

APPENDIXES

APPENDIX A : Lesson Plan for the Experimental Group

LESSON PLAN

Field of Study : Language

Sub-field of study : English

Topic : Speaking

Sub-topic : Television Programmes

Class : III IPS-2

Time Allocated : 90 minutes

I. General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II. Specific Instructional Objectives

1. Students are able to find out about why most of television programmes give a bad effect to the children
2. Students are able to explain the solution of the problem given
3. Students are able to present the result of discussion in front of the class

III. Time Allocation

- | | |
|--|----|
| a. Greeting | 2' |
| b. Telling the produce of discussion | 5' |
| c. Introducing the topic and gives some the suitable | 5' |

vocabulary to the topic

d. Giving the suitable vocabulary to the topic	5'
e. Dividing the group	5'
f. Discussing the topic given	30'
g. Presenting the result in front class	30'
h. Evaluating	8'
	<hr/>
	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question and Answer
2. Explanation
3. Discussion

V. Teaching-Learning Material

Television Programmes

Modern people and television are inseparable. That can be either good or bad. According to Emha Ainun Nadjib in a one day seminar on "Television programmes and Nation Character" said that television has missed up people's rhythm of live. People's habit's have changed because of television, especially for children.

Now, try to find out :

- How does it happen ?
- How to solve the problems ?

Vocabularies :

1. Behavior = langkah laku
2. Imitate = meniru
3. Prohibit = melarang
4. Accompany = menemani

VI. Teaching-Learning Activities

Teacher's Activity	Students' Activity
1. Greets	1. Respond
2. Introduces the topic and gives some explanation orally	2. Listen carefully
3. Gives the suitable vocabulary to the topic	3. Listen carefully
4. Divides the group	4. Form the groups
5. Asks the students to discuss the topic in their own group	5. Discuss the topic
6. Asks each group to present their result of discussion	6. Present the result
7. Asks other groups to give response	7. Respond to the presenter
8. Evaluation	8. Listen carefully
9. says good bye	9. Respond

VII. Media

- Blackboard and chalks

VII. Evaluation

LESSON PLAN

Field of Study : Language

Sub-field of study : English

Topic : Speaking

Sub-topic : Wildlife

Class : III IPS-2

Time Allocated : 90 minutes

I General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II Specific Instructional Objectives.

1. Students are able to find out about why we have lost many of plants and animals.
2. Students are able to explain the solution of the problem given.
3. Students are able to present the result of discussion in front of the class.

III Time Allocation.

- | | |
|--|----|
| a. Greeting | 2' |
| b. Telling the produce of discussion | 5' |
| c. Introducing the topic and gives some the suitable vocabulary to the topic | 5' |

d. Giving the suitable vocabulary to the topic	5'
e. Dividing the group	5'
f. Discussing the topic given	30'
g. Presenting the result in front class	30'
h. Evaluating	8'
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	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question and Answer
 2. Explanation
 3. Discussion

V. Teaching-Learning Material

Wildlife

As we know that our world has more than 1.500.000 kinds of plants animals. Unfortunately we have lost a great many of those species and we are afraid that we shall lose many more if we are not careful.

Now, you try to find out :

- How does it happen ?
- How too solve the problems ?

Vocabularies :

1. Species = jenis binatang
2. Poison = racun

- 3. Plain = tak ada apa-apanya (gundul)
- 4. Polluted = tercemar
- 5. Hunt = berburu
- 6. Shelter = tempat tinggal

VI. Teaching-Learning Activities

Teacher's Activity	Students' Activity
1. Greets	1. Respond
2. Introduces the topic and gives some explanation orally	2. Listen carefully
3. Gives the suitable vocabulary to the topic	3. Listen carefully
4. Divides the group	4. Form the groups
5. Asks the students to discuss the topic in their own group	5. Discuss the topic
6. Asks each group to present their result of discussion	6. Present the result
7. Asks other groups to give response	7. Respond to the presenter
8. Evaluation	8. Listen carefully
9. says good bye	9. Respond

VII. Media

- Blackboard and chalks

VIII. Evaluation

LESSON PLAN

Field of Study : Language
Sub-field of study : English
Topic : Speaking
Sub-topic : Having A big family
Class : III IPS-2
Time Allocated : 90 minutes

I General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II Specific Instructional Objectives

1. Students are able to find out about “how does a big family happen ?
2. Students are able to explain the solution of the problem given.
3. Students are able to present the result of discussion in front of the class.

