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APPENDIX A STUDENTS' ENROLMENT LIST

SMK SARATOK

ENROLMEN PELAJAR (DATA SEPERTI PADA 31 JANUARI 2010)

KELAS	IBAN		MELAYU		CINA		BIDAYUH		MELANAU		LAIN-LAIN		JUMLAH
	L	P	L	P	L	P	L	P	L	P	L	P	
1A	9	17			1				1				28
1B	17	19	1	1									38
1C	9	28		1									38
1D	17	18		1		1			1				38
1E	19	17	1							1	1		39
1F	18	18	1	1									38
1G	17	17	1										35
JUM	106	134	4	4	1	1	0	0	1	2	1	0	254
2A	13	14				1	1						29
2B	21	13				1							35
2C	19	15		1			1						36
2D	11	23											34
2E	14	17						1					32
2F	17	12					1						30
JUM	95	94	0	1	0	2	3	1	0	0	0	0	196
3A	12	22	1		1			1				1	38
3B	16	19	1	1		1							38
3C	21	17											38
3D	17	18											35
3E	12	16											28
3F	16	11											27
JUM	94	103	2	1	1	1	0	1	0	0	0	1	204
4A	17	9		1		1	1			1			30
4B	14	20		1									35
4C	21	18											39
4D	14	24											38
4E	23	15		1									39
JUM	89	86	0	3	0	1	1	0	0	1	0	0	181
5A	6	7											13
5B	13	15	1										29
5C	15	18											33
5D	13	20											33
5E	16	13						1		1			31
5F	19	10				1							30
JUM	82	83	1	0	0	1	0	1	0	1	0	0	169

IBAN		MELAYU		CINA		BIDAYUH		MELANAU		LAIN-LAIN		JUMLAH
L	P	L	P	L	P	L	P	L	P	L	P	
466	500	7	9	2	6	4	3	1	4	1	1	1004

IBAN	966
MELAYU	16
CINA	8
BIDAYUH	7
MELANAU	5
LAIN2	2
JUMLAH	1004

	L	P	JUM
T1	113	141	254
T2	98	98	196
T3	97	107	204
T4	90	91	181
T5	83	86	169
JUMLAH			1004

Disahkan Oleh:

(ALEXANDER JOENG RIMOK)
Pengetua
SMK Saratok

(Source: PKHEM, SMK Saratok, 5 July 2010.)

APPENDIX B INSTRUMENT

Strategy Inventory for Language Learning (SILL)

Direction

This form of the Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each one and circle the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS on the worksheet for answering and scoring.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There is no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately

APPENDIX B
INSTRUMENT

PART A

No	Item	Scale				
1	I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2	I use new English words in a sentence so I can remember them.	1	2	3	4	5
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5	I use rhymes to remember new English words.	1	2	3	4	5
6	I use flashcards to remember new English words.	1	2	3	4	5
7	I physically act out new English words.	1	2	3	4	5
8	I review English lessons often.	1	2	3	4	5
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5

PART B

No	Item	Scale				
10	I say or write new English words several times.	1	2	3	4	5
11	I try to talk like native English speakers.	1	2	3	4	5
12	I practice the sounds of English.	1	2	3	4	5
13	I use the English words I know in different ways.	1	2	3	4	5
14	I start conversations in English.	1	2	3	4	5
15	I watch English TV shows spoken in English or go to movies spoken in English.	1	2	3	4	5
16	I read for pleasure in English.	1	2	3	4	5
17	I write notes, messages, letters, or reports in English.	1	2	3	4	5
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5

APPENDIX B
INSTRUMENT

No	Item	Scale				
19	I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20	I try to find patterns in English.	1	2	3	4	5
21	I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22	I try not to translate word-for-word.	1	2	3	4	5
23	I make summaries of information that I hear or read in English.	1	2	3	4	5

PART C

No	Item	Scale				
24	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25	When I can think of a word during a conversation in English, I use gestures.	1	2	3	4	5
26	I make up new words if I do not know the right ones in English.	1	2	3	4	5
27	I read English without looking up every new word.	1	2	3	4	5
28	I try to guess what the other person will say next in English.	1	2	3	4	5
29	I can think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5

PART D

No	Item	Scale				
30	I try to find as many ways as I can to use my English.	1	2	3	4	5
31	I notice my English mistakes and I use that information to help me do better.	1	2	3	4	5
32	I pay attention when someone is speaking English.	1	2	3	4	5
33	I try to find out how to be a better learner of English.	1	2	3	4	5
34	I plan my schedule so I will have enough time to study English.	1	2	3	4	5
35	I look for people I can talk to in English.	1	2	3	4	5

APPENDIX B
INSTRUMENT

No	Item	Scale				
		1	2	3	4	5
36	I look for opportunities to read as much as possible in English.	1	2	3	4	5
37	I have clear goals for improving my English skills.	1	2	3	4	5
38	I think about my progress in learning English.	1	2	3	4	5

PART E

No	Item	Scale				
		1	2	3	4	5
39	I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40	I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41	I give myself a reward or treat when I do well in English.	1	2	3	4	5
42	I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43	I write down my feelings in a language learning diary.	1	2	3	4	5
44	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5

PART F

No	Item	Scale				
		1	2	3	4	5
45	If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46	I ask English speakers to correct me when I talk.	1	2	3	4	5
47	I practice English with other students.	1	2	3	4	5
48	I ask for help from English speakers.	1	2	3	4	5
49	I ask questions in English.	1	2	3	4	5
50	I try to learn about the culture of English speakers.	1	2	3	4	5

(Strategy Inventory Language Learning: Oxford, 1990)
Adapted from <http://homework.wtuc.edu.tw/sill.php>

APPENDIX C
THE TRANSLATED VERSION OF SILL (BAHASA MALAYSIA)

INVENTORI UNTUK STRATEGI PEMBELAJARAN BAHASA

Isikan butiran anda di tempat yang disediakan.

Tingkatan Menengah : RENDAH / ATAS

Kelas : _____

Jantina : _____

Borang soal selidik ini adalah untuk para pelajar yang mempelajari Bahasa Inggeris (B.I.) sebagai bahasa kedua atau bahasa asing di tempat mereka. Anda akan mendapati pernyataan-pernyataan yang berkaitan dengan pembelajaran Bahasa Inggeris. Sila baca dan pilih respons anda (1, 2, 3, 4, 5) yang menyatakan **KEBENARAN TENTANG DIRI ANDA MENGENAI PERNYATAAN** yang dikemukakan di bawah ini seperti:

- 1 = TIDAK BENAR SAMA SEKALI
- 2 = BIASANYA TIDAK BENAR
- 3 = KADANG-KADANG BENAR
- 4 = BIASANYA BENAR
- 5 = SANGAT BENAR

TIDAK BENAR SAMA SEKALI maksudnya pernyataan itu jarang sangat benar tentang diri anda.

BIASANYA TIDAK BENAR maksudnya pernyataan itu kurang dari separuh adalah benar tentang diri anda.

KADANG-KADANG BENAR maksudnya separuh benar tentang diri anda.

BIASANYA BENAR maksudnya lebih dari separuh adalah benar tentang diri anda.

SANGAT BENAR maksudnya pernyataan itu adalah hampir-hampir benar tentang diri anda.

APPENDIX C
THE TRANSLATED VERSION OF SILL (BAHASA MALAYSIA)

Bulatkan respons anda pada skala 1, 2, 3, 4 atau 5.

