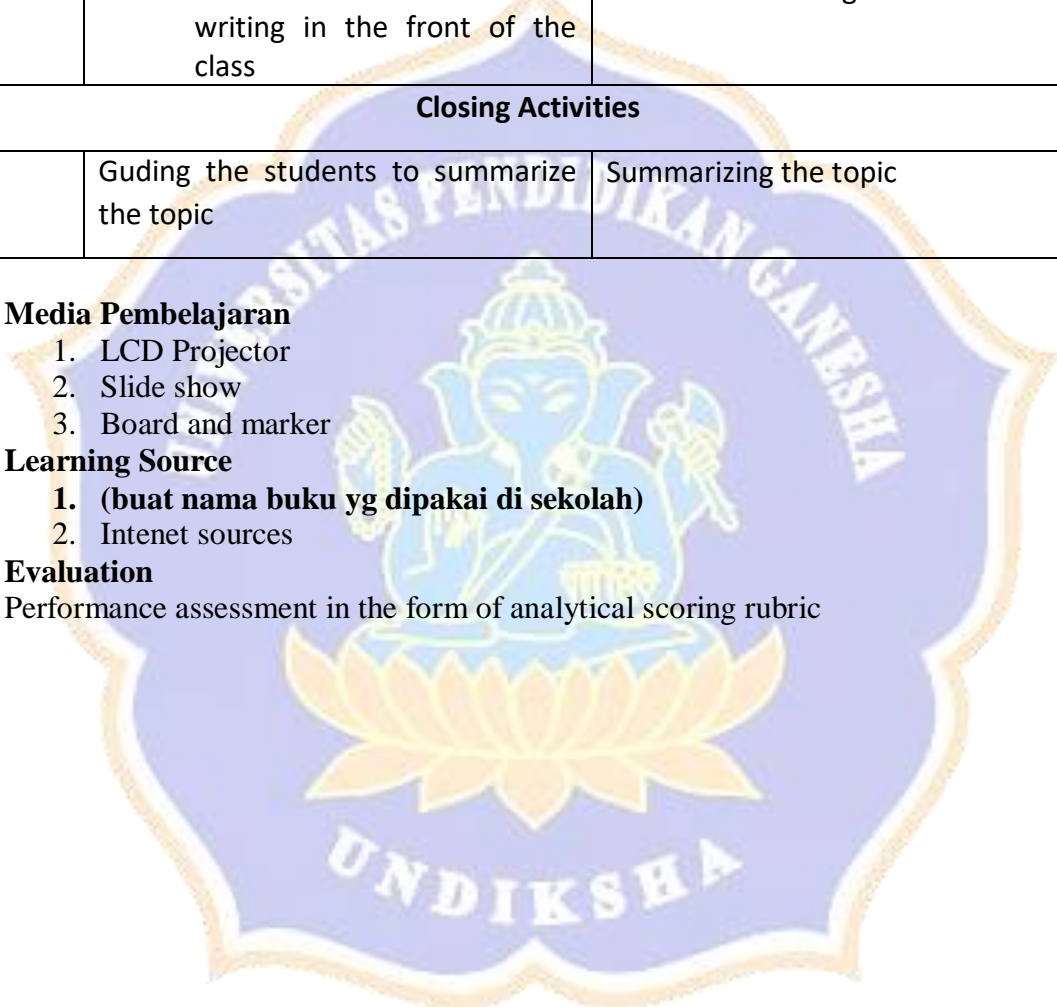
1. LCD Projector
2. Slide show
3. Board and marker

**Learning Source**

1. (buat nama buku yg dipakai di sekolah)
2. Intenet sources

**Evaluation**

Performance assessment in the form of analytical scoring rubric



<b>Name of school</b>	<b>: SMAN 1 Sukasada</b>
<b>Grade/semester</b>	<b>: XI/1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allotment</b>	<b>: 4 x 45 minutes</b>
<b>Meeting</b>	<b>: 3<sup>rd</sup> -4<sup>th</sup> meetings</b>
<b>Genre</b>	<b>: analytical exposition</b>
<b>Theme</b>	<b>: Natural Disaster</b>

**Basic competency :**

3.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tertulis dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat 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  
(Third meeting)**