III Time Allocation

- | | |
|--|----|
| a. Greeting | 2' |
| c. Telling the produce of discussion | 5' |
| d. Introducing the topic and gives some the suitable vocabulary to the topic | 5' |
| e. Giving the suitable vocabulary to the topic | 5' |

f. Dividing the group	5'
g. Discussing the topic given	30'
h. Presenting the result in front class	30'
i. Evaluating	8'
	<hr/>
	90'

IV Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question and Answer
 2. Explanation
 3. Discussion

V Teaching-Learning Material

Having a Big Family

In our neighborhood, sometimes we see some of people have a so many children. It can be called as "A Big Family".

Now, try to find out :

- How does it happen ?
- How to solve the problems ?

Vocabularies :

1. Family planning = keluarga berencana
2. Attention = perhatian
3. Government program = program pemerintah
4. Lack of attention = kurang perhatian

VI. Teaching-Learning Activities

Teacher's Activity	Students' Activity
1. Greets	1. Respond
2. Introduces the topic and gives some explanation orally	2. Listen carefully
3. Gives the suitable vocabulary to the topic	3. Listen carefully
4. Divides the group	4. Form the groups
5. Asks the students to discuss the topic in their own group	5. Discuss the topic
6. Asks each group to present their result of discussion	6. Present the result
7. Asks other groups to give response	7. Respond to the presenter
8. Evaluation	8. Listen carefully
9. says good bye	9. Respond

VII. Media

- Blackboard and chalks

VIII. Evaluation

LESSON PLAN

Field of Study : Language
Sub-field of study : English
Topic : Speaking
Sub-topic : Population problem
Class : III IPS-2
Time Allocated : 90 minutes

I. General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II. Specific Instructional Objectives

1. Students are able to find out about "how does population problem happen?."
2. Students are able to explain the solution of the problem given.
3. Students are able to present the result of discussion in front of the class

III. Time Allocation.

- | | |
|--|----|
| a. Greeting | 2' |
| b. Telling the produce of discussion | 5' |
| c. Introducing the topic and gives some the suitable vocabulary to the topic | 5' |

d. Giving the suitable vocabulary to the topic	5'
e. Dividing the group	5'
f. Discussing the topic given	30'
g. Presenting the result in front class	30'
h. Evaluating	8'
	<hr/>
	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question and Answer
 2. Explanation
 3. Discussion

V. Teaching-Learning Material

Population Problem

As we know that Indonesia included the world's fifth largest population. It means that Indonesia will face some problem's, such as how to produce enough food how to provide people with jobs.

Now, you try to find out :

- How does it happen ?
- How to solve the problems ?

Vocabularies :

1. Densely populated = berpenduduk padat
2. Cope with = menangani

3. Foster = melaksanakan
4. Population growth = pertumbuhan penduduk
5. To provide with = menyediakan
6. Provision = penyediaan

VI. Teaching-Learning Activities

Teacher`s Activity	Students` Activity
1. Greets	1. Respond
2. Introduces the topic and gives some explanation orally	2. Listen carefully
3. Gives the suitable vocabulary to the topic	3. Listen carefully
4. Divides the group	4. Form the groups
5. Asks the students to discuss the topic in their own group	5. Discuss the topic
6. Asks each group to present their result of discussion	6. Present the result
7. Asks other groups to give response	7. Respond to the presenter
8. Evaluation	8. Listen carefully
9. says good bye	9. Respond

VII. Media

- Blackboard and chalks

VIII. Evaluation

APPENDIX B : Lesson Plan for the Control Group

LESSON PLAN

Field of Study : Language
Sub-field of study : English
Topic : Speaking
Sub-topic : Television Programmes
Class : III IPS-1
Time Allocated : 90 minutes