BAHAGIAN A

No.	Pernyataan	Skala				
		1	2	3	4	5
1	Saya akan memikirkan tentang sesuatu perhubungan di antara apa yang telah saya pelajari dengan apa yang baru saya pelajari dalam Bahasa Inggeris.	1	2	3	4	5
2	Saya akan menggunakan perkataan-perkataan Bahasa Inggeris yang baru dalam sesuatu ayat supaya saya boleh mengingatinya.	1	2	3	4	5
3.	Saya akan menghubungkaitkan bunyi perkataan Bahasa Inggeris yang baru dengan sesuatu imej atau gambaran untuk membantu saya mengingatinya.	1	2	3	4	5
4.	Saya akan ingat sesuatu perkataan Bahasa Inggeris yang baru dengan gambaran mental tentang sesuatu situasi yang mana mungkin perkataan baru itu boleh digunakan.	1	2	3	4	5
5.	Saya akan menggunakan puisi berirama (<i>rhymes</i>) untuk mengingati perkataan Bahasa Inggeris yang baru.	1	2	3	4	5
6.	Saya menggunakan kad imbasan untuk mengingati perkataan Bahasa Inggeris yang baru.	1	2	3	4	5
7.	Saya lakonkan secara fizikal sesuatu perkataan Bahasa Inggeris yang baru.	1	2	3	4	5
8.	Saya sentiasa membuat ulangkaji untuk mata pelajaran Bahasa Inggeris.	1	2	3	4	5
9.	Saya mengingati sesuatu perkataan atau frasa Bahasa Inggeris yang baru dengan mengingati tempat letaknya di dalam buku, di papan tulis, ataupun di papan tanda jalan raya.	1	2	3	4	5

BAHAGIAN B

No.	Pernyataan	Skala				
		1	2	3	4	5
10.	Saya menyebut atau menulis perkataan Bahasa Inggeris yang baru untuk beberapa kali.	1	2	3	4	5
11.	Saya cuba untuk bercakap seperti percakapan seorang yang berbangsa Inggeris.	1	2	3	4	5
12.	Saya berlatih membunyikan bunyi-bunyi Bahasa Inggeris.	1	2	3	4	5

APPENDIX C
THE TRANSLATED VERSION OF SILL (BAHASA MALAYSIA)

13.	Saya menggunakan perkataan Bahasa Inggeris yang saya tahu dengan pelbagai cara.	1	2	3	4	5
14.	Saya memulakan perbualan dengan Bahasa Inggeris.	1	2	3	4	5
15.	Saya menonton rancangan yang berbahasa Inggeris atau menonton tayangan gambar yang berbahasa Inggeris.	1	2	3	4	5
16.	Saya membaca dalam Bahasa Inggeris untuk keseronokan.	1	2	3	4	5
17.	Saya menulis nota, pesanan, surat atau laporan dalam Bahasa Inggeris.	1	2	3	4	5
18.	Saya akan mengimbas petikan Bahasa Inggeris (membaca sepintas lalu), selepas itu balik semula dan membacanya dengan berhati-hati.	1	2	3	4	5
19.	Saya mencari perkataan yang serupa dalam bahasa ibunda saya untuk perkataan Bahasa Inggeris yang baru.	1	2	3	4	5
20.	Saya cuba untuk mencari contoh-contoh Bahasa Inggeris.	1	2	3	4	5
21.	Saya mencari maksud sesuatu perkataan Bahasa Inggeris dengan membahagikannya kepada bahagian-bahagian yang saya fahami.	1	2	3	4	5
22.	Saya cuba untuk tidak menterjemahkan perkataan demi perkataan.	1	2	3	4	5
23.	Saya membuat ringkasan tentang maklumat yang saya dengar atau baca dalam Bahasa Inggeris.	1	2	3	4	5

BAHAGIAN C

No.	Pernyataan	Skala				
24.	Untuk memahami perkataan Bahasa Inggeris yang tidak dikenali, saya membuat beberapa tekaan atau andaian.	1	2	3	4	5
25.	Apabila saya boleh memikirkan sesuatu perkataan sewaktu berbual-bual dalam Bahasa Inggeris, saya menggunakan gerak isyarat.	1	2	3	4	5
26.	Saya mereka perkataan baru sekiranya saya tidak tahu perkataan yang betul dalam Bahasa Inggeris.	1	2	3	4	5
27.	Saya membaca dalam Bahasa Inggeris tanpa merujuk (makna) setiap perkataan Bahasa Inggeris yang baru.	1	2	3	4	5
28.	Saya cuba untuk meneka apa yang akan disebut oleh seseorang itu seterusnya dalam Bahasa Inggeris.	1	2	3	4	5
29.	Saya boleh memikirkan sesuatu perkataan Bahasa Inggeris, saya gunakan sesuatu perkataan atau frasa yang sama maksudnya dengan perkataan Bahasa Inggeris tersebut.	1	2	3	4	5

APPENDIX C
THE TRANSLATED VERSION OF SILL (BAHASA MALAYSIA)

BAHAGIAN D

No.	Pernyataan	Skala				
		1	2	3	4	5
30.	Saya cuba untuk mencari seberapa banyak cara yang boleh untuk menggunakan Bahasa Inggeris saya.	1	2	3	4	5
31.	Saya perasan kesilapan-kesilapan Bahasa Inggeris saya dan saya gunakan maklumat itu untuk membantu saya menjadi lebih baik.	1	2	3	4	5
32.	Saya menumpukan perhatian apabila seorang itu bercakap dalam Bahasa Inggeris.	1	2	3	4	5
33.	Saya cuba mencari bagaimana untuk menjadi pelajar Bahasa Inggeris yang lebih baik.	1	2	3	4	5
34.	Saya merancang jadual waktu saya supaya saya mempunyai masa yang cukup untuk mempelajari Bahasa Inggeris.	1	2	3	4	5
35.	Saya mencari orang yang saya boleh bercakap dalam Bahasa Inggeris.	1	2	3	4	5
36.	Saya mencari seberapa banyak peluang yang boleh untuk membaca dalam Bahasa Inggeris.	1	2	3	4	5
37.	Saya mempunyai matlamat yang jelas untuk memperbaiki kemahiran Bahasa Inggeris saya.	1	2	3	4	5
38.	Saya memikirkan tentang kemajuan saya dalam mempelajari Bahasa Inggeris.	1	2	3	4	5

BAHAGIAN E

No.	Pernyataan	Skala				
		1	2	3	4	5
39.	Saya cuba untuk bertenang apabila saya berasa takut untuk menggunakan Bahasa Inggeris.	1	2	3	4	5
40.	Saya menggalakkan diri saya untuk bercakap dalam Bahasa Inggeris walaupun saya takut akan membuat kesilapan pada ketika itu.	1	2	3	4	5
41.	Saya memberikan sesuatu ganjaran atau hadiah istimewa pada diri sendiri apabila saya berjaya membuat yang terbaik dalam Bahasa Inggeris.	1	2	3	4	5
42.	Saya perasan kalau saya berasa tertekan atau gementar apabila saya belajar atau menggunakan Bahasa Inggeris.	1	2	3	4	5
43.	Saya menulis tentang perasaan saya di dalam diari pembelajaran bahasa.	1	2	3	4	5
44.	Saya bercakap dengan seseorang tentang perasaan saya apabila saya belajar dalam Bahasa Inggeris.	1	2	3	4	5

APPENDIX C
THE TRANSLATED VERSION OF SILL (BAHASA MALAYSIA)

BAHAGIAN F

No.	Pernyataan	Skala				
45.	Kalau saya tidak memahami sesuatu dalam Bahasa Inggeris, saya menyuruh orang itu untuk memperlahankannya atau menyebutnya semula.	1	2	3	4	5
46.	Saya meminta orang yang bahasa Inggeris untuk membetulkan saya bila saya bercakap.	1	2	3	4	5
47.	Saya berlatih Bahasa Inggeris dengan pelajar-pelajar yang lain.	1	2	3	4	5
48.	Saya meminta bantuan dari orang yang berbahasa Inggeris.	1	2	3	4	5
49.	Saya menanyakan soalan dalam Bahasa Inggeris.	1	2	3	4	5
50.	Saya cuba untuk mempelajari tentang budaya orang berbahasa Inggeris.	1	2	3	4	5

-TAMAT -

TERIMA KASIH

APPENDIX D
LETTER OF CONSENT (SCHOOL)

Catharina anak Stephen
450 Taman Miniata
P.O. Box 130
95407 Saratok
Sarawak

Tarikh: 5 Julai 2010

Pengetua
SMK Saratok
P.O. Box 92
Saratok

Tuan

MEMOHON KEBENARAN UNTUK MENGADAKAN KAJIAN “*PERCEIVED LANGUAGE LEARNING STRATEGY USED BY SECONDARY SCHOOL STUDENTS IN SUBURBAN AREA*” DI S.M.K. SARATOK

Dengan segala hormatnya, perkara di atas adalah dirujuk.

2. Dengan berbesar hati, saya ingin memohon kebenaran dari pihak tuan untuk mengadakan kajian peringkat Sarjana di sekolah tuan bagi tajuk sepertimana yang disebut. Butiran lanjut untuk tujuan kajian ini adalah seperti berikut:

Sampelan pelajar	: 325 orang (168 pelajar perempuan, 157 pelajar lelaki)
Tingkatan	: 1 – 5 (162 pelajar menengah rendah, 163 pelajar menengah atas)
Tarikh	: 11 Ogos 2010
Masa yang diperlukan	: ½ jam (8.00 pagi – 8.30 pagi)
Tempat	: Dewan Serbaguna sekolah

3. Dikepilkkan bersama adalah instrumen kajian untuk perhatian pihak tuan. Diharap pihak tuan akan memberi pertimbangan dan kerjasama dalam menjayakan kajian saya ini.

