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APPENDICES



Appendix 1. Instrument of Pre-test and post-test dialogue

Instruction :

Imagine that you and your friends act as a guide and a tourist. In this situation the guide should accompany the tourist who the first time come to visit one of beautiful destination spots in wakatobi island.

Tour Guide

- Guide : Hello Mr. good morning. I am your tour guide. Welcome to wakatobi island, is it you first time in wakatobi island right.
- Tourist : Hello, yes this my first time in wakatobi island, and I need your help to go around here.
- Guide : Okay, and if you have a question please do not hesitate to ask, now Let's go to the first destination.
- Tourist : What place will be the first destination miss?
- Guide : First destination is cemara beach.
- Tourist : Ok miss, I am very excited.
- Guide : Okay Mr. this is cemara beach, cemara beach is one of beautiful destination in wakatobi because it has a beautiful view and white sand. Cemara beach is also popular with a beautiful coral reef to dive.
- Tourist : I am very lucky to come this place. This is one of good places that I have ever visited. Hmm, miss can you help to take some picture.
- Guide : Yes I can, let me takes your picture.
- Tourist : Thank you very much.
- Guide : you are welcome.



Appendix 2. Instrument 2: Questionnaire

Adapted from Sarira (2012)

Nama :

Berilah tanda cek pada kolom sesuai dengan pendapat saudara tentang drill, pair work dan role play yang telah dilakukan dalam pembelajaran.

1. Sangat setuju. 2. Setuju. 3. Tidak ada jawaban. 4. Tidak setuju.
5. Sangat tidak setuju.

No.	Items/ Response	1	2	3	4	5
1.	Guru memberikan penjelasan dengan jelas bagaimana drill, pair work dan role play dalam pembelajaran Bahasa Inggris.					
2.	Guru berkeliling kelas untuk mengecek dan membantu kesulitan siswa dalam proses belajar mengajar					
3.	Guru memberikan cukup waktu untuk berlatih drill, pair work dan role play sebelum tampil di depan kelas.					
4.	Guru memberikan penjelasan dengan jelas tujuan dari drill, pair work dan role play dalam pembelajaran Bahasa Inggris.					
5.	Drill, pair work dan role play memberi kesempatan yang cukup untuk latihan berbahasa Inggris.					
6.	Drill, pair work dan role play membantu saya belajar lebih mudah di kelas					
7.	Drill, pair work dan role play sangat mudah dilakukan di dalam kelas					
8.	Saya senang belajar bahasa Inggris dengan Drill, pair work dan role play					
9.	Ada peningkatan kepercayaan diri dengan menggunakan drill, pair work dan role play ketika belajar Bahasa Inggris.					
	pair work dan role play membuat saya termotivasi untuk belajar Bahasa Inggris					



11.	Drill, pair work dan role play membantu pemahaman saya terhadap tata bahasa Inggris					
12.	Drill, pair work dan role play membantu pelafalan saya lebih baik dalam berbahasa Inggris					
13.	Drill, pair work dan role play membuat saya mendapatkan banyak kosa kata baru					
14.	Drill, pair work dan role play menghilangkan kecemasan dalam berbicara.					
15.	Ada peningkatan kemampuan berbicara saya dalam bahasa Inggris melalui drill, pair work dan role play.					

Chambell, et al. (2001)



Appendix 3. Lesson plan

LESSON PLAN

Course : English Subject
Topic : Asking and giving opinions
Time : 2 x 40 minutes
Meeting : 1

A. Learning Objectives

1. Students are able to use the expression of asking and giving opinions in daily activities after completing the lesson.
2. Students can be able to use the expression of asking and giving opinions in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Asking and giving opinion
2. Source : <http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to learn.



2. Core activity

- a. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
- b. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
- c. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.
- d. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
- e. The researcher will give students an opportunity to perform in front of class through role play activity.

3. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.



Read the following dialogue then practice the dialogue and perform a role play in front of class.

Dialog text

Nia : Hi Indah?

Indah : Hi Nia?

Nia : have you ever visited to cemara beach in waha?

Indah : Yes I have, I have ever visited there last week.

Nia : what is your opinion about that beach?

Indah : in my opinion cemara beach has white sand and beautiful view. What is your opinion too about that beach?

Nia : in my opinion, cemara beach is a good place to spend our time with our family and friends

Indah : I think so, I have planning to go there next week with my family. Do you want to join us?

Nia : yes I do, it will be fun

Indah : ok see you

Nia : see you too.

LESSON PLAN 2

Course : English Subject

Topic : Asking and giving information

Time : 2 x 40 minutes

Meeting : 2

Learning Objectives



1. Students are able to use the expression of asking and giving opinions in daily activities after completing the lesson.
2. Students can be able to use the expression of asking and giving opinions in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Asking and giving information.
2. Source : <http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to learn.