No	Teacher activities	Students activities
<b>Pre Activities</b>		
	Checking the students' attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : Analytical Exposition	Listening carefully to the teachers
<b>Whilst Activities</b>		
	Observing <b>Instructor Does</b> <ul style="list-style-type: none"> <li>- Giving some examples of analytical exposition</li> <li>- The examples are shown by using slide show and real formal invitation letter (<i>visual scaffolding</i>)</li> </ul> <b>Class Does</b> <ul style="list-style-type: none"> <li>- Asking the students to identify the structure and parts, language features and difficult words</li> <li>- Trying to make draft of analytical exposition (<i>the draft is in the form of mind mapping</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the examples given</li> <li>- Identifying the structure and its parts, language features of the text and difficult words in the text</li> <li>- Making draft together</li> </ul>
	Questioning <ul style="list-style-type: none"> <li>- Asking the students to ask</li> </ul>	<ul style="list-style-type: none"> <li>- Asking questions relating</li> </ul>

	questions relating to the examples and the draft	to the text and the draft
	<p>Exploring</p> <p><b>Group Does</b></p> <ul style="list-style-type: none"> <li>- Assigning the students to make group consisting of 4-5 students then they develop the draft into complete formal letter</li> <li>- Before develop it, the students are given scoring rubric as guidance to produce good analytical exposition writing (<i>analytical scoring rubric</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Making group consisting of 4-5 students</li> <li>- Studying the scoring rubric</li> <li>- Develop the draft to be good analytical exposition based on the rubric</li> </ul>
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic

**(Fourth Meeting)**

No	Teacher activities	Students activities
<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		
	<p>Associating</p> <p><b>Individual Does</b></p> <p>the student make a complete analytical exposition</p>	<ul style="list-style-type: none"> <li>- Starting to write and finish the analytical exposition</li> </ul>
	<p>Communicating</p> <ul style="list-style-type: none"> <li>- assigning the students to</li> </ul>	<ul style="list-style-type: none"> <li>- Showing and reading the</li> </ul>

	show and read their final writing in the front of the class	final writing
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic

**Media Pembelajaran**

1. LCD Projector
2. Slide show
3. Board and marker

**Learning Source**

1. (buat nama buku yg dipakai di sekolah)
2. Intenet sources

**Evaluation**

Performance assessment in the form of analytical scoring rubric



### Teaching Scenario for Control Group

<b>Name of school</b>	<b>: SMAN 1 Sukasada</b>
<b>Grade/semester</b>	<b>: XI/1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allotment</b>	<b>: 4 x 45 minutes</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> -2<sup>nd</sup> meetings</b>
<b>Genre</b>	<b>: short functional text</b>
<b>Theme</b>	<b>: Formal Invitation Letter</b>

**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 sekolah/tempat kerja sesuai dengan konteks penggunaannya

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**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
<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		
	Explaining the topic ie formal invitation letter	Listening to the teacher explanation
	Showing examples of formal invitation letter	Paying attention to the examples
	Giving questions relating to the examples	Answering the quesions given
	Starting to make draft of writing	Making the draft of writing
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic



**(Second Meeting)**

No	Teacher activities	Students activities
<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		
	Finishing the formal invitation letter	Finishing the formal invitation letter
	Assigning the students to collect their writing	Collecting the writing
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic

**Media Pembelajaran**

1. LCD Projector
2. Slide show
3. Board and marker

**Learning Source**

1. (buat nama buku yg dipakai di sekolah)
2. Intenet sources

**Evaluation**

Performance assessment in the form of analytical scoring rubric



<b>Name of school</b>	<b>: SMAN 1 Sukasada</b>
<b>Grade/semester</b>	<b>: XI/1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allotment</b>	<b>: 4 x 45 minutes</b>
<b>Meeting</b>	<b>: 3<sup>rd</sup> -4<sup>th</sup> meetings</b>
<b>Genre</b>	<b>: analytical exposition</b>
<b>Theme</b>	<b>: Natural Disaster</b>

**Basic competency :**

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

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**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

#### Teaching Scenario (Third meeting)

No	Teacher activities	Students activities
<b>Pre Activities</b>		
	Checking the students attendance	Saying present if they were in the class
	Explaining the instructional goals that will be achieved : analytical exposition	Listening carefully to the teachers
<b>Whilst Activities</b>		
	Explaining the topic ie analytical exposition	Listening to the teacher explanation
	Showing examples of analytical exposition	Paying attention to the examples
	Giving questions relating to the examples	Answering the quesions given
	Starting to make draft of writing	Making the draft of writing
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic

#### (FourthMeeting)

No	Teacher activities	Students activities
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<b>Pre Activities</b>		
	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
<b>Whilst Activities</b>		
	Finishing the analytical exposition	Finishing the analytical exposition
	Assigning the students to collect their writing	Collecting the writing
<b>Closing Activities</b>		
	Guding the students to summarize the topic	Summarizing the topic

**Media Pembelajaran**

1. LCD Projector
2. Slide show
3. Board and marker

**Learning Source**

1. (buat nama buku yg dipakai di sekolah)
2. Intenet sources

**Evaluation**

Performance assessment in the form of analytical scoring rubric

### Appendix 3 Analytical Scoring Rubric

Dimension	Weight	Score	Descriptors
Content and Development	3	4	<ul style="list-style-type: none"> <li>• Topic is relevant with the substance of the assignment</li> <li>• Topic sentence is developed by accurate and adequate details</li> <li>• Rich insight about the topic</li> <li>• Showing appropriate generic structure</li> </ul>
		3	<ul style="list-style-type: none"> <li>• The topic is relevant with the substance of the assignment</li> <li>• The topic sentence is less supported by accurate and adequate details</li> <li>• Limited insight about the topic</li> <li>• Showing appropriate generic structure</li> </ul>
		2	<ul style="list-style-type: none"> <li>• The topic is less relevant with the substance of the assignment</li> <li>• Topic sentence is less supported by accurate and adequate details</li> <li>• Limited insight about the topic</li> </ul>

			<ul style="list-style-type: none"> <li>• Showing less appropriate generic structure</li> </ul>
		1	<ul style="list-style-type: none"> <li>• the relevance between the topic and the substance of the assignment is very low</li> <li>• the topic sentence is not supported by accurate and adequate details</li> <li>• no insight about the topic</li> <li>• insufficient writing show criteria are met</li> <li>• Showing less appropriate generic structure</li> </ul>
Organization	3	4	<ul style="list-style-type: none"> <li>• Ideas are arranged logically and cohesively</li> <li>• Ideas are conveyed clearly, smoothly, and effectively</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Ideas are less logically and cohesively arranged</li> <li>• Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Jumping arrangement of ideas</li> <li>• Ideas are conveyed unclearly, unsmooth, and</li> </ul>



			<p>ineffectively</p> <ul style="list-style-type: none"> <li>• Main idea can not be traced</li> </ul>
		1	<ul style="list-style-type: none"> <li>• Ideas are unclear</li> <li>• No visible planning in writing ideas</li> <li>• Insufficient writing to show criteria are met</li> </ul>
Structure	2	4	<ul style="list-style-type: none"> <li>• Using complex and effective sentences</li> <li>• Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
		3	<ul style="list-style-type: none"> <li>• Using complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning</li> <li>• Some mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i></li> </ul>
		2	<ul style="list-style-type: none"> <li>• Using simple sentences and ineffectively convey meaning</li> <li>• Considerable mistakes in</li> </ul>



			<i>agreement, tense, word order, articles, pronouns, preposition</i>
		1	<ul style="list-style-type: none"> <li>• A large number of structure mistakes as an indicator of the low mastery in structure rules/conventions</li> <li>• Insufficient writing to show criteria are met.</li> </ul>
Vocabulary/style	2	4	<ul style="list-style-type: none"> <li>• Rich with vocabulary</li> <li>• The selection and the usage of words and idioms are accurate and appropriate with register</li> <li>• Good mastery of words formation</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Vocabulary are quite rich</li> <li>• The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register</li> <li>• Small number of mistakes in words formations but the meaning remain uninterrupted</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Lack of vocabulary</li> <li>• Large number of</li> </ul>