Sekian, terima kasih.

Yang benar



.....
(CATHARINA ANAK STEPHEN)

APPENDIX E
LETTER OF CONSENT (STUDENTS)

Catharina anak Stephen
450 Taman Miniata
P.O. Box 130
95407 Saratok
Sarawak

Tarikh: 13 Julai 2010

Kepada
Ibu-bapa pelajar yang berkenaan

.....
Tuan/Puan

KEBENARAN SEBAGAI PESERTA KAJIAN PERINGKAT SARJANA (MEd.)

Dengan segala hormatnya, perkara di atas adalah dirujuk.

2. Saya, CATHARINA ANAK STEPHEN (No. KP: 681018-13-5664) ingin memohon kebenaran dari pihak tuan/puan merelakan anak tuan/puan yang bersekolah di SMK Saratok menyertai kajian saya sebagai peserta kajian.

3. Kajian ini adalah untuk mengenalpasti apakah strategi pembelajaran yang digunakan oleh anak tuan/puan semasa mereka mempelajari Bahasa Inggeris di waktu kelas bahasa mereka. Segala butiran anak tuan/puan akan dirahsiakan.

4. Butiran kajian yang akan diadakan adalah seperti berikut:

Tarikh : 11 Ogos 2010
Masa yang diperlukan : ½ jam (8.00 pagi – 8.30 pagi)
Tempat : Dewan Serbaguna sekolah

5. Diharap pihak tuan/puan dapat memberi kerjasama dalam menjayakan kajian ini serta demi kepentingan masa depan pelajar-pelajar sekolah di luar bandar.

Sekian, terima kasih.

Yang benar



.....
(CATHARINA ANAK STEPHEN)

APPENDIX E
LETTER OF CONSENT (STUDENTS)

Borang ini hendaklah dikembalikan dengan kadar segera.

Nama Pelajar :

Tingkatan :

Tandakan (v) pada kotak yang berkenaan:

Dibenarkan untuk menyertai kajian puan sebagai peserta kajian.

TIDAK dibenarkan untuk menyertai kajian puan sebagai peserta kajian.

Tandatangan ibu/bapa/penjaga

.....

Tarikh

.....

APPENDIX F

CRITICAL VALUE OF STUDENT'S t -DISTRIBUTION

Upper critical values of Student's t distribution with ν degrees of freedom

Probability of exceeding the critical value

ν	0.10	0.05	0.025	0.01	0.005	0.001
1.	3.078	6.314	12.706	31.821	63.657	318.313
2.	1.886	2.920	4.303	6.965	9.925	22.327
3.	1.638	2.353	3.182	4.541	5.841	10.215
4.	1.533	2.132	2.776	3.747	4.604	7.173
5.	1.476	2.015	2.571	3.365	4.032	5.893
6.	1.440	1.943	2.447	3.143	3.707	5.208
7.	1.415	1.895	2.365	2.998	3.499	4.782
8.	1.397	1.860	2.306	2.896	3.355	4.499
9.	1.383	1.833	2.262	2.821	3.250	4.296
10.	1.372	1.812	2.228	2.764	3.169	4.143
11.	1.363	1.796	2.201	2.718	3.106	4.024
12.	1.356	1.782	2.179	2.681	3.055	3.929
13.	1.350	1.771	2.160	2.650	3.012	3.852
14.	1.345	1.761	2.145	2.624	2.977	3.787
15.	1.341	1.753	2.131	2.602	2.947	3.733
16.	1.337	1.746	2.120	2.583	2.921	3.686
17.	1.333	1.740	2.110	2.567	2.898	3.646
18.	1.330	1.734	2.101	2.552	2.878	3.610
19.	1.328	1.729	2.093	2.539	2.861	3.579
20.	1.325	1.725	2.086	2.528	2.845	3.552
21.	1.323	1.721	2.080	2.518	2.831	3.527
22.	1.321	1.717	2.074	2.508	2.819	3.505
23.	1.319	1.714	2.069	2.500	2.807	3.485
24.	1.318	1.711	2.064	2.492	2.797	3.467
25.	1.316	1.708	2.060	2.485	2.787	3.450
26.	1.315	1.706	2.056	2.479	2.779	3.435
27.	1.314	1.703	2.052	2.473	2.771	3.421
28.	1.313	1.701	2.048	2.467	2.763	3.408
29.	1.311	1.699	2.045	2.462	2.756	3.396
30.	1.310	1.697	2.042	2.457	2.750	3.385
31.	1.309	1.696	2.040	2.453	2.744	3.375
32.	1.309	1.694	2.037	2.449	2.738	3.365
33.	1.308	1.692	2.035	2.445	2.733	3.356
34.	1.307	1.691	2.032	2.441	2.728	3.348
35.	1.306	1.690	2.030	2.438	2.724	3.340
36.	1.306	1.688	2.028	2.434	2.719	3.333
37.	1.305	1.687	2.026	2.431	2.715	3.326
38.	1.304	1.686	2.024	2.429	2.712	3.319
39.	1.304	1.685	2.023	2.426	2.708	3.313
40.	1.303	1.684	2.021	2.423	2.704	3.307
41.	1.303	1.683	2.020	2.421	2.701	3.301
42.	1.302	1.682	2.018	2.418	2.698	3.296
43.	1.302	1.681	2.017	2.416	2.695	3.291
44.	1.301	1.680	2.015	2.414	2.692	3.286
45.	1.301	1.679	2.014	2.412	2.690	3.281
46.	1.300	1.679	2.013	2.410	2.687	3.277
47.	1.300	1.678	2.012	2.408	2.685	3.273
48.	1.299	1.677	2.011	2.407	2.682	3.269
49.	1.299	1.677	2.010	2.405	2.680	3.265
50.	1.299	1.676	2.009	2.403	2.678	3.261
51.	1.298	1.675	2.008	2.402	2.676	3.258

APPENDIX F
CRITICAL VALUE OF STUDENT'S t -DISTRIBUTION

52.	1.298	1.675	2.007	2.400	2.674	3.255
53.	1.298	1.674	2.006	2.399	2.672	3.251
54.	1.297	1.674	2.005	2.397	2.670	3.248
55.	1.297	1.673	2.004	2.396	2.668	3.245
56.	1.297	1.673	2.003	2.395	2.667	3.242
57.	1.297	1.672	2.002	2.394	2.665	3.239
58.	1.296	1.672	2.002	2.392	2.663	3.237
59.	1.296	1.671	2.001	2.391	2.662	3.234
60.	1.296	1.671	2.000	2.390	2.660	3.232
61.	1.296	1.670	2.000	2.389	2.659	3.229
62.	1.295	1.670	1.999	2.388	2.657	3.227
63.	1.295	1.669	1.998	2.387	2.656	3.225
64.	1.295	1.669	1.998	2.386	2.655	3.223
65.	1.295	1.669	1.997	2.385	2.654	3.220
66.	1.295	1.668	1.997	2.384	2.652	3.218
67.	1.294	1.668	1.996	2.383	2.651	3.216
68.	1.294	1.668	1.995	2.382	2.650	3.214
69.	1.294	1.667	1.995	2.382	2.649	3.213
70.	1.294	1.667	1.994	2.381	2.648	3.211
71.	1.294	1.667	1.994	2.380	2.647	3.209
72.	1.293	1.666	1.993	2.379	2.646	3.207
73.	1.293	1.666	1.993	2.379	2.645	3.206
74.	1.293	1.666	1.993	2.378	2.644	3.204
75.	1.293	1.665	1.992	2.377	2.643	3.202
76.	1.293	1.665	1.992	2.376	2.642	3.201
77.	1.293	1.665	1.991	2.376	2.641	3.199
78.	1.292	1.665	1.991	2.375	2.640	3.198
79.	1.292	1.664	1.990	2.374	2.640	3.197
80.	1.292	1.664	1.990	2.374	2.639	3.195
81.	1.292	1.664	1.990	2.373	2.638	3.194
82.	1.292	1.664	1.989	2.373	2.637	3.193
83.	1.292	1.663	1.989	2.372	2.636	3.191
84.	1.292	1.663	1.989	2.372	2.636	3.190
85.	1.292	1.663	1.988	2.371	2.635	3.189
86.	1.291	1.663	1.988	2.370	2.634	3.188
87.	1.291	1.663	1.988	2.370	2.634	3.187
88.	1.291	1.662	1.987	2.369	2.633	3.185
89.	1.291	1.662	1.987	2.369	2.632	3.184
90.	1.291	1.662	1.987	2.368	2.632	3.183
91.	1.291	1.662	1.986	2.368	2.631	3.182
92.	1.291	1.662	1.986	2.368	2.630	3.181
93.	1.291	1.661	1.986	2.367	2.630	3.180
94.	1.291	1.661	1.986	2.367	2.629	3.179
95.	1.291	1.661	1.985	2.366	2.629	3.178
96.	1.290	1.661	1.985	2.366	2.628	3.177
97.	1.290	1.661	1.985	2.365	2.627	3.176
98.	1.290	1.661	1.984	2.365	2.627	3.175
99.	1.290	1.660	1.984	2.365	2.626	3.175
100.	1.290	1.660	1.984	2.364	2.626	3.174
∞	1.282	1.645	1.960	2.326	2.576	3.090