2. Core activity

1. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
2. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
3. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.



4. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
5. The researcher will give students an opportunity to perform in front of class through role play activity.

3. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.

Read the following dialogue then practice the dialogue and perform a role play in front of class.

Dialog Text

Andri : Excuse me, may I take the seat near of you?

Tina : Of course, here you are.

Andri : Hai, my name is Andrian.

Tina : Hai, I am Tina. Andrian? Is that correct?

Andri : You may call me, Andri. Where are you going?

Tina : I am going to the post office, and where are you going?

Andri : I am going to the supermarket.



Tina : If you want to go to the supermarket, you do not have to wait this bus, you have to wait over there. It is a wrong for you

Andri : Oh, are you sure? I am a new comer here. Thank for your information, Tina

Tina : Be careful Andri. Nice to meet you

Andi : Nice to meet you too



LESSON PLAN 3

Course : English Subject
Topic : At the airport
Time : 2 x 40 minutes
Meeting : 3 and 4

A. Learning Objectives

1. Students are able to understand expressions which used in direct communication to pick up the tourist at the airport after completing the lesson.
2. Students can be able to practice the expression in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Pick up the tourist at the airport.
2. Source : English conversations for all occasions
<http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to

arn.



2. Core activity

1. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
2. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
3. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.
4. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
5. The researcher will give students an opportunity to perform in front of class through role play activity.

3. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.



Read the following dialogue then practice the dialogue and perform a role play in front of class.

Imagine that you and your friends act as a driver and a tourist. In this situation the driver pick up the tourist at the airport who the first time comes to visit to wakatobi island.

Dialog text 1 (Meeting 3)

Driver : Welcome to Wakatobi island.
 Tourist : Thank you
 Driver : I am Adi, what is your name?
 Tourist : Hi Adi, my name is John.
 Driver : Nice to meet you.
 Tourist : Nice to meet you too.
 Driver : How's your flight Sir/John?
 Tourist : The flight is nice and safe.
 Driver : Good then. Is there any bag left?
 Tourist : Yes, there is one there.
 Driver : Ok, I'll take the bag then put it in the car.

Dialog 2 (Meeting 4)

Driver : Where are you from?
 Tourist : I am from Canada.
 Driver : Is it the first time you come to wakatobi island?
 Tourist : Yes this is my first trip to Wakatobi island.
 Driver : So, how long will you stay here for?



- Tourist : I will stay here for 2 weeks.
- Driver : Do you have plan where you want to go during in wakatobi?
- Tourist : No actually, I have no idea where to go.
- Driver : Well, here is my card. You can call me if you need a tour program.
- Tourist : Ok, thank you.



LESSON PLAN 4

Course : English Subject
Topic : At the hotel
Time : 2 x 40 minutes
Meeting : 5 and 6

A. Learning Objectives

1. Students are able to understand expressions which used in direct communication to serve customer at the hotel after completing the lesson.
2. Students can be able to use the expression in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Check in and check out at the hotel.
2. Source : English conversations for all occasions.
<http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out.

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to

arn.



2. Core activity

- a. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
- b. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
- c. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.
- d. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
- e. The researcher will give students an opportunity to perform in front of class through role play activity.

3. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.

Read the following dialogue then practice the dialogue and perform a role play in front of class.



Imagine that you and your friends act as a receptionist and a guest. In this situation the receptionist reserves the guest that want

to check in into the hotel (meeting 1) and to check out from hotel (meeting 2) that come to visit to wakatobi island.

Dialog Text 1 (Meeting 5)

Receptionist : Welcome to wakatobi hotel. How may I help you?

Guest : I would like a room, please.

Receptionist : Ok. Would you prefer a single or a double?

Guest : A single. How much is that?

Receptionist : It's 300.00 a night. How many nights will you be staying?

Guest : Just one night

Receptionist : May I have your name, please?

Guest : My name is ramdan.

Receptionist : How would you like to pay the room?

Guest : Do you take Mastercard?

Receptionist : Yes, we do.

Guest : Ok. I will pay with Mastercard.

Receptionist : Ok sir. Thank you

Dialog Text 2 (Meeting 6)

Guest : Good afternoon.

Receptionist : Good afternoon. Do you want to check out now?

Guest : Yes. I'm sorry for being a bit late.

Receptionist : No problem, Sir.



Guest : Is there any extra charge for that?

Receptionist : No, Sir. May I know your room number?

Guest : It's 324

Receptionist : Mr. John Smith, room booked from Monday to wednesday. Is that correct?

Guest : Yes, it is.

Receptionist : So, the total of your bill is 300.00. How would you like to pay, Sir?

Guest : I will use cash.