I General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II Specific Instructional Objectives

1. Given a complete dialogue including the difficult vocabulary about television programmes. Students are able to practice a dialogue with their friends in class.
2. Students are able to memorize the dialogue given and practice in front of the class

III Time Allocation

- | | |
|--|-----|
| a. Greeting | 2' |
| b. Reading the dialogue by the teacher | 10' |

c. Explaining the difficult vocabulary	8'
d. Asking the students to repeat the dialogue	5'
e. Memorizing the dialogue	20'
f. Acting out the dialogue in pair	40'
g. Evaluating	5'
	<hr/>
	90'

IV. Approach and Method

a. Approach : Communicative

b. Method : 1. Question-Answer

2. Explanation

V. Teaching-Learning Material

Television Programmes

Miss. Liuda : What do you think about television programme ?

Mr. Tom : I think the programmes are awful

Miss. Linda : I agree with you, they are terrible. They are a complete waste of time.

Mr. Tom : What bothers me is the violence. There aren't enough educational programmes

Miss. Linda : You're right. I agree with you. Besides that, people are too inactive when they watch television

Mr. Tom : Yes, that's true. They just look at other people doing things.

Miss. Linda : In your opinion, how to solve this problem ?

Mr. Tom : In my opinion, people should think first about what and when to

watch TV because not all the programmes on the TV are good.

Miss. Linda : That's why people have to be selective when watching TV

Mr. Tom : Yes, I felt the same way. If people can't control themselves, they will become a slave to their TV.

VI. Teaching-Learning Activities

Teacher's Activities	Students' Activity
1. Greets	1. Respond
2. Reads the dialogue to the students	2. Listen carefully
3. Explains the difficult vocabulary	3. Listen carefully
4. Asks the students to repeat the dialogue	4. Respond
5. Asks the students to memorize the dialogue	5. Memorize
6. Acts out the dialogue in front of the class	6. Act out the dialogue
7. Evaluation	7. Listen carefully

VII. Media

- Blackboard and chalks

- Handout

VIII. Evaluation

LESSON PLAN

Field of Study : Language

Sub-field of study : English

Topic : Speaking

Sub-topic : Wildlife

Class : III IPS-1

Time Allocated : 90 minutes

I. General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II. Specific Instructional Objectives

1. Given a complete dialogue including the difficult vocabulary about Wildlife. Students are able to practice a dialogue with their friends in Class.
2. Students are able to memorize the dialogue given and practice in front of the class

III. Time Allocation

- | | |
|--|-----|
| a. Greeting | 2' |
| b. Reading the dialogue by the teacher | 10' |

c. Explaining the difficult vocabulary	8'
d. Asking the students to repeat the dialogue	5'
e. Memorizing the dialogue	20'
f. Acting out the dialogue in pair	40'
g. Evaluating	5'
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	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question-Answer
2. Explanation

V. Teaching-Learning Material

Wildlife

- Susanto : David, what do you think about wildlife ?
- David : In my opinion, we should keep wildlife. If we don't keep it, we will lose a great many of plants and animal
- Susanto : You are right. We are afraid that we shall lose many more if we are not careful
- David : As the population grows, more and more species are lost and many forest become plain
- Susanto : Yes, that's right. People build dams and cause the loss of certain kinds of fish
- David : You can imagine how wildlife will be if we don't keep it

Susanto : That's why we should help our government in keep wildlife

David : How ?