(Source: <http://www.itl.nist.gov/div898/handbook/eda/section3/eda3672.htm>)

APPENDIX G SCORING PROCEDURE

UPPER FORMS

Group Statistics

	Classes	N	Mean	Std. Deviation	Std. Error Mean
Memory	Form 4	42	2.9570	.57238	.08832
	Form 5	40	2.6882	.63855	.10096
Cognitive	Form 4	42	3.2376	.57914	.08936
	Form 5	40	3.1953	.66790	.10560
Compensation	Form 4	42	3.0579	.62885	.09703
	Form 5	40	3.1625	.72451	.11455
Metacognitive	Form 4	42	3.5615	.69420	.10712
	Form 5	40	3.5694	.67665	.10699
Affective	Form 4	42	3.3294	.64758	.09992
	Form 5	40	3.1858	.69851	.11044

Indep Test ...

		Levene Test ...		t-test for Equality...					95% Confidence Interval of the Difference	
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	Lower	Upper
Memory	Equal variances ...	6.159	.015	-.958	79	.341	-.1103	.11517	-.33955	.11895
	Not Equal variances ...			-.971	72.383	.335	-.1103	.11358	-.33669	.11609
Cognitive	Equal variances ...	1.051	.308	.131	79	.896	.0188	.14369	-.26720	.30483
	Not Equal variances ...			.131	78.985	.896	.0188	.14336	-.26654	.30417
Compensation	Equal variances ...	2.027	.158	-.566	79	.573	-.0767	.13554	-.34646	.19311
	Not Equal variances ...			-.571	76.388	.570	-.0767	.13424	-.34401	.19065
Metacognitive	Equal variances ...	3.010	.087	-.748	79	.457	-.1234	.16501	-.45181	.20507
	Not Equal variances ...			-.755	76.562	.453	-.1234	.16346	-.44889	.20215
Affective	Equal variances ...	.534	.467	-1.495	79	.139	-.2205	.14749	-.51409	.07306
	Not Equal variances ...			-1.502	78.821	.137	-.2205	.14682	-.51275	.07173
Social	Equal variances ...	.536	.466	-.364	79	.717	-.0592	.16272	-.38311	.26468
	Not Equal variances ...			-.365	78.959	.716	-.0592	.16241	-.38248	.26405

APPENDIX G SCORING PROCEDURE

MEAN SCORE FOR ALL SCHOOL LEVELS (UPPER FORMS & LOWER FORMS)

Report

Classes		Memory	COGNITIV	Compensation	Metacognitive	Affective	Social
	Mean	3.0648	3.2677	2.5000	3.7540	3.0979	3.3307
Form 1	N	63	63	63	63	63	63
	Std. Deviation	.50655	.51782	.62001	.58222	.72749	.70424
	Mean	2.7639	3.1733	2.8125	3.5619	3.0868	3.2396
Form 2	N	48	48	48	48	48	48
	Std. Deviation	.59753	.50884	.59710	.64797	.71706	.74845
	Mean	2.9807	3.2511	2.9542	3.7712	3.2353	3.3693
Form 3	N	51	51	51	51	51	51
	Std. Deviation	.69880	.72923	.72731	.83575	.65250	.82213
	Mean	2.7695	3.1571	2.8607	3.4183	3.0536	3.3611
Form 4	N	84	84	84	84	84	84
	Std. Deviation	.61379	.62501	.68064	.77196	.72587	.68344
	Mean	2.6902	3.1274	2.9540	3.4851	3.0932	3.4072
Form 5	N	79	79	79	79	79	79
	Std. Deviation	.53361	.64679	.66383	.65974	.66340	.74857
	Mean	2.8398	3.1884	2.8210	3.5762	3.1052	3.3497
Total	N	325	325	325	325	325	325
	Std. Deviation	.60156	.61217	.67767	.71530	.69709	.73335

T-TEST (GENDER)

**T-TEST
Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Memory	Male	157	2.7493	.53300	.04254
	Female	168	2.9244	.64947	.05011
COGNITIV	Male	157	3.0901	.57567	.04594
	Female	168	3.2804	.63238	.04879
Compensation	Male	157	2.6873	.61161	.04881
	Female	168	2.9460	.71345	.05504
Metacognitive	Male	157	3.4360	.68678	.05481
	Female	168	3.7072	.71858	.05544
Affective	Male	157	2.9571	.62551	.04992
	Female	168	3.2437	.73306	.05656
Social	Male	157	3.2505	.68527	.05469
	Female	168	3.4425	.76604	.05910

APPENDIX G SCORING PROCEDURE

Indep Test ...

		Levene Test ...				t-test for Equality...				
		F	Significance	t	df	Sig(2-tailed).	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
								Lower	Upper	
Memory	Equal variances ...	4.779	.030	-2.646	323	.009	-.1751	.06617	-.30523	-.04489
	Not Equal variances ...			-2.663	317.766	.008	-.1751	.06573	-.30438	-.04574
COGNITIV	Equal variances ...	1.733	.189	-2.831	323	.005	-.1903	.06723	-.32258	-.05805
	Not Equal variances ...			-2.840	322.782	.005	-.1903	.06702	-.32216	-.05847
Compensation	Equal variances ...	4.642	.032	-3.499	323	.001	-.2588	.07395	-.40426	-.11328
	Not Equal variances ...			-3.517	320.652	.000	-.2588	.07357	-.40351	-.11403
Metacognitive	Equal variances ...	1.932	.165	-3.473	323	.001	-.2711	.07808	-.42474	-.11753
	Not Equal variances ...			-3.478	322.834	.001	-.2711	.07796	-.42451	-.11776
Affective	Equal variances ...	4.033	.045	-3.778	323	.000	-.2865	.07584	-.43574	-.13733
	Not Equal variances ...			-3.798	320.396	.000	-.2865	.07544	-.43495	-.13812
Social	Equal variances ...	2.411	.121	-2.375	323	.018	-.1919	.08083	-.35094	-.03291
	Not Equal variances ...			-2.384	322.393	.018	-.1919	.08052	-.35035	-.03351

LOWER FORMS

ONEWAY Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Memory	Form 1	28	3.0188	.40867	.07723	2.8604	3.1773	2.22	3.78
	Form 2	24	2.7917	.62881	.12835	2.5261	3.0572	1.67	4.00
	Form 3	24	2.7778	.51598	.10532	2.5599	2.9957	2.00	3.78
	Total	76	2.8710	.52534	.06026	2.7509	2.9910	1.67	4.00
Cognitive	Form 1	28	3.1603	.38992	.07369	3.0091	3.3115	2.57	4.07
	Form 2	24	3.1442	.50986	.10408	2.9289	3.3595	2.07	4.21
	Form 3	24	3.0302	.60019	.12251	2.7768	3.2837	2.07	4.14
	Total	76	3.1142	.49826	.05715	3.0003	3.2280	2.07	4.21
Compensation	Form 1	28	2.4405	.52551	.09931	2.2367	2.6442	1.50	3.67
	Form 2	24	2.7778	.59520	.12150	2.5264	3.0291	1.67	3.83
	Form 3	24	2.8403	.68539	.13990	2.5509	3.1297	1.67	4.00
	Total	76	2.6732	.62030	.07115	2.5315	2.8150	1.50	4.00

APPENDIX G SCORING PROCEDURE

Metacognitive	Form 1	28	3.6409	.49216	.09301	3.4500	3.8317	2.78	4.56
	Form 2	24	3.5035	.67994	.13879	3.2164	3.7906	2.00	4.78
	Form 3	24	3.4722	.67407	.13759	3.1876	3.7569	2.11	4.56
	Total	76	3.5442	.61155	.07015	3.4045	3.6840	2.00	4.78
Affective	Form 1	28	3.2143	.49868	.09424	3.0209	3.4077	2.50	4.17
	Form 2	24	2.8958	.65167	.13302	2.6207	3.1710	1.50	3.83
	Form 3	24	2.9653	.52929	.10804	2.7418	3.1888	1.83	4.00
	Total	76	3.0351	.57046	.06544	2.9047	3.1654	1.50	4.17
Social	Form 1	28	3.2560	.48109	.09092	3.0694	3.4425	2.33	4.33
	Form 2	24	3.2778	.81600	.16657	2.9332	3.6223	2.00	4.83
	Form 3	24	3.0556	.59723	.12191	2.8034	3.3077	2.00	4.00
	Total	76	3.1996	.63772	.07315	3.0538	3.3453	2.00	4.83

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Significance
Memory	1.271	2	73	.287
Cognitive	2.490	2	73	.090
Compensation	.931	2	73	.399
Metacognitive	1.147	2	73	.323
Affective	.832	2	73	.439
Social	3.662	2	73	.031

ONEWAY ANOVA

		Sum of Squares	df	Mean Square	F	Significance
Memory	Between Groups	.972	2	.486	1.798	.173
	Within Groups	19.727	73	.270		
	Total	20.699	75			
Cognitive	Between Groups	.250	2	.125	.498	.610
	Within Groups	18.369	73	.252		
	Total	18.620	75			
Compensation	Between Groups	2.449	2	1.224	3.385	.039
	Within Groups	26.409	73	.362		
	Total	28.858	75			
Metacognitive	Between Groups	.426	2	.213	.563	.572
	Within Groups	27.624	73	.378		
	Total	28.050	75			
Affective	Between Groups	1.481	2	.741	2.359	.102
	Within Groups	22.925	73	.314		

APPENDIX G SCORING PROCEDURE

	Total	24.406	75			
	Between Groups	.734	2	.367	.899	.411
Social	Within Groups	29.768	73	.408		
	Total	30.501	75			

UPPER SECONDARY MALE STUDENTS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Memory	81	1.22	4.00	2.6351	.51766
COGNITIV	81	1.57	5.43	3.0675	.64219
Compensation	81	1.20	4.17	2.7004	.60692
Metacognitive	81	1.11	4.67	3.3345	.73998
Affective	81	1.50	4.17	2.8840	.66835
Social	81	1.83	4.67	3.2984	.72778
Valid N (listwise)	81				

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Classes	(J) Classes	Mean Difference (I-J)	Std. Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Memory	Form 1	Form 2	.2272	.14461	.265	-.1188	.5731
		Form 3	.2411	.14461	.225	-.1049	.5870
	Form 2	Form 1	-.2272	.14461	.265	-.5731	.1188
		Form 3	.0139	.15006	.995	-.3451	.3729
	Form 3	Form 1	-.2411	.14461	.225	-.5870	.1049
		Form 2	-.0139	.15006	.995	-.3729	.3451
Cognitive	Form 1	Form 2	.0161	.13954	.993	-.3178	.3499
		Form 3	.1301	.13954	.622	-.2037	.4639
	Form 2	Form 1	-.0161	.13954	.993	-.3499	.3178
		Form 3	.1140	.14481	.712	-.2324	.4605
	Form 3	Form 1	-.1301	.13954	.622	-.4639	.2037
		Form 2	-.1140	.14481	.712	-.4605	.2324
Compensation	Form 1	Form 2	-.3373	.16731	.116	-.7376	.0630
		Form 3	-.3998	.16731	.050	-.8001	.0005
	Form 2	Form 1	.3373	.16731	.116	-.0630	.7376
		Form 3	-.0625	.17363	.931	-.4779	.3529

APPENDIX G SCORING PROCEDURE

Metacognitive	Form 3	Form 1	.3998	.16731	.050	-.0005	.8001
		Form 2	.0625	.17363	.931	-.3529	.4779
	Form 1	Form 2	.1374	.17112	.702	-.2720	.5468
		Form 3	.1687	.17112	.588	-.2407	.5780
	Form 2	Form 1	-.1374	.17112	.702	-.5468	.2720
		Form 3	.0313	.17758	.983	-.3936	.4561
Affective	Form 3	Form 1	-.1687	.17112	.588	-.5780	.2407
		Form 2	-.0313	.17758	.983	-.4561	.3936
	Form 1	Form 2	.3185	.15589	.109	-.0545	.6914
		Form 3	.2490	.15589	.253	-.1239	.6220
	Form 2	Form 1	-.3185	.15589	.109	-.6914	.0545
		Form 3	-.0694	.16177	.904	-.4565	.3176
Social	Form 3	Form 1	-.2490	.15589	.253	-.6220	.1239
		Form 2	.0694	.16177	.904	-.3176	.4565
	Form 1	Form 2	-.0218	.17763	.992	-.4468	.4032
		Form 3	.2004	.17763	.500	-.2246	.6254
	Form 2	Form 1	.0218	.17763	.992	-.4032	.4468
		Form 3	.2222	.18434	.454	-.2188	.6632
	Form 3	Form 1	-.2004	.17763	.500	-.6254	.2246
		Form 2	-.2222	.18434	.454	-.6632	.2188

ONEWAY Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
						Memory	Form 4			42	2.5820	.60252	.09297	2.3943	2.7698	1.22	4.00
	Form 5	39	2.6923	.40742	.06524	2.5602	2.8244	1.67	3.67
	Total	81	2.6351	.51766	.05752	2.5207	2.7496	1.22	4.00
COGNITIV	Form 4	42	3.0765	.66491	.10260	2.8693	3.2837	1.57	4.21
	Form 5	39	3.0577	.62532	.10013	2.8550	3.2604	1.79	5.43
	Total	81	3.0675	.64219	.07135	2.9255	3.2095	1.57	5.43
Compensation	Form 4	42	2.6635	.68022	.10496	2.4515	2.8755	1.20	4.17
	Form 5	39	2.7402	.52260	.08368	2.5708	2.9096	1.67	3.83
	Total	81	2.7004	.60692	.06744	2.5662	2.8346	1.20	4.17
Metacognitive	Form 4	42	3.2751	.82612	.12747	3.0177	3.5326	1.11	4.56
	Form 5	39	3.3985	.63901	.10232	3.1914	3.6056	1.88	4.67
	Total	81	3.3345	.73998	.08222	3.1709	3.4982	1.11	4.67

APPENDIX G SCORING PROCEDURE

Affective	Form 4	42	2.7778	.70101	.10817	2.5593	2.9962	1.50	4.17
	Form 5	39	2.9983	.61994	.09927	2.7973	3.1993	1.67	4.17
	Total	81	2.8840	.66835	.07426	2.7362	3.0317	1.50	4.17
Social	Form 4	42	3.2698	.74984	.11570	3.0362	3.5035	1.83	4.50
	Form 5	39	3.3291	.71173	.11397	3.0983	3.5598	1.83	4.67
	Total	81	3.2984	.72778	.08086	3.1374	3.4593	1.83	4.67

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Significance
Memory	6.159	1	79	.015
COGNITIV	1.051	1	79	.308
Compensation	2.027	1	79	.158
Metacognitive	3.010	1	79	.087
Affective	.534	1	79	.467
Social	.536	1	79	.466

ONEWAY ANOVA

		Sum of Squares	df	Mean Square	F	Significance
Memory	Between Groups	.246	1	.246	.917	.341
	Within Groups	21.192	79	.268		
	Total	21.438	80			
COGNITIV	Between Groups	.007	1	.007	.017	.896
	Within Groups	32.985	79	.418		
	Total	32.993	80			
Compensation	Between Groups	.119	1	.119	.320	.573
	Within Groups	29.349	79	.372		
	Total	29.468	80			
Metacognitive	Between Groups	.308	1	.308	.559	.457
	Within Groups	43.498	79	.551		
	Total	43.806	80			
Affective	Between Groups	.983	1	.983	2.235	.139
	Within Groups	34.752	79	.440		
	Total	35.736	80			
Social	Between Groups	.071	1	.071	.132	.717
	Within Groups	42.302	79	.535		
	Total	42.373	80			

APPENDIX G SCORING PROCEDURE

Indep Test ...