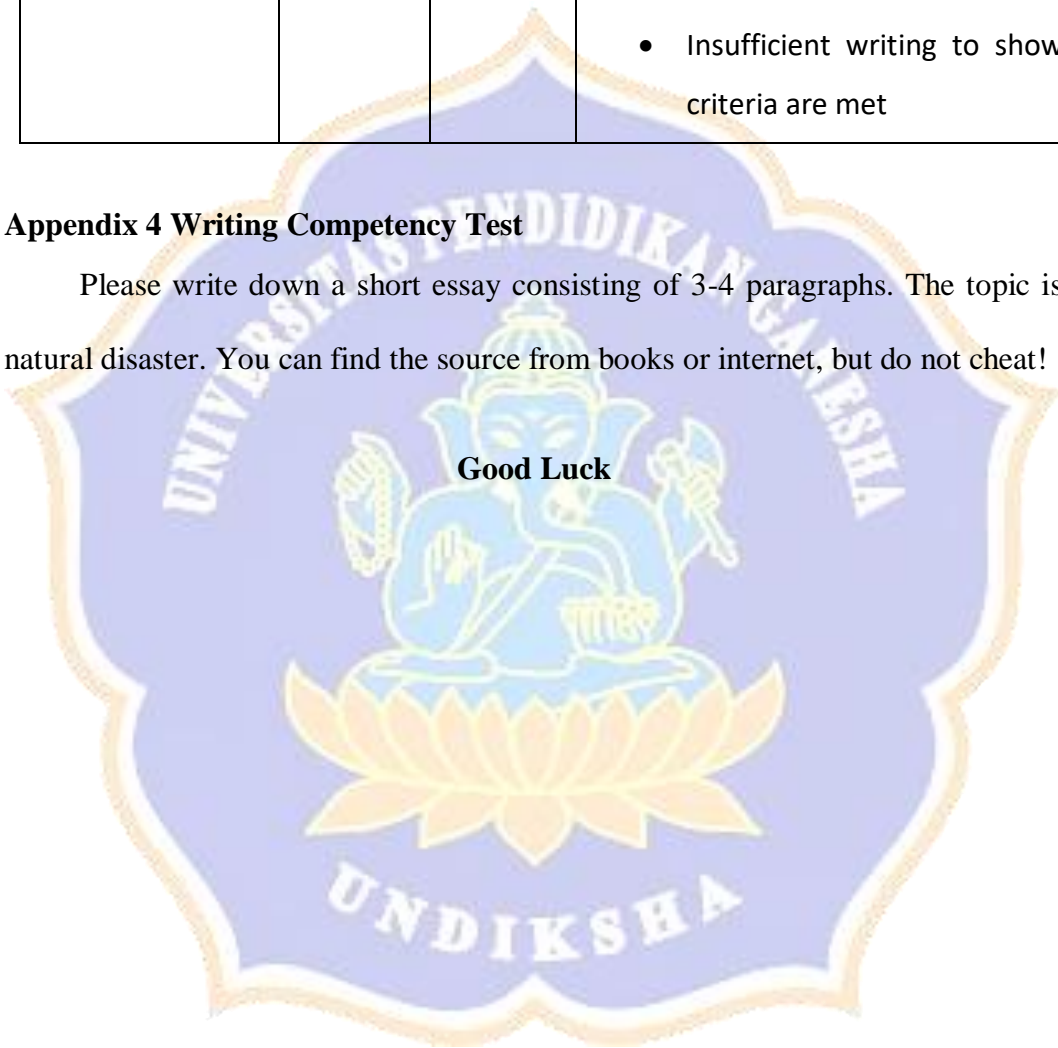
			<p>inappropriate register</p> <ul style="list-style-type: none"> <li>• Some mistakes in word formation</li> <li>• Meaning is blur</li> </ul>
		1	<ul style="list-style-type: none"> <li>• Considerably lack of vocabulary</li> <li>• Translating words lexically</li> <li>• Meaning is difficult to grasp</li> <li>• Insufficient writing show criteria are met</li> </ul>
Mechanic	1	4	<ul style="list-style-type: none"> <li>• Showing good mastery in writing convention</li> <li>• Showing good ability in using punctuation and capital letters accurately</li> <li>• Inconsiderable spelling mistakes</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Using good writing conventions even though small mistakes still exist</li> <li>• Few small mistakes in using punctuations and spelling but the meaning remain clear</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Large number of mistakes in the application of writing conventions</li> <li>• Large number of spelling</li> </ul>

			mistakes that interrupt meaning
		1	<ul style="list-style-type: none"> <li>• Considerable mistakes in using mechanics</li> <li>• Lack of mastery in writing rules/conventions</li> <li>• Insufficient writing to show criteria are met</li> </ul>

#### Appendix 4 Writing Competency Test

Please write down a short essay consisting of 3-4 paragraphs. The topic is natural disaster. You can find the source from books or internet, but do not cheat!