Susanto : By obeying hunting and fishing laws and growing new plants

VI. Teaching-Learning Activities

Teacher's Activities	Students' Activity
1. Greets	1. Respond
2. Reads the dialogue to the students	2. Listen carefully
3. Explains the difficult vocabulary	3. Listen carefully
4. Asks the students to repeat the dialogue	4. Respond
5. Asks the students to memorize the dialogue	5. Memorize
6. Acts out the dialogue in front of the class	6. Act out the dialogue
7. Evaluation	7. Listen carefully

VII. Media

- Blackboard and chalks

- Handout

VIII. Evaluation

LESSON PLAN

Field of Study : Language
Sub-field of study : English
Topic : Speaking
Sub-topic : Having a big family
Class : III IPS-1
Time Allocated : 90 minutes

I General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II Specific Instructional Objectives

1. Given a complete dialogue including the difficult vocabulary about Having a big family. Students are able to practice a dialogue with their friends in class.
2. Students are able to memorize the dialogue given and practice in front of the class

III Time Allocation

- a. Greeting 2'
- b. Reading the dialogue by the teacher 10'

c. Explaining the difficult vocabulary	8'
d. Asking the students to repeat the dialogue	5'
e. Memorizing the dialogue	20'
f. Acting out the dialogue in pair	40'
g. Evaluating	5'
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	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question-Answer
2. Explanation

V. Teaching-Learning Material

Having a Big Family

- Silvia : Jane, which do you prefer having a big family or a small family ?
- Jane : Actually, I like a small family
- Silvia : What is your reason ?
- Jane : Hm.. Because parents can give much more attention to our children.
- Silvia : Besides that, parents can give a high education to their children
- Jane : That's true. Imagine if parents have many children, they have to learn much money to give a high educated to their children
- Silvia : I think it would be better if any couple follow the government program that is family planning
- Jane : Good. I agree with you

VI. Teaching-Learning Activities

Teacher's Activities	Students' Activity
1. Greets	1. Respond
2. Reads the dialogue to the students	2. Listen carefully
3. Explains the difficult vocabulary	3. Listen carefully
4. Asks the students to repeat the dialogue	4. Respond
5. Asks the students to memorize the dialogue	5. Memorize
6. Acts out the dialogue in front of the class	6. Act out the dialogue
7. Evaluation	7. Listen carefully

VII. Media

- Blackboard and chalks

- Handout

VIII. Evaluation

LESSON PLAN

Field of Study : Language
Sub-field of study : English
Topic : Speaking
Sub-topic : Population problem
Class : III IPS-1
Time Allocated : 90 minutes

I. General Instructional Objectives

At the end of the lesson, students are able to express their ideas about the topic given.

II. Specific Instructional Objectives

1. Given a complete dialogue including the difficult vocabulary about Population problem. Students are able to practice a dialogue with their friends in class.
2. Students are able to memorize the dialogue given and practice in front of the class

III. Time Allocation

- | | |
|--|-----|
| a. Greeting | 2' |
| b. Reading the dialogue by the teacher | 10' |

c. Explaining the difficult vocabulary	8'
d. Asking the students to repeat the dialogue	5'
e. Memorizing the dialogue	20'
f. Acting out the dialogue in pair	40'
g. Evaluating	5'
	<hr/>
	90'

IV. Approach and Method

- a. Approach : Communicative
- b. Method : 1. Question-Answer
2. Explanation

V. Teaching-Learning Material

Population Problem

Santi : What do you think about the number of population in our country ?

Jenny : Hm, the number of population seems to be greater if it continues to grow, eventually the country will be over populated.

Santi : That's right. And many problems will arise. One obvious problem is the provision of food. Do you have any opinion ?

Jenny : I think food supply can be increased by using fertilizers

Santi : For example ?

Jenny : Hm, by using better farming methods or by introducing higher-yielding rice.

Santi : That's true. I agree with you.

VI. Teaching-Learning Activities

Teacher's Activities	Students' Activity
1. Greets	1. Respond
2. Reads the dialogue to the students	2. Listen carefully
3. Explains the difficult vocabulary	3. Listen carefully
4. Asks the students to repeat the dialogue	4. Respond
5. Asks the students to memorize the dialogue	5. Memorize
6. Acts out the dialogue in front of the class	6. Act out the dialogue
7. Evaluation	7. Listen carefully