		Levene Test ...		t-test for Equality...						
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
								Lower		Upper
Memory	Equal variances ...	6.159	.015	-.958	79	.341	-.1103	.11517	-.33955	.11895
	Not Equal variances ...			-.971	72.383	.335	-.1103	.11358	-.33669	.11609
COGNITIV	Equal variances ...	1.051	.308	.131	79	.896	.0188	.14369	-.26720	.30483
	Not Equal variances ...			.131	78.985	.896	.0188	.14336	-.26654	.30417
Compensation	Equal variances ...	2.027	.158	-.566	79	.573	-.0767	.13554	-.34646	.19311
	Not Equal variances ...			-.571	76.388	.570	-.0767	.13424	-.34401	.19065
Metacognitive	Equal variances ...	3.010	.087	-.748	79	.457	-.1234	.16501	-.45181	.20507
	Not Equal variances ...			-.755	76.562	.453	-.1234	.16346	-.44889	.20215
Affective	Equal variances ...	.534	.467	1.495	79	.139	-.2205	.14749	-.51409	.07306
	Not Equal variances ...			1.502	78.821	.137	-.2205	.14682	-.51275	.07173
Social	Equal variances ...	.536	.466	-.364	79	.717	-.0592	.16272	-.38311	.26468
	Not Equal variances ...			-.365	78.959	.716	-.0592	.16241	-.38248	.26405

DIRECT AND INDIRECT STRATEGIES

T-TEST

Group Statistics

	Classes	N	Mean	Std. Deviation	Std. Error Mean
DIRECT	Form 4	42	2.8390	.57286	.08839
	Form 5	39	2.8782	.43683	.06995
Indirect Strategies	Form 4	42	3.1315	.66615	.10279
	Form 5	39	3.2650	.54664	.08753

APPENDIX G SCORING PROCEDURE

Indep Test ...

		Levene Test ...		t-test for Equality...						
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
								Lower	Upper	
DIRECT	Equal variances ...	3.558	.063	-.344	79	.732	-.0392	.11385	-.26580	.18741
	Not Equal variances ...			-.348	76.191	.729	-.0392	.11272	-.26369	.18530
Indirect Strategies	Equal variances ...	2.010	.160	-.981	79	.330	-.1334	.13600	-.40414	.13727
	Not Equal variances ...			-.988	77.852	.326	-.1334	.13501	-.40223	.13535

UPPER SECONDARY FEMALE STUDENTS

T-TTEST Group Statistics

	Classes	N	Mean	Std. Deviation	Std. Error Mean
Memory	Form 4	42	2.9570	.57238	.08832
	Form 5	40	2.6882	.63855	.10096
COGNITIV	Form 4	42	3.2376	.57914	.08936
	Form 5	40	3.1953	.66790	.10560
Compensation	Form 4	42	3.0579	.62885	.09703
	Form 5	40	3.1625	.72451	.11455
Metacognitive	Form 4	42	3.5615	.69420	.10712
	Form 5	40	3.5694	.67665	.10699
Affective	Form 4	42	3.3294	.64758	.09992
	Form 5	40	3.1858	.69851	.11044
Social	Form 4	42	3.4524	.60518	.09338
	Form 5	40	3.4833	.78428	.12401

Indep Test ...

		Levene Test ...		t-test for Equality...						
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
								Lower	Upper	
Memory	Equal variances ...	.372	.544	2.009	80	.048	.2688	.13378	.00258	.53505
	Not Equal variances ...			2.004	78.050	.049	.2688	.13414	.00176	.53587
COGNITIV	Equal variances ...	1.010	.318	.306	80	.760	.0422	.13786	-.23210	.31659
	Not Equal variances ...			.305	77.198	.761	.0422	.13834	-.23322	.31770

APPENDIX G SCORING PROCEDURE

Compensation	Equal variances ...	1.583	.212	-.699	80	.487	-.1046	.14961	-.40229	.19316
	Not Equal variances ...			-.696	77.225	.488	-.1046	.15013	-.40349	.19436
Metacognitive	Equal variances ...	.010	.919	-.052	80	.958	-.0079	.15149	-.30941	.29354
	Not Equal variances ...			-.052	79.955	.958	-.0079	.15140	-.30923	.29335
Affective	Equal variances ...	.264	.609	.965	80	.337	.1435	.14866	-.15231	.43938
	Not Equal variances ...			.964	78.773	.338	.1435	.14894	-.15294	.44000
Social	Equal variances ...	2.596	.111	-.201	80	.841	-.0310	.15426	-.33795	.27604
	Not Equal variances ...			-.199	73.339	.843	-.0310	.15523	-.34031	.27840

Report

Classes		Memory	COGNITIV	Compensation	Metacognitive	Affective	Social
Form 4	Mean	2.9570	3.2376	3.0579	3.5615	3.3294	3.4524
	N	42	42	42	42	42	42
	Std. Deviation	.57238	.57914	.62885	.69420	.64758	.60518
	Minimum	1.78	1.86	2.00	1.78	1.83	2.33
	Maximum	4.44	4.50	4.67	5.00	4.67	4.83
Form 5	Mean	2.6882	3.1953	3.1625	3.5694	3.1858	3.4833
	N	40	40	40	40	40	40
	Std. Deviation	.63855	.66790	.72451	.67665	.69851	.78428
	Minimum	1.11	2.00	2.00	1.56	1.83	1.33
	Maximum	4.44	4.64	4.33	4.67	4.67	4.67
Total	Mean	2.8259	3.2170	3.1089	3.5654	3.2593	3.4675
	N	82	82	82	82	82	82
	Std. Deviation	.61679	.62049	.67503	.68147	.67261	.69411
	Minimum	1.11	1.86	2.00	1.56	1.83	1.33
	Maximum	4.44	4.64	4.67	5.00	4.67	4.83

DIRECT AND INDIRECT STRATEGIES

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Direct strategy	325	1.57	4.52	3.0041	.52650
Indirect Strategy	325	1.57	4.76	3.3769	.60859
Valid N (listwise)	325				

APPENDIX G SCORING PROCEDURE

T-TEST Group Statistics

	Classes	N	Mean	Std. Deviation	Std. Error Mean
Direct strategy	Form 4	42	3.1137	.51813	.07995
	Form 5	40	3.0317	.58883	.09310
Indirect Strategy	Form 4	42	3.4637	.58879	.09085
	Form 5	40	3.4352	.64673	.10226

Indep Test ...

		Levene Test ...		t-test for Equality...				95% Confidence Interval of the Difference		
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	Lower	Upper
Direct strategy	Equal variances ...	.829	.365	.671	80	.504	.0820	.12233	-.16142	.32548
	Not Equal variances ...			.668	77.591	.506	.0820	.12272	-.16230	.32637
Indirect Strategy	Equal variances ...	.030	.863	.209	80	.835	.0285	.13647	-.24304	.30013
	Not Equal variances ...			.209	78.402	.835	.0285	.13679	-.24376	.30084

LOWER SECONDARY MALE STUDENTS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Memory	76	1.67	4.00	2.8710	.52534
Cognitive	76	2.07	4.21	3.1142	.49826
Compensation	76	1.50	4.00	2.6732	.62030
Metacognitive	76	2.00	4.78	3.5442	.61155
Affective	76	1.50	4.17	3.0351	.57046
Social	76	2.00	4.83	3.1996	.63772
Valid N (listwise)	76				

APPENDIX G SCORING PROCEDURE

Report

Classes		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Form 1	Mean	3.0188	3.1603	2.4405	3.6409	3.2143	3.2560
	N	28	28	28	28	28	28
	Std. Deviation	.40867	.38992	.52551	.49216	.49868	.48109
	Std. Error of Mean	.07723	.07369	.09931	.09301	.09424	.09092
Form 2	Mean	2.7917	3.1442	2.7778	3.5035	2.8958	3.2778
	N	24	24	24	24	24	24
	Std. Deviation	.62881	.50986	.59520	.67994	.65167	.81600
	Std. Error of Mean	.12835	.10408	.12150	.13879	.13302	.16657
Form 3	Mean	2.7778	3.0302	2.8403	3.4722	2.9653	3.0556
	N	24	24	24	24	24	24
	Std. Deviation	.51598	.60019	.68539	.67407	.52929	.59723
	Std. Error of Mean	.10532	.12251	.13990	.13759	.10804	.12191
Total	Mean	2.8710	3.1142	2.6732	3.5442	3.0351	3.1996
	N	76	76	76	76	76	76
	Std. Deviation	.52534	.49826	.62030	.61155	.57046	.63772
	Std. Error of Mean	.06026	.05715	.07115	.07015	.06544	.07315

ONEWAY Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Memory	Form 1	28	3.0188	.40867	.07723	2.8604	3.1773	2.22	3.78
	Form 2	24	2.7917	.62881	.12835	2.5261	3.0572	1.67	4.00
	Form 3	24	2.7778	.51598	.10532	2.5599	2.9957	2.00	3.78
	Total	76	2.8710	.52534	.06026	2.7509	2.9910	1.67	4.00
Cognitive	Form 1	28	3.1603	.38992	.07369	3.0091	3.3115	2.57	4.07
	Form 2	24	3.1442	.50986	.10408	2.9289	3.3595	2.07	4.21
	Form 3	24	3.0302	.60019	.12251	2.7768	3.2837	2.07	4.14
	Total	76	3.1142	.49826	.05715	3.0003	3.2280	2.07	4.21
Compensation	Form 1	28	2.4405	.52551	.09931	2.2367	2.6442	1.50	3.67
	Form 2	24	2.7778	.59520	.12150	2.5264	3.0291	1.67	3.83
	Form 3	24	2.8403	.68539	.13990	2.5509	3.1297	1.67	4.00
	Total	76	2.6732	.62030	.07115	2.5315	2.8150	1.50	4.00

