ABSTRACT

Nurul Syahfitri, 1302050155 The effect of Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentences".
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The objective of this research was to find out the effect of Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentence. This research was conducted at SMK Swasta Satrya Budi 1 Perdagangan, Jalan Sangnawaluh No. 100 Perdagangan academic year 2016/2017. The sample in this research has been taken X-TKR 1, the total of the students were 25 and X-TKR 2 , the total of the students were 25. The sample consisted of 50 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 25 students taugt by using TBLT and the control group consisted of 25 students without TBLT. The instrument of this research were 50 items of multiple choice. The data were analyzed by using t-test formula. Then, the result showed that $t_{observe}$ (8.96) was higher than t_{table} (2.01) and the degree of freedom (df = 48) for two-tailed test (8.96 >2.01). It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, the students' achievement grammar Conditional Sentence in grammar by using TBLT was more significant than without TBLT.

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The Researcher,

Nurul Syahfitri

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The objective of teaching English to enable the students to use it in communication, of course, some language components should be well mastered by students to achieve the four basic skills namely grammar, vocabulary, pronounciations, and spelling. All the students must achieve these skills. However, there is also a basic element for the students to achieve in learning English that is "grammar".

According to language experts, the importance of mastering grammar has a big role in increasing students' fluency. As Richard (1985: 148) says proficiency in grammar can give self confidence for students to communicate in the target language. Knowing they can use the right expression will reduce the scare and embarrassment when they want to talk.

English grammar consist of many parts. One of them which is taught at school is Conditional Sentences. In English, when a intention with same condition wants to be expressed, a Conditional Sentences is used. A Conditional Sentence contains two clauses: adependent clause beginning with <u>if</u>and a main clause. There are three different types of Conditional Sentences. There are Conditional type I (Future possiblecondition), Conditional type II (Present unreal condition), Conditional type III (Past unreal condition).

Based on the researcher's experience when and Teaching Practice (PPL), it is find that many students difficult to make conditional sentences and they are understood English grammar well. They where really confuse how to different the three types of Conditional Sentences, while the other factors can be from the teachers. The teachers dominantly use the traditional method, it makes students passive in the class. The teachers also explain the conditional sentences in general without tell how to make conditional sentences more specific of conditional sentences such as type I, type II, and type III.

For example:

1) I came if I am not busy (incorrect)

   I will come if I am not busy (correct)

2) She would fly if she was a bird (incorrect)

   She would fly if she were a bird (correct)

Consider the above situation, the writer choose an approach which is based on theuse of task as the core unit of planning and instruction in teaching grammar. So this approach is known as Task-Based Language Teaching (TBLT).

TBLT is very effective way to teach Conditional Sentences because TBLT involves many various tasks that can help the students understand Conditional Sentences easily. The tasks are done in pairs or in group. These ways are effective because TBLT is students-centeredness. The students can interact each other and communicatethe language they are discussing. Beside, TBLT has authenticity. The task give to students should be clear and authentic to the life reality and have some information transfer so the students connect it to their real life. I am very

interested in conducting study which can improvemy writing as well as students' achievement on mastering conditional sentences. It is expected that by applying this approach, students can interact in English which is not only as an academic subject that should be pass in the examination but also as a real means of interaction.

Based on the problem above, the researcher carry out with The title **"The effect of Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentences"**

B. The Identification of the Problem

Based on the problem describe previously, then the problem are identify as follow:

1. The students get difficulties in grammar because the students still confused the different type conditional sentence.
2. The students are lack in grammar

C.The Scope and Limitation

Based on the problem identified previously, the scope is focus on finding out the students' grammar skill and the subject is limit on Conditional Sentences type I, type II,and type III.

D. The Formulation of the Study

Based on the explanation about the scope and limitation previously, the problem is formula as the following:

1. Is there any significant effect of Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentences ?

2. What are the students' difficulties of Task-Based Language Teaching (TBLT) on teaching grammar of tenth grade at SMK Swasta Satrya Budi 1 Perdagangan?

E. The objectives of the Study

The objectives of this research is:

To find out the signicant effect of Task-Based Language (TBLT) on students' achievement grammar Conditional Sentences.

F. The Significances of the study

The significances of this study are expect to be able to help the teacher in understanding the effect of Task-Based Language (TBLT) on students' achievement grammar conditional sentences and the results of this study are hope theoretically and practically.

Theoretically

This research will be give the valuable informtion to develop the grammar in Conditional Sentence by applying easier and interesting of TBLT and become reference to further study or research.

Practically

1. To add teachers' method which will be used in teaching grammar.

2. The students improved their understanding grammar in conditional sentences through the application of TBLT in teaching learning process.

3. To the reader especially at UMSU library would have a lot of information about teaching learning experience for them.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Teaching Grammar

Grammar is the study of words and the way words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciouslybecomes aware of the grammar of that language.

People now agree that grammar is to important to be ignored, that without a good knowledge of grammar, learners' language development will be severely constrained. Based on the description about grammar that teaching grammar is still important in teaching and learning process, and has regained rightful place in language curriculum. Structure is an important element in language. It is an essential means of conducting communication. It is useless studying language without learning structure. The language will be acceptable if the structure is correct.

According to Holiday (2001) in an important to funtional grammar, the term grammar with a systematic ambiguity. On the other hand, the term refer to the explicit theory constucted by the linguist and proposed as a description of the speakers' competence. On the other hand, (it refers) to this competence it self. There are some additional for the importance of teaching grammar:

a) The grammar of foreign language is different and a new matter for the students. When his native speaker language rules are apply, he must make inference

b) The learner is unable to recall procisely all foreign language sentences that he has learn to be used in communication. He has to know grammar to build sentences productively to communicate.

2. Definition Approach, Method and Technique

Anthony states in Allen (1965) that there are three terminologies connected to the teaching learning process, they are approach, method and technique.

2.1 Approach

An approach is a set of corellative assumptions, dealing with the nature of the language teaching learning. An approach is an axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching more effective because an approach is a very important element managing the students in classroom.

2.2 Method

Method is an overall plan for the orderly presentation of language to students. The term method according to Harmer (2001) is "the practical realization of an approach". Method talks about types of activities, the roles of

teachers and students. In other words, methods include various procedures and technique. As stated in Richard and Rodgers, (2001: 28), some methods are totally dependent on a source of knowledge and direction.

2.3 Technique

A technique is the implementation, that which actually takes place in a classroom. Technique must be consistent with a method, and therefore in harmony with an approach well. Technique depends on the teacher, his/her individual artisty, and the composition of the class.

3.Classification of a Sentences

Sentence are generally classify in two types. They are based on types and number of formal predications.

1. Classifications of sentences based on types are *Declarative sentences (Statements), interrogative sentences(questions), imperative sentences (command, request), and exclamatory sentences (exclamations)*

2. Classifications of sentences based on number of formal predications are *simple sentences, compound sentences, complex sentences and compound-complex sentences.*

4.Definition of Conditