

APPENDIX A

The Lesson Plan

School	: SMA Negeri 1Silangkitang
Subject	: English
Class	: XI
Material	: Narrative text
Meeting	: 1

A. Core Competence

1. Inspiring and applying the religion study they believe.
2. Inspiring and applying behavior of honesty, discipline, responsibility, care, cooperation, tolerance, peace), politeness, responsiveness and pro-activeness, and showing attitude as a part of solutions of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflection in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, nationality, and civilization due to the cause of phenomena and events, and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

- 1.1 Be grateful of opportunity to study English as International language which is shown in enthusiasm of learning.
- 2.3 Appreciating behavior of responsibility, care, cooperation, peace-loving, in operating functional communication.
- 3.5 Analyzing social function, text structure, and grammatical pattern of narrative text in the form of short story, based on its context of using.
- 4.10 Making Narrative text, by paying attention on correct and context-based social function, text structure, and grammatical pattern.

C. Goal of study

Students seriously, politely, and expertly write narrative text by using correct and accepted grammar in daily live.

D. Indicators

Seriously:

- a. Identifying the generic structure of the narrative text
- b. Identifying the grammatical features of the narrative text
- c. Write the narrative text about Snow White

E. Material

Communicative Purpose
Its function to amuse, entertain people, and to deal with actual or vicarious experience in different ways.
Rhetorical Structure
Rhetorical structure or generic structure is known by text elements which means how steps of a text should be write. Text elements in narrative text are: <ul style="list-style-type: none"> - Title - Orientation - Complication - Resolution - Coda
Language Features
Language features is similar to grammatical patterns. Its contain of grammatical rules used in a written text. . A narrative text is specified by the following criteria of grammatical pattern: <ul style="list-style-type: none"> - Focus on generic participants, - Use of relational processes and conjunction - Elements of sentence using subject, predicate, object and adverb (simple sentence, past tense, compound sentence and complex sentence)

F. Example of Narrative Text

THE SHEPHERD'S BOY
There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest.

It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitements. He rushed down toward the village calling out, "Wolf! Wolf! ". Afterward the villagers came out to meet him and some of them stayed with him for a considerable time.

This pleased the boy so much that a few days afterward he tried the same trick and the villagers came again to help.

But shortly after, a wolf actually did come out to worry the sheep. The boy cried out, " Wolf! Wolf!" so much louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them. Consequently, nobody came to help him.

So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: " A liar will not be believed, even when he speaks the truth."

(Adapted from AESOP'S Fables)

F. Method of learning

Picture Word Inductive Model

G. Source of Learning

- a. Teacher as a model
- b. Text book
- c. Some picture of Narrative

H. Media of learning

- Pictures
- Blackboard
- Pappers

I. The activities of learning

Teacher	Students
<p><u>Opening</u></p> <ul style="list-style-type: none"> - Teacher will greet and motivate the students. - Teacher will check the attendance list 	<ul style="list-style-type: none"> - Students will respond to the teacher. - Students will respond to the teacher.

Main Activity

Observing

- Teacher will give some text of narrative text.

- Students will read the texts.
- Students will observe the social function, rhetorical structure and grammatical features of the text.
- Students try to find the main idea and other information from the texts.

Questioning

- Teacher will give the students opportunity to ask some questions and then explain them.

- Students will question about any information of the texts such as social function, rhetorical structure and grammatical features of the text.

Experiment

- Teacher will ask the students to work in group, displaying the picture on the board, asking the students to identify what they see in the pictures, asking them to elicit the words from the pictures, spelling and pronouncing the words identified, labelling the words identified, writing all the word bank, giving the example of the title, sentences, and a whole narrative writing to the students, asking the students to make their writings, guiding the students to do all the steps of the class, and giving comments and suggestion to the student's writings.

- Students make a group which consist of 5 members. Work in their team and follow the instruction from the teacher. Students get comments and suggestions from teacher and their friends, everyone will be able to give opinion to improve the writing result of each group.

- Students will analyze the text related to social function, rhetorical structure and grammatical features.

- In groups, students share about narrative text, and present their works in front of the class.

Associating

- Teacher will ask students to analyze the text.
- Teacher will give feedback.

- Students will analyze the text related to social function, rhetorical structure and grammatical features.

<p>Communicating</p> <ul style="list-style-type: none"> - Teacher will ask the students to present their works. 	<ul style="list-style-type: none"> - In groups, students share about Narrative text, and present their works in front of the class.
<p>Closing</p> <ul style="list-style-type: none"> - Teacher will conclude the material. - Teacher will greet the students. 	<ul style="list-style-type: none"> - With the teacher, students will conclude the material. - Students will respond and greet the teacher.