VII. Media

- Blackboard and chalks

- Handout

VIII. Evaluation

**APPENDIX C : The Scores of the Posttest from the Experimental Group
and Control Group**

POSTTEST AT III IPS₂
 FEBRUARY 23, 1998
 BY:
 SECOND RATER

No. of Subject	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1	3	4	4	4	15
2	4	4	4	4	16
3	3	4	4	5	16
4	4	4	4	4	16
5	4	3	4	4	15
6	3	4	3	4	14
7	5	3	5	5	18
8	5	4	5	4	18
9	4	3	3	4	14
10	3	3	3	4	13
11	4	3	4	4	15
12	5	3	5	5	18
13	4	4	5	4	17
14	5	4	5	4	18
15	4	3	3	3	13
16	4	4	4	4	16
17	3	3	3	3	12
18	4	3	4	4	15
19	5	4	5	4	18
20	4	3	4	4	15
21	4	3	4	4	15
22	4	4	3	4	15
23	4	4	5	4	17
24	3	4	4	5	16
25	3	4	4	5	16
26	3	3	3	3	12
Total	101	92	104	106	403

POSTTEST AT ID IPS₂

FEBRUARY 23, 1998

BY :

FIRST RATER

No. of Subject	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1	3	4	4	5	16
2	4	4	4	4	16
3	5	3	4	4	16
4	5	3	3	4	15
5	4	4	4	4	16
6	3	3	4	4	14
7	4	3	5	5	17
8	5	4	4	4	17
9	4	3	3	3	13
10	3	3	4	4	14
11	5	3	3	4	15
12	4	4	5	5	18
13	4	4	5	4	17
14	5	4	3	4	16
15	4	3	3	3	13
16	5	4	4	4	17
17	3	3	3	3	12
18	3	3	4	4	14
19	4	4	5	4	17
20	3	4	3	4	14
21	3	3	4	4	14
22	4	3	3	4	14
23	5	4	5	4	18
24	3	4	4	5	16
25	5	4	4	4	17
26	3	3	3	4	13
Total	103	91	100	105	399

POSTTEST AT III IPS,

FEBRUARY 24, 1998

BY :

SECOND RATER

No. of Subject	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1	4	3	3	4	14
2	4	3	3	4	14
3	4	3	4	3	14
4	4	4	4	4	16
5	4	3	3	3	13
6	5	4	3	4	16
7	3	4	4	4	15
8	4	3	3	3	13
9	3	4	3	4	14
10	4	3	3	3	13
11	4	3	2	3	12
12	4	4	3	4	15
13	4	3	3	3	13
14	5	3	3	4	15
15	4	3	2	3	12
16	3	4	3	4	14
17	5	4	3	4	16
18	3	3	3	4	13
19	4	4	3	4	15
20	5	4	3	4	16
21	5	4	3	4	16
22	3	4	3	4	14
23	3	3	2	2	10
24	3	3	2	3	11
25	3	4	2	3	12
26	4	4	3	4	15
27	4	3	4	4	15
28	3	4	3	3	13
29	4	3	4	4	15
30	3	4	4	4	15
Total	115	105	91	108	419

POSTTEST AT III IPS,
FEBRUARY 24, 1998

BY:
FIRST RATER

No. of Subject	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1	4	3	2	3	12
2	4	3	2	3	12
3	4	4	3	4	15
4	4	4	3	4	15
5	4	3	3	4	14
6	3	4	3	4	14
7	4	3	4	3	14
8	3	4	3	4	14
9	4	4	4	4	16
10	3	3	3	4	13
11	4	4	2	3	13
12	3	3	3	3	12
13	3	3	3	3	12
14	5	4	3	4	16
15	3	4	2	3	12
16	4	4	3	4	15
17	3	4	3	4	14
18	4	4	3	4	15
19	4	3	3	4	14
20	4	4	3	4	15
21	3	4	3	4	14
22	3	5	3	3	12
23	3	3	4	3	13
24	3	3	3	3	12
25	3	3	2	2	10
26	5	4	3	3	15
27	4	4	3	4	15
28	4	3	3	3	13
29	5	3	3	3	14
30	3	5	3	5	16
Total	110	107	88	106	411

**APPENDIX D : The Test of Hypotheses of the Sub-Summative test and
the test of Hypotheses of the Posttest.**

TESTS OF HYPOTHESES :