APPENDIX G SCORING PROCEDURE

Metacognitive	Form 1	28	3.6409	.49216	.09301	3.4500	3.8317	2.78	4.56
	Form 2	24	3.5035	.67994	.13879	3.2164	3.7906	2.00	4.78
	Form 3	24	3.4722	.67407	.13759	3.1876	3.7569	2.11	4.56
	Total	76	3.5442	.61155	.07015	3.4045	3.6840	2.00	4.78
Affective	Form 1	28	3.2143	.49868	.09424	3.0209	3.4077	2.50	4.17
	Form 2	24	2.8958	.65167	.13302	2.6207	3.1710	1.50	3.83
	Form 3	24	2.9653	.52929	.10804	2.7418	3.1888	1.83	4.00
	Total	76	3.0351	.57046	.06544	2.9047	3.1654	1.50	4.17
Social	Form 1	28	3.2560	.48109	.09092	3.0694	3.4425	2.33	4.33
	Form 2	24	3.2778	.81600	.16657	2.9332	3.6223	2.00	4.83
	Form 3	24	3.0556	.59723	.12191	2.8034	3.3077	2.00	4.00
	Total	76	3.1996	.63772	.07315	3.0538	3.3453	2.00	4.83

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Significance
Memory	1.271	2	73	.287
Cognitive	2.490	2	73	.090
Compensation	.931	2	73	.399
Metacognitive	1.147	2	73	.323
Affective	.832	2	73	.439
Social	3.662	2	73	.031

ONEWAY ANOVA

		Sum of Squares	df	Mean Square	F	Significance
Memory	Between Groups	.972	2	.486	1.798	.173
	Within Groups	19.727	73	.270		
	Total	20.699	75			
Cognitive	Between Groups	.250	2	.125	.498	.610
	Within Groups	18.369	73	.252		
	Total	18.620	75			
Compensation	Between Groups	2.449	2	1.224	3.385	.039
	Within Groups	26.409	73	.362		
	Total	28.858	75			

APPENDIX G SCORING PROCEDURE

Metacognitive	Between Groups	.426	2	.213	.563	.572
	Within Groups	27.624	73	.378		
	Total	28.050	75			
Affective	Between Groups	1.481	2	.741	2.359	.102
	Within Groups	22.925	73	.314		
	Total	24.406	75			
Social	Between Groups	.734	2	.367	.899	.411
	Within Groups	29.768	73	.408		
	Total	30.501	75			

Multiple Comparisons Tukey HSD

Dependent Variable	(I) Classes	(J) Classes	Mean Difference (I-J)	Std. Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Memory	Form 1	Form 2	.2272	.14461	.265	-.1188	.5731
		Form 3	.2411	.14461	.225	-.1049	.5870
	Form 2	Form 1	-.2272	.14461	.265	-.5731	.1188
		Form 3	.0139	.15006	.995	-.3451	.3729
	Form 3	Form 1	-.2411	.14461	.225	-.5870	.1049
		Form 2	-.0139	.15006	.995	-.3729	.3451
Cognitive	Form 1	Form 2	.0161	.13954	.993	-.3178	.3499
		Form 3	.1301	.13954	.622	-.2037	.4639
	Form 2	Form 1	-.0161	.13954	.993	-.3499	.3178
		Form 3	.1140	.14481	.712	-.2324	.4605
	Form 3	Form 1	-.1301	.13954	.622	-.4639	.2037
		Form 2	-.1140	.14481	.712	-.4605	.2324
Metacognitive	Form 1	Form 2	.1374	.17112	.702	-.2720	.5468
		Form 3	.1687	.17112	.588	-.2407	.5780
	Form 2	Form 1	-.1374	.17112	.702	-.5468	.2720
		Form 3	.0313	.17758	.983	-.3936	.4561
	Form 3	Form 1	-.1687	.17112	.588	-.5780	.2407
		Form 2	-.0313	.17758	.983	-.4561	.3936
Compensation	Form 1	Form 2	-.3373	.16731	.116	-.7376	.0630
		Form 3	-.3998	.16731	.050	-.8001	.0005
	Form 2	Form 1	.3373	.16731	.116	-.0630	.7376
		Form 3	-.0625	.17363	.931	-.4779	.3529
	Form 3	Form 1	.3998	.16731	.050	-.0005	.8001
		Form 2	.0625	.17363	.931	-.3529	.4779

APPENDIX G SCORING PROCEDURE

Affective	Form 1	Form 2	.3185	.15589	.109	-.0545	.6914
		Form 3	.2490	.15589	.253	-.1239	.6220
	Form 2	Form 1	-.3185	.15589	.109	-.6914	.0545
		Form 3	-.0694	.16177	.904	-.4565	.3176
	Form 3	Form 1	-.2490	.15589	.253	-.6220	.1239
		Form 2	.0694	.16177	.904	-.3176	.4565
Social	Form 1	Form 2	-.0218	.17763	.992	-.4468	.4032
		Form 3	.2004	.17763	.500	-.2246	.6254
	Form 2	Form 1	.0218	.17763	.992	-.4032	.4468
		Form 3	.2222	.18434	.454	-.2188	.6632
	Form 3	Form 1	-.2004	.17763	.500	-.6254	.2246
		Form 2	-.2222	.18434	.454	-.6632	.2188

LOWER SECONDARY FEMALE STUDENTS

Indep Test ...

		Levene Test ...		t-test for Equality...						
		F	Significance	t	df	Sig(2-tailed)...	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
								Lower	Upper	
Memory	Equal variances ...	.372	.544	2.009	80	.048	.2688	.13378	.00258	.53505
	Not Equal variances ...			2.004	78.050	.049	.2688	.13414	.00176	.53587
COGNITIV	Equal variances ...	1.010	.318	.306	80	.760	.0422	.13786	-.23210	.31659
	Not Equal variances ...			.305	77.198	.761	.0422	.13834	-.23322	.31770
Compensation	Equal variances ...	1.583	.212	-.699	80	.487	-.1046	.14961	-.40229	.19316
	Not Equal variances ...			-.696	77.225	.488	-.1046	.15013	-.40349	.19436
Metacognitive	Equal variances ...	.010	.919	-.052	80	.958	-.0079	.15149	-.30941	.29354
	Not Equal variances ...			-.052	79.955	.958	-.0079	.15140	-.30923	.29335
Affective	Equal variances ...	.264	.609	.965	80	.337	.1435	.14866	-.15231	.43938
	Not Equal variances ...			.964	78.773	.338	.1435	.14894	-.15294	.44000
Social	Equal variances ...	2.596	.111	-.201	80	.841	-.0310	.15426	-.33795	.27604
	Not Equal variances ...			-.199	73.339	.843	-.0310	.15523	-.34031	.27840

APPENDIX G SCORING PROCEDURE

Tests of Normality

Classes		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Significance	Statistic	df	Significance
Memory	Form 1	.114	35	.200(*)	.952	35	.134
	Form 2	.119	24	.200(*)	.959	24	.411
	Form 3	.155	27	.095	.974	27	.708
Cognitive	Form 1	.099	35	.200(*)	.980	35	.746
	Form 2	.150	24	.173	.968	24	.625
	Form 3	.085	27	.200(*)	.977	27	.798
Compensation	Form 1	.111	35	.200(*)	.981	35	.802
	Form 2	.199	24	.015	.944	24	.199
	Form 3	.096	27	.200(*)	.989	27	.989
Metacognitive	Form 1	.139	35	.084	.956	35	.169
	Form 2	.113	24	.200(*)	.944	24	.199
	Form 3	.187	27	.016	.838	27	.001
Affective	Form 1	.108	35	.200(*)	.953	35	.136
	Form 2	.117	24	.200(*)	.943	24	.194
	Form 3	.118	27	.200(*)	.956	27	.296
Social	Form 1	.079	35	.200(*)	.973	35	.539
	Form 2	.167	24	.083	.949	24	.264
	Form 3	.134	27	.200(*)	.939	27	.113