J. Assessment

a. Assessment of Social attitude

- a. technique : peer assessment
- b. instrument : questionnaire

No.	Attitude	score
1.	Curiosity	1-2
2.	Confidence	3-4
3.	Cooperation	5-6

b. Assessment knowledge

- a. Technique : written text
- b. Instrument : rubric

Scoring Aspects	Indicators	Score	Max. Score
Organization (The generic structure)	Orientation	10	40
	Complication	20	
	Resolution	15	
Language Features (The linguistic features)	Elements of sentence	15	35
	Relational verbs	10	
	Adjectives	10	
Mechanics	Preposition	5	25
	Articles	5	
	Capitalization	5	
	Punctuation	5	
	Spelling	5	
Total Score			100

The Lesson Plan

School	: SMA Negeri 1 Silangkitang
Subject	: English
Class	: XI
Material	: Narrative text
Meeting	: 2

A. Core Competence

5. Inspiring and applying the religion study they believe.
6. Inspiring and applying behavior of honesty, discipline, responsibility, care, cooperation, tolerance, peace), politeness, responsiveness and pro-activeness, and showing attitude as a part of solutions of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflection in world association.
7. Comprehending, applying, analyzing the factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, nationality, and civilization due to the cause of phenomena and events, and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
8. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

- 1.1 Be grateful of opportunity to study English as International language which is shown in enthusiasm of learning.
- 2.3 Appreciating behavior of responsibility, care, cooperation, peace-loving, in operating functional communication.
- 3.5 Analyzing social function, text structure, and grammatical pattern of narrative text in the form of short story, based on its context of using.
- 4.10 Making narrative text, by paying attention on correct and context-based social function, text structure, and grammatical pattern.

C. Goal of study

Students seriously, politely, and expertly write narrative text by using correct and accepted grammar in daily live.

D. Indicators

Seriously:

- a. identifying the generic structure of the narrative text
- b. Identifying the grammatical features of the narrative text

c. Write the narrative text about places

E. Material

Communicative Purpose

Its function to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

Rhetorical Structure

Rhetorical structure or generic structure is known by text elements which means how steps of a text should be write. Text elements in narrative text are:

- Title
- Orientation
- Complication
- Resolution
- Coda

Language Features

Language features is similar to grammatical patterns. Its contain of grammatical rules used in a written text. . A narrative text is specified by the following criteria of grammatical pattern:

- Focus on generic participants,
- Use of relational processes and conjungtion
- Elements of sentence using subject, predicate, object and adverb (simple sentence, past tense, compound sentence and complex sentence)

Example of Narrative Text

THE SHEPHERD'S BOY

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest.

It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitements. He rushed down toward the village calling out, "Wolf! Wolf! ". Afterward the villagers came out to meet him and some

of them stayed with him for a considerable time.

This pleased the boy so much that a few days afterward he tried the same trick and the villagers came again to help.

But shortly after, a wolf actually did come out to worry the sheep. The boy cried out, "Wolf! Wolf!" so much louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them. Consequently, nobody came to help him.

So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: "A liar will not be believed, even when he speaks the truth."

(Adapted from AESOP'S Fables)

F. Method of learning

Picture Word Inductive Model

G. Source of Learning

- a. Teacher as a model
- b. Some pictures of Narrative
- c. Pasti Bisa! Teaching Genre-Based Writing

H. Media of learning

- Pictures
- Blackboard
- Pappers

I. The activities of learning

Teacher	Students
<p><u>Opening</u></p> <ul style="list-style-type: none"> - Teacher will greet and motivate the students. - Teacher will check the attendance list. 	<ul style="list-style-type: none"> - Students will respond to the teacher. - Students will respond to the teacher.
<p><u>Main Activity</u></p> <p>Observing</p> <ul style="list-style-type: none"> - Teacher will give some text of narrative text. 	<ul style="list-style-type: none"> - Students will read the texts.