LESSON PLAN 5

Course : English Subject
Topic : At the restaurant
Time : 2 x 40 minutes
Meeting : 7

A. Learning Objectives

1. Students are able to understand expressions which used in direct communication to serve guest at the restaurant after completing the lesson.
2. Students can be able to practice the expression in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Serving a guest at restaurant
2. Source : English conversation for all occasions.
<http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to

arn.



2. Core activity

1. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
2. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
3. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.
4. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
5. The researcher will give students an opportunity to perform in front of class through role play activity.

3. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.



Read the following dialogue then practice the dialogue and perform a role play in front of class.

Dialog text

Imagine that you and your friends act as servant and a guest. In this situation, the servant is serving the guest that wants to order the menu of restaurant.

Servant : Hello! How are you doing?

Guest : Fine, thank you. Can I see a menu, please?

Servant : Certainly, here you are.

Guest : Thanks. What's special today?

Servant : Seafood is very special today.

Guest : That sounds good. I will have that.

Servant : Would you like something to drink?

Guest : Yes, I would like an orange juice.

Servant : Here you are. Enjoy your meal!

Guest : Thank you.

Servant : **Yes Sir.**

Guest : **May I have the bill?**

Servant : **Here is your bill Sir**

Guest : **Okay, thank you.**

Servant : **You are welcome Sir and thank you for visiting our restaurant.**



LESSON PLAN 6

Course : English Subject
Topic : At the airport
Time : 2 x 40 minutes
Meeting : 8

A. Learning Objectives

1. Students are able to understand expressions which used in direct communication to drop off the tourist to the airport after completing the lesson.
2. Students can be able to practice the expression in front of class by using dialog text.

B. Material, sources, and teaching aids

1. Material : Drop off the tourist to the airport.
2. Source : English conversations for all occasion
<http://englishconversationsforall.blogspot.com/>
3. Teaching aids: Hand out

C. Teaching Procedures

1. Opening

The researcher starts the class by saying greeting and asking students" condition. Besides, she also asked students" readiness to

arn.



2. Core activity

1. The first thing done by researcher is providing a brief dialog or mini-dialog, giving them motivation related the dialog situation.
2. The researcher gives them input about vocabulary, pronunciation and grammar that they need through drill/repetition.
3. The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair work.
4. The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
5. The researcher will give students an opportunity to perform in front of class through role play activity.

6. Closing

Before closing the class, firstly the writer will ask students' difficulties during the teaching and learning process. If there are some questions about the materials, the researcher will a bit explain and give the answer. Some advices will be given to students in order to motivate them for always practicing their English. After that, telling them about the next topic for the next meeting. While to close the class, the teacher closed it by saying greeting or salam.



Read the following dialogue then practice the dialogue and perform a role play in front of class.

Imagine that you and your friends act as a driver and a tourist. In this situation the driver drops off the tourist that have finished her holiday while asking about her holiday.

Dialog text

Driver : How was your holiday Sir ? Was it exciting?

Tourist : yes it was, wakatobi is very nice place for holiday.

Driver : Where have you been during your stay in Wakatobi?

Tourist : I have been to many places, like Hoga island, One mobba'a, Fortress lia and etc.

Driver : Wow, you have visited many nice places. Which one do you like the most, Sir?

Tourist : I like hoga island the most.

Driver : Yeah, everyone says that too. Why do you like it Sir?

Tourist : I like hoga island because it has a beautiful coral reef to dive.

Driver : I agree with you sir.



Appendix 4. Documentation



Appendix 5. Students' Score in Pretest and Posttest

Students	Pretest							Posttest						
	1	2	3	4	5	Score	Category	1	2	3	4	5	Score	Category
1	60	50	60	50	30	50	average	70	80	80	70	80	76	good
2	50	60	60	40	20	46	Poor	60	60	60	60	70	62	average
3	70	60	50	60	40	56	average	80	60	70	60	70	68	average
4	60	30	30	40	50	42	Poor	60	80	60	80	70	70	good
5	40	20	70	40	60	46	Poor	70	50	60	70	80	66	average
6	60	50	40	50	50	50	average	90	90	90	80	80	86	good
7	30	60	40	40	60	46	Poor	70	60	70	50	70	64	average
8	40	50	60	20	70	48	Poor	60	60	60	40	50	54	average
9	50	50	60	50	40	50	average	80	60	70	60	70	68	average
10	20	60	60	60	40	48	Poor	90	60	60	70	80	72	good
11	60	50	20	50	60	48	Poor	60	90	60	60	80	70	good
12	30	60	40	50	60	48	Poor	80	60	60	80	60	68	average
13	40	20	60	60	60	48	Poor	60	80	60	60	70	66	average
14	50	40	60	50	60	52	average	60	60	60	70	80	66	average
15	40	20	80	60	40	48	Poor	70	70	60	60	70	66	average
16	60	20	40	20	60	40	Poor	60	50	60	70	60	60	average
17	30	30	40	30	60	38	Poor	80	70	50	60	50	62	average
	50	40	80	20	30	44	Poor	60	70	70	70	60	66	average