* This is a lower bound ...
a Lilliefors Significance Correction

ONEWAY Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Direct strategy	Form 1	35	3.1057	.49812	.08420	2.9346	3.2768	2.24	4.52
	Form 2	24	2.9841	.48008	.09800	2.7814	3.1869	2.03	3.86
	Form 3	27	3.2772	.69927	.13457	3.0006	3.5539	2.03	4.45
	Total	86	3.1256	.56947	.06141	3.0035	3.2477	2.03	4.52
Indirect Strategy	Form 1	35	3.4742	.58773	.09934	3.2723	3.6761	2.52	4.76
	Form 2	24	3.4028	.50649	.10339	3.1889	3.6166	2.19	4.29
	Form 3	27	3.7654	.74990	.14432	3.4688	4.0621	2.14	4.76
	Total	86	3.5457	.63467	.06844	3.4096	3.6818	2.14	4.76

APPENDIX G SCORING PROCEDURE

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Significance
Direct strategy	2.102	2	83	.129
Indirect Strategy	2.419	2	83	.095

ONEWAY ANOVA

		Sum of Squares	df	Mean Square	F	Significance
Direct strategy	Between Groups	1.115	2	.557	1.749	.180
	Within Groups	26.451	83	.319		
	Total	27.566	85			
Indirect Strategy	Between Groups	1.973	2	.986	2.537	.085
	Within Groups	32.266	83	.389		
	Total	34.238	85			

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Classes	(J) Classes	Mean Difference (I-J)	Std. Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Direct strategy	Form 1	Form 2	.1216	.14961	.696	-.2355	.4786
		Form 3	-.1715	.14460	.465	-.5166	.1736
	Form 2	Form 1	-.1216	.14961	.696	-.4786	.2355
		Form 3	-.2931	.15837	.160	-.6710	.0849
	Form 3	Form 1	.1715	.14460	.465	-.1736	.5166
		Form 2	.2931	.15837	.160	-.0849	.6710
Indirect Strategy	Form 1	Form 2	.0714	.16524	.902	-.3229	.4658
		Form 3	-.2912	.15970	.168	-.6723	.0899
	Form 2	Form 1	-.0714	.16524	.902	-.4658	.3229
		Form 3	-.3627	.17492	.102	-.7801	.0548
	Form 3	Form 1	.2912	.15970	.168	-.0899	.6723
		Form 2	.3627	.17492	.102	-.0548	.7801

APPENDIX G SCORING PROCEDURE

ONEWAY Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Memory	Form 1	35	3.1016	.57633	.09742	2.9036	3.2996	2.22	4.56
	Form 2	24	2.7361	.57671	.11772	2.4926	2.9796	1.67	3.78
	Form 3	27	3.1610	.79486	.15297	2.8466	3.4754	1.56	4.89
	Total	86	3.0182	.66927	.07217	2.8748	3.1617	1.56	4.89
Cognitive	Form 1	35	3.3535	.59258	.10016	3.1500	3.5571	2.07	4.64
	Form 2	24	3.2024	.51708	.10555	2.9840	3.4207	1.93	4.21
	Form 3	27	3.4475	.78670	.15140	3.1363	3.7587	1.79	4.79
	Total	86	3.3409	.64126	.06915	3.2034	3.4783	1.79	4.79
Compensation	Form 1	35	2.5476	.69023	.11667	2.3105	2.7847	1.17	4.17
	Form 2	24	2.8472	.60974	.12446	2.5898	3.1047	1.67	3.83
	Form 3	27	3.0556	.76096	.14645	2.7545	3.3566	1.33	4.67
	Total	86	2.7907	.71820	.07745	2.6367	2.9447	1.17	4.67
Metacognitive	Form 1	35	3.8444	.63783	.10781	3.6253	4.0635	2.56	5.00
	Form 2	24	3.6204	.62332	.12724	3.3572	3.8836	2.56	4.56
	Form 3	27	4.0370	.88621	.17055	3.6865	4.3876	2.11	4.89
	Total	86	3.8424	.73079	.07880	3.6857	3.9991	2.11	5.00
Affective	Form 1	35	3.0048	.86460	.14614	2.7078	3.3018	1.33	4.33
	Form 2	24	3.2778	.74157	.15137	2.9646	3.5909	1.83	4.33
	Form 3	27	3.4753	.66619	.12821	3.2118	3.7388	2.00	4.50
	Total	86	3.2287	.79007	.08520	3.0593	3.3981	1.33	4.50
Social	Form 1	35	3.3905	.84399	.14266	3.1006	3.6804	1.67	4.83
	Form 2	24	3.2014	.68978	.14080	2.9101	3.4927	2.00	4.33
	Form 3	27	3.6481	.90149	.17349	3.2915	4.0048	2.00	5.00
	Total	86	3.4186	.83225	.08974	3.2402	3.5970	1.67	5.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Significance
Memory	1.025	2	83	.363
Cognitive	2.567	2	83	.083
Compensation	.679	2	83	.510
Metacognitive	1.873	2	83	.160
Affective	.520	2	83	.597
Social	1.363	2	83	.261

APPENDIX G SCORING PROCEDURE

ONEWAY ANOVA

		Sum of Squares	df	Mean Square	F	Significance
Memory	Between Groups	2.704	2	1.352	3.172	.047
	Within Groups	35.370	83	.426		
	Total	38.073	85			
Cognitive	Between Groups	.773	2	.386	.938	.395
	Within Groups	34.180	83	.412		
	Total	34.953	85			
Compensation	Between Groups	4.039	2	2.019	4.211	.018
	Within Groups	39.805	83	.480		
	Total	43.844	85			
Metacognitive	Between Groups	2.206	2	1.103	2.120	.126
	Within Groups	43.188	83	.520		
	Total	45.394	85			
Affective	Between Groups	3.455	2	1.728	2.891	.061
	Within Groups	49.603	83	.598		
	Total	53.058	85			
Social	Between Groups	2.583	2	1.291	1.904	.155
	Within Groups	56.292	83	.678		
	Total	58.875	85			

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Classes	(J) Classes	Mean Difference (I-J)	Std. Error	Significance	95% Confidence Interval	
						Lower Bound	Upper Bound
Memory	Form 1	Form 2	.3655	.17301	.093	-.0474	.7784
		Form 3	-.0594	.16721	.933	-.4585	.3396
	Form 2	Form 1	-.3655	.17301	.093	-.7784	.0474
		Form 3	-.4249	.18314	.059	-.8619	.0122
	Form 3	Form 1	.0594	.16721	.933	-.3396	.4585
		Form 2	.4249	.18314	.059	-.0122	.8619
Cognitive	Form 1	Form 2	.1512	.17007	.649	-.2547	.5570
		Form 3	-.0940	.16437	.836	-.4862	.2983
	Form 2	Form 1	-.1512	.17007	.649	-.5570	.2547
		Form 3	-.2451	.18003	.366	-.6748	.1845
	Form 3	Form 1	.0940	.16437	.836	-.2983	.4862
		Form 2	.2451	.18003	.366	-.1845	.6748

APPENDIX G SCORING PROCEDURE

Compensation	Form 1	Form 2	-.2996	.18353	.238	-.7376	.1384
		Form 3	-.5079(*)	.17738	.015	-.9313	-.0846
	Form 2	Form 1	.2996	.18353	.238	-.1384	.7376
		Form 3	-.2083	.19428	.534	-.6720	.2553
	Form 3	Form 1	.5079(*)	.17738	.015	.0846	.9313
		Form 2	.2083	.19428	.534	-.2553	.6720
Metacognitive	Form 1	Form 2	.2241	.19117	.473	-.2322	.6803
		Form 3	-.1926	.18477	.552	-.6335	.2483
	Form 2	Form 1	-.2241	.19117	.473	-.6803	.2322
		Form 3	-.4167	.20237	.105	-.8996	.0663
	Form 3	Form 1	.1926	.18477	.552	-.2483	.6335
		Form 2	.4167	.20237	.105	-.0663	.8996
Affective	Form 1	Form 2	-.2730	.20488	.381	-.7620	.2159
		Form 3	-.4705	.19801	.051	-.9431	.0020
	Form 2	Form 1	.2730	.20488	.381	-.2159	.7620
		Form 3	-.1975	.21688	.635	-.7151	.3200
	Form 3	Form 1	.4705	.19801	.051	-.0020	.9431
		Form 2	.1975	.21688	.635	-.3200	.7151
Social	Form 1	Form 2	.1891	.21826	.663	-.3318	.7100
		Form 3	-.2577	.21094	.444	-.7611	.2457
	Form 2	Form 1	-.1891	.21826	.663	-.7100	.3318
		Form 3	-.4468	.23104	.136	-.9981	.1046
	Form 3	Form 1	.2577	.21094	.444	-.2457	.7611
		Form 2	.4468	.23104	.136	-.1046	.9981

* Mean difference is significant at .05 ...