<ul style="list-style-type: none"> - Teacher will review about narrative text. <p>Questioning</p> <ul style="list-style-type: none"> - Teacher will give the students opportunity to ask some questions and then explain them. <p>Experiment</p> <ul style="list-style-type: none"> - Teacher will distribute picture of the story to student groups. <p>Associating</p> <ul style="list-style-type: none"> - Teacher will ask students to analyze the text. - Teacher will give feedback. <p>Communicating</p> <ul style="list-style-type: none"> - Teacher will ask the students to present their works.. 	<ul style="list-style-type: none"> - Students try to find the main idea and other information from the texts. <ul style="list-style-type: none"> - Students will question about any information of the texts such as social function, rhetorical structure and grammatical features of the text. <ul style="list-style-type: none"> - In groups, students will find important information from the picture. <ul style="list-style-type: none"> - With that information, students will make a narrative text by paying attention on the social function, rhetorical structure and grammatical features of the text. <ul style="list-style-type: none"> - Students will analyze the text related to social function, rhetorical structure and grammatical features.
<p><u>Closing</u></p> <ul style="list-style-type: none"> - Teacher will conclude the material. <p>Teacher will greet the students</p>	<ul style="list-style-type: none"> - Together with the teacher make a conclusion

J. Assessment

Assessment of Social attitude

a. technique

: peer assessment

b. instrument

: questionnaire

No.	Attitude	Score
1.	Curiosity	1-2
2.	Confidence	3-4
3.	Cooperation	5-6

- Assessment knowledge
 c. Technique : written text
 d. Instrument : rubric

Scoring Aspects	Indicators	Score	Max. Score
Organization (The generic structure)	Orientation	10	40
	Complication	20	
	Resolution	15	
Language Features (The linguistic features)	Elements of sentence	15	35
	Relational verbs	10	
	Adjectives	10	
Mechanics	Preposition	5	25
	Articles	5	
	Capitalization	5	
	Punctuation	5	
	Spelling	5	
Total Score			100

- Performance
 Technique : Presentation
 Instrument : Student presents the result of their narrative text in front of the class

No.	Aspect of assessment	Score
Behavior		
1.	Confidence	
2.	Seriousness	
Knowledge		
1.	Pronunciation	
2.	Fluency	
3.	Intonation	
Total		
Average		

1. Confidence

- 3 = Confidence
 2 = Less Confident
 1 = Not Confident

5. Intonation

- 3 = Almost perfect
 2 = There is a mistake
 1 = Too many mistake

The Lesson Plan

School	: SMA Negeri 1 Silangkitang
Subject	: English
Class	: XI
Material	: Narrative text
Meeting	: 3

A. Core Competence

9. Inspiring and applying the religion study they believe.
10. Inspiring and applying behavior of honesty, discipline, responsibility, care, cooperation, tolerance, peace), politeness, responsiveness and pro-activeness, and showing attitude as a part of solutions of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflection in world association.
11. Comprehending, applying, analyzing the factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, nationality, and civilization due to the cause of phenomena and events, and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
12. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

- 1.1 Be grateful of opportunity to study English as International language which is shown in enthusiasm of learning.
- 2.3 Appreciating behavior of responsibility, care, cooperation, peace-loving, in operating functional communication.
- 3.5 Analyzing social function, text structure, and grammatical pattern of Narrative text in the form of short story, based on its context of using.
- 4.10 Making narrative text, by paying attention on correct and context-based social function, text structure, and grammatical pattern.

C. Goal of study

Students seriously, politely, and expertly write descriptive text by using correct and accepted grammar in daily live.

D. Indicators

Seriously:

- e. Identifying the generic structure of the narrative text
- f. Identifying the grammatical features of the narrative text

- g. Write the narrative text about places

E. Material

Communicative Purpose
Its function to amuse, entertain people, and to deal with actual or vicarious experience in different ways.
Rhetorical Structure
Rhetorical structure or generic structure is known by text elements which means how steps of a text should be write. Text elements in narrative text are: <ul style="list-style-type: none"> - Title - Orientation - Complication - Resolution - Coda
Language Features
Language features is similar to grammatical patterns. Its contain of grammatical rules used in a written text. . A narrative text is specified by the following criteria of grammatical pattern: <ul style="list-style-type: none"> - Focus on generic participants, - Use of relational processes and conjungtion - Elements of sentence using subject, predicate, object and adverb (simple sentence, past tense, compound sentence and complex sentence)

Example of Narrative Text

THE SHEPHERD'S BOY
There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest.
It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitements. He rushed down toward the village calling out, "Wolf! Wolf! ". Afterward the villagers came out to meet him and some of them stayed with him for a considerable time.

This pleased the boy so much that a few days afterward he tried the same trick and the villagers came again to help.

But shortly after, a wolf actually did come out to worry the sheep. The boy cried out, "Wolf! Wolf!" so much louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them. Consequently, nobody came to help him.