19	60	20	60	40	20	40	Poor	60	80	60	80	80	72	good
20	50	30	30	50	40	40	Poor	80	80	80	80	60	76	good
21	60	20	40	60	40	44	Poor	90	70	80	60	60	72	good
22	60	40	50	50	40	48	Poor	60	70	80	70	70	70	good
23	40	50	60	60	50	52	average	70	60	60	70	60	64	average
24	40	60	40	70	40	50	average	80	60	60	60	60	64	average
25	50	50	50	70	40	52	average	80	80	60	80	70	74	good
26	40	60	50	60	20	46	Poor	90	70	60	70	70	72	good
Total	47.69	42.31	51.15	48.08	45.38	46.92		71.92	68.46	65.38	66.92	68.46	68.23	



Appendix 6. Students' Perception

No	Respondent	Items															Total Score	Classification
		1+	2+	3+	4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+		
1	CR1	4	5	4	4	4	5	5	4	5	5	4	4	5	4	4	66	Very positive
2	CR2	5	4	4	4	4	4	4	5	4	4	3	4	4	5	4	62	Positive
3	CR3	5	4	4	4	5	4	4	4	5	5	4	4	3	4	4	63	Positive
4	CR4	4	5	4	4	5	4	4	4	4	2	4	4	4	4	4	60	Positive
5	CR5	5	4	4	5	4	4	4	4	4	4	4	3	4	5	4	62	Positive
6	CR6	4	4	4	4	3	5	4	4	4	5	5	4	4	4	4	62	Positive
7	CR7	4	4	4	4	4	4	4	4	4	5	3	5	2	4	4	59	Positive
8	CR8	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	63	Positive
9	CR9	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	62	Positive
10	CR10	4	4	4	4	4	4	4	4	4	4	4	5	4	2	4	59	Positive
11	CR11	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	56	Positive
12	CR12	5	4	4	4	4	4	4	4	5	4	5	5	5	4	4	65	Very positive
	CR13	4	5	4	4	4	2	4	4	4	4	4	4	4	5	5	61	Positive
	CR14	4	5	4	5	5	4	5	5	4	4	4	4	4	4	4	65	Very positive



15	CR15	4	4	4	5	4	2	4	4	4	4	4	4	4	5	4	4	60	Positive
16	CR16	4	4	4	4	3	4	4	4	5	4	5	5	4	4	4	62	Positive	
17	CR17	4	4	5	4	4	5	5	4	4	4	4	4	4	4	4	63	Positive	
18	CR18	4	4	4	4	4	3	4	4	4	5	5	5	5	4	4	63	Positive	
19	CR19	5	4	4	4	4	4	4	4	4	3	5	4	4	4	4	61	Positive	
20	CR20	4	4	4	4	5	5	4	4	5	2	5	4	4	4	4	62	Positive	
21	CR21	5	4	4	4	3	5	4	4	4	4	4	5	5	4	4	63	Positive	
22	CR22	4	4	5	4	4	5	4	4	4	3	5	4	4	4	5	63	Positive	
23	CR23	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	64	Very positive	
24	CR24	4	4	4	2	4	5	5	4	4	5	5	4	4	4	4	62	Positive	
25	CR25	4	4	4	4	3	4	4	4	4	4	2	4	4	4	4	57	Positive	
26	CR26	4	4	4	4	4	4	3	4	4	4	5	4	2	4	4	58	Positive	
Total Score																	1603		
Mean																	62		



Appendix 7. Statistical Table (T Table)

TABLE A.2

t
Distribution
: Critical
Values of t

Significance level

Degrees of Freedom	Two-tailed test: One-tailed test:	Significance level					
		10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505



50	1.676	2.009	2.403	2.678	3.261	3.496
60	1.671	2.000	2.390	2.660	3.232	3.460
70	1.667	1.994	2.381	2.648	3.211	3.435
80	1.664	1.990	2.374	2.639	3.195	3.416
90	1.662	1.987	2.368	2.632	3.183	3.402
100	1.660	1.984	2.364	2.626	3.174	3.390
120	1.658	1.980	2.358	2.617	3.160	3.373
150	1.655	1.976	2.351	2.609	3.145	3.357
200	1.653	1.972	2.345	2.601	3.131	3.340
300	1.650	1.968	2.339	2.592	3.118	3.323
400	1.649	1.966	2.336	2.588	3.111	3.315
500	1.648	1.965	2.334	2.586	3.107	3.310
600	1.647	1.964	2.333	2.584	3.104	3.307
∞	1.645	1.960	2.326	2.576	3.090	3.291