**Good Luck**



### Appendix 5 Reliability Test

Respondent	A	B	A <sup>2</sup>	B <sup>2</sup>	∑Xb	(∑Xb) <sup>2</sup>
A1	30	30	900	900	60	3600
A2	28	28	784	784	56	3136
A3	25	25	625	625	50	2500
A4	35	35	1225	1225	70	4900
A5	32	32	1024	1024	64	4096
A6	29	23	841	529	52	2704
A7	27	27	729	729	54	2916
A8	29	25	841	625	54	2916
A9	37	37	1369	1369	74	5476
A10	31	36	961	1296	67	4489
A11	28	28	784	784	56	3136
A12	31	29	961	841	60	3600
A13	32	32	1024	1024	64	4096
A14	29	24	841	576	53	2809
A15	28	28	784	784	56	3136
A16	25	25	625	625	50	2500
A17	29	27	841	729	56	3136
A18	29	21	841	441	50	2500
A19	24	24	576	576	48	2304
A20	29	34	841	1156	63	3969
A21	39	34	1521	1156	73	5329
A22	35	35	1225	1225	70	4900
A23	30	30	900	900	60	3600
A24	29	29	841	841	58	3364
A25	32	32	1024	1024	64	4096
∑Xk	752	730	22928	21788	1482	89208
∑X	1482					
(∑Xk) <sup>2</sup>	565504	532900				
∑(∑Xk) <sup>2</sup>	1098404					
∑X <sup>2</sup>	44716					
∑(∑Xb) <sup>2</sup>	89208					

$$JK_b = \frac{\sum(\sum X_b)^2}{n} - \frac{(\sum X)^2}{nN} = \frac{89208}{2} - \frac{(1482)^2}{2 \times 24} = 677.52$$

$$JK_k = \frac{\sum(\sum X_k)^2}{N} - \frac{(\sum X)^2}{nN} = \frac{1098404}{25} - \frac{(1482)^2}{2 \times 25} = 9.68$$

$$JK_t = \sum X^2 - \frac{(\sum X)^2}{nN} = 44716 - \frac{(1482)^2}{2 \times 25} = 789.52$$

$$JK_s = JK_t - JK_b - JK_k = 789.52 - 677.52 - 9.68 = 102.32$$

Based on the calculation, the summary can be presented as follows.

Source	Sum Square	Degree of Freedom	Variance
Row	677.52	24	28.23
Column	9.68	1	9.68
Residual	102.32	24	4.26
Total	789.52	49	16.11

Based on summary of in the table, the calculation can be continued as follows:

$$r_{kk} = \frac{V_b - V_s}{V_b} = \frac{28.23 - 4.26}{28.23} = 0.85$$

Based on the calculation, it is acquired coefficient of reliability of 0.85.

The coefficient of Ebel was then compared to the criteria by Guilford in Candiasa (2010) as follows.

$$\rho_\alpha \leq 0.20 \text{ very low reliability}$$

$$0.20 < \rho_\alpha \leq 0.40 \text{ low reliability}$$

$$0.40 < \rho_\alpha \leq 0.60 \text{ average reliability}$$

$$0.60 < \rho_\alpha \leq 0.80 \text{ high reliability}$$

$$0.80 < \rho_\alpha \leq 1.00 \text{ very high reliability}$$

Based on Guilford (1951) classification, the reliability is categorized into very high reliability.





### Appendix 6 Data Tabulation

No	A1	A2
1	31	35
2	28	20
3	30	21
4	29	27
5	23	26
6	31	31
7	28	26
8	26	28
9	34	31
10	28	24
11	31	32
12	29	32
13	21	26
14	26	26
15	29	22
16	27	28
17	23	39
18	28	28
19	43	30
20	24	31
21	33	26
22	27	26
23	23	25
24	27	27
25	27	30
26	35	24
27	33	30
28	27	30
29	29	34
30	31	29
	28,7	28,1333

## Appendix 7 Data Analysis

### Descriptive Analysis

**Group Statistics**

Teaching Technique	N	Mean	Std. Deviation	Std. Error Mean
Score 1.00	30	28.7000	4.32435	.78951
2.00	30	28.1333	4.14174	.75618

### Prerequisite Tests

**Tests of Normality**

Teaching Technique	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score 1.00	.139	30	.144	.926	30	.038
2.00	.103	30	.200*	.977	30	.746

a. Lilliefors Significance Correction

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

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.037	1	58	.848
Based on Median	.051	1	58	.822
Based on Median and with adjusted df	.051	1	55.956	.822
Based on trimmed mean	.039	1	58	.845

## Hypothesis Testing



## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.037	.848	.518	58	.606	.56667	1.09322	-1.62165	2.75499
	Equal variances not assumed			.518	57.892	.606	.56667	1.09322	-1.62174	2.75507