So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: "A liar will not be believed, even when he speaks the truth."

(Adapted from AESOP'S Fables)

F. Method of learning

Picture Word Inductive Model

G. Source of Learning

- a. Teacher as a model
- b. Some Pictures of narrative
- c. Pasti Bisa! Teaching Genre-Based Writing

H. Media of learning

- Pictures
- Blackboard
- Pappers

I. The activities of learning

Teacher	Students
<p><u>Opening</u></p> <ul style="list-style-type: none"> - Teacher will greet and motivate the students. - Teacher will check the attendance list. 	<ul style="list-style-type: none"> - Students will respond to the teacher. - Students will respond to the teacher.

<p><u>Main Activity</u></p> <p>Observing</p> <ul style="list-style-type: none"> - Teacher will give some text of narrative text. <p>Questioning</p> <ul style="list-style-type: none"> - Teacher will give the students opportunity to ask some questions and then explain them. <p>Experiment</p> <ul style="list-style-type: none"> - Teacher will distribute pictures about 'snow white' to student groups. <p>Associating</p> <ul style="list-style-type: none"> - Teacher will ask students to analyze the text. - Teacher will give feedback. <p>Communicating</p> <ul style="list-style-type: none"> - Teacher will ask the students to present their works. 	<ul style="list-style-type: none"> - Students will read the texts. - Students try to find the main idea and other information from the texts. <ul style="list-style-type: none"> - Students will question about any information of the texts such as social function, rhetorical structure and grammatical features of the text. <ul style="list-style-type: none"> - In groups, students will find important information about the topic. - With that information, students will make a narrative text by paying attention on the social function, rhetorical structure and grammatical features of the text. <ul style="list-style-type: none"> - Students will analyze the text related to social function, rhetorical structure and grammatical features. <ul style="list-style-type: none"> - In groups, students share about narrative text, and present their works in front of the class.
<p><u>Closing</u></p> <ul style="list-style-type: none"> - Teacher will conclude the material. <p>Teacher will greet the students.</p>	<ul style="list-style-type: none"> - With the teacher, students will conclude the material. - Students will respond and greet the teacher.

J. Assessment

Assessment of Social attitude

- a. technique : peer assessment
 b. instrument : questionnaire

No.	Attitude	Score
1.	Curiosity	1-2
2.	Confidence	3-4
3.	Cooperation	5-6

Assessment knowledge

- c. Technique : written text
 d. Instrument : rubric

Scoring Aspects	Indicators	Score	Max. Score
Organization (The generic structure)	Orientation	10	40
	Complication	20	
	Resolution	15	
Language Features (The linguistic features)	Elements of sentence	15	35
	Relational verbs	10	
	Adjectives	10	
Mechanics	Preposition	5	25
	Articles	5	
	Capitalization	5	
	Punctuation	5	
	Spelling	5	
Total Score			100

Performance

- Technique : Presentation
 Instrument : Student presents the result of their narrative text in front of the class

No.	Aspect of assessment	Score
Behavior		
1.	Confidence	
2.	Seriousness	
Knowledge		
1.	Pronunciation	
2.	Fluency	
3.	Intonation	

APPENDIX B

The Calculation of the Data in Experimental Class

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	Deviation (d ₁)	Dx (d - M _x)	Standard Deviation (D _x ²)
1	AL	80	86	6	-0.27	0.07
2	AS	83	85	2	-4.27	18.23
3	AYS	89	93	4	-2.27	5.15
4	CKD	44	50	6	-0.27	0.07
5	DEA	88	92	4	-2.27	5.15
6	DES	67	90	23	16.73	279.9
7	EHH	72	77	5	1.27	1.61
8	EKD	77	81	4	-2.27	5.15
9	ES	89	93	4	-2.27	5.15
10	EP	87	94	7	0.73	0.53
11	GW	69	79	10	3.73	13.91
12	HNN	85	88	3	-3.27	10.69
13	IAA	74	77	3	-3.27	10.69
14	ICA	43	59	16	9.73	94.67
15	II	65	79	14	7.73	59.75
16	IKA	57	62	5	-1.27	1.61
17	JAW	88	96	8	1.73	2.99
18	JHP	55	57	2	-4.27	18.23
19	JR	70	83	13	6.73	45.29
20	KAR	79	83	4	-2.27	5.15
21	NS	72	75	3	-3.27	10.69
22	S	81	94	13	6.73	45.29
23	SA	70	80	10	3.73	13.91
24	SAR	68	75	7	0.73	0.53
25	SJR	69	72	3	-3.27	10.69
26	SN	68	75	7	0.73	0.53
27	SS	75	79	4	-2.27	5.15
28	SS	71	73	2	-4.27	18.23
29	SR	85	92	7	0.73	0.53
30	SRS	64	66	2	-4.27	18.23
31	R	78	83	5	-1.27	1.61
32	RD	78	82	4	-2.27	5.15
33	RR	87	90	3	-3.27	10.69
34	RS	54	62	8	1.73	2.99
35	VIA	77	80	3	-3.27	10.69
36	VOS	60	64	4	-2.27	5.15
TOTAL (Σ)		2618	2846	226		737.94
MEAN		72.72	79,05			