1. $H_0 : \mu_A = \mu_B$, there is no difference between the mean groups.
 $H_a : \mu_A \neq \mu_B$, there is significant difference between the mean groups
2. t-test, where $df = n_A + n_B - 2 = 54$
 $(0.05/2) = 2.000$
3. Calculation for t observation (to) :

A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 67.88461 \quad ; n = 26$$

$$s = \sqrt{\frac{n\{x^2 - (\sum x)^2\}}{n(n-1)}} = 6.351862$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 67 \quad ; n = 30$$

$$s = \sqrt{\frac{n\{x^2 - (\sum x)^2\}}{n(n-1)}} = 5.186188$$

$$t_0 = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A-1)s^2_A + (n_B-1)s^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.574$$

3. CONCLUSION :

Because $t_{\text{observation}} = 0.5473642 < t_{(0.05/2)}$ so H_0 is accepted.
Hence we conclude that at a 0.05 level there is no significant difference between groups.

TESTS OF HYPOTHESES :

1. $H_0 : \mu_A = \mu_B$, there is no difference between the mean groups.
 $H_a : \mu_A > \mu_B$, mean score of A group is greater than B group.
2. t-test, where $df = n_A + n_B - 2 = 54$
 $t(0.05) = 1.671$
3. Calculation for t observation (t_0) :

A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 15.42307 \quad ; n = 26$$

$$s = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.689333$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 13.76666 \quad ; n = 30$$

$$s = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.304721$$

$$t_0 = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A-1)s^2_A + (n_B-1)s^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 4.135$$

3. CONCLUSION :

Because $t_{\text{observation}} = 4.134675 > t(0.05)$ so H_0 is rejected.

Hence we conclude that the difference between groups is significant, and that the A group is greater.

Tabel t
 Harga - Harga t

dk	t(0.100)	t(0.050)	t(0.25)	t(0.10)	t(0.05)
1.	3.078	6.314	12.706	31.821	63.657
2.	1.836	2.920	4.303	6.965	9.925
3.	1.638	2.353	3.182	4.541	5.841
4.	1.533	2.132	2.776	3.747	4.604
5.	1.476	2.015	2.571	3.365	4.032
6.	1.419	1.943	2.417	3.143	3.707
7.	1.418	1.895	2.365	2.998	3.499
8.	1.397	1.860	2.306	2.896	3.355
9.	1.383	1.833	2.262	2.821	3.250
10.	1.372	1.812	2.228	2.761	3.159
11.	1.363	1.796	2.201	2.718	3.106
12.	1.356	1.782	2.179	2.681	3.055
13.	1.350	1.771	2.168	2.650	3.012
14.	1.345	1.761	2.145	2.624	2.977
15.	1.341	1.754	2.131	2.602	2.947
16.	1.337	1.746	2.120	2.583	2.921
17.	1.333	1.740	2.110	2.567	2.898
18.	1.332	1.734	2.101	2.552	2.878
19.	1.328	1.729	2.093	2.539	2.861
20.	1.325	1.725	2.086	2.528	2.845
21.	1.323	1.721	2.080	2.518	2.831
22.	1.321	1.717	2.074	2.508	2.819
23.	1.319	1.714	2.069	2.500	2.807
24.	1.318	1.711	2.064	2.492	2.797
25.	1.316	1.708	2.060	2.485	2.787
26.	1.315	1.706	2.042	2.475	2.779
27.	1.314	1.703	2.052	2.473	2.771
28.	1.313	1.701	2.048	2.467	2.763
29.	1.311	1.699	2.045	2.462	2.756
30.	1.310	1.697	2.042	2.457	2.750
40.	1.303	1.684	2.021	2.423	2.704
60.	1.296	1.671	2.000	2.390	2.660
120.	1.289	1.658	1.980	2.358	2.617
inf	1.282	1.645	1.960	2.326	2.576

contoh :

$$t(5\%; 19) = 1.729$$

$$t(1\%; 14) = 2.624$$