APPENDIX C

The Calculation of the Data in Control Class

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	Deviation (d ₁)	Dx (d - M _x)	Standard Deviation (D _x ²)
1	AAS	73	75	3	0.34	0.11
2	ADS	56	62	6	3.34	11.15
3	AH	40	41	1	-1.66	2.75
4	AYS	60	61	1	-1.66	2.75
5	ASR	66	64	-2	-4.66	21.71
6	B	40	41	1	-1.66	2.75
7	CAH	67	71	4	1.34	1.79
8	DS	63	65	2	-0.66	0.43
9	DP	61	70	9	6.34	40.19
10	DRF	46	50	4	1.34	1.79
11	FH	68	66	-2	-4.66	21.71
12	FS	62	63	1	-1.66	2.75
13	GRS	40	41	1	-1.66	2.75
14	IKH	62	58	-4	-6.66	44.35
15	JPS	68	65	-3	-5.66	32.03
16	KL	63	66	3	0.34	0.11
17	KAS	72	75	3	0.34	0.11
18	K	63	65	2	-0.66	0.43
19	KH	50	53	3	0.34	0.11
20	KPS	75	80	5	2.34	5.47
21	MAR	40	41	1	-1.66	2.75
21	MS	69	64	-5	-7.66	58.67
23	MI	64	59	-5	-7.66	58.67
24	MZS	44	53	11	8.34	69.55
25	NH	52	55	3	0.34	0.11
26	NN	60	65	5	2.34	5.47
27	P	65	76	11	8.34	69.55
28	R	55	52	-3	-5.66	32.03
29	SHS	70	73	-3	-5.66	32.03
30	SR	69	72	3	0.34	0.11
31	WS	52	59	7	4.34	18.83
32	WAIS	56	62	6	3.34	11.15
33	ZH	42	48	6	3.34	11.15
34	ZA	40	43	3	0.34	0.11
35	ZPH	62	67	5	2.34	5.47
36	ZS	51	62	11	8.34	69.55
	Total	2086	2181	94		635,15
	Mean	57.94	60.58			

APPENDIX D

The calculation of the t-test

$$M_x = \frac{\sum d}{N_x} = \frac{226}{36} = 6.27$$

$$M_y = \frac{\sum d}{N_y} = \frac{94}{36} = 2.61$$

$$dx^2 = 737.94$$

$$dy^2 = 635.15$$

$$N_x = 36$$

$$N_y = 36$$

$$t_{\text{observed}} = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t_{\text{observed}} = \frac{6.27 - 2.61}{\sqrt{\left[\frac{737.94 + 635.15}{(36 + 36) - 2} \right] \left[\frac{1}{36} + \frac{1}{36} \right]}}$$

$$t_{\text{observed}} = \frac{3.66}{\sqrt{\left[\frac{1373.09}{70} \right] \left[\frac{2}{36} \right]}}$$

$$t_{\text{observed}} = \frac{3.66}{\sqrt{\left[\frac{2746.18}{2520} \right]}}$$

$$t_{\text{observed}} = \frac{3.66}{\sqrt{[1.08]}}$$

$$t_{\text{observed}} = 3.66$$

APPENDIX E

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail Probabilities		0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
One Tail		0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
S	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
F	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
R	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
E	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
D	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
O	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
M	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
	44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
	46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
	48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
	50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
	55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
	60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
	65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
	70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
	80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
	100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
	150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
	200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two Tails		0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One Tail		0.10	0.05	0.025	0.01	0.005	0.001	0.0005	

This table was calculated by APL programs written by [William Knight](#). The format of the table is adapted from a table constructed by Drake Bradley, Department of Psychology, Bates College, Lewiston-Ashburn, Maine, U.S.A. (source: <http://www.math.unb.ca/~knight/utility/t-table.htm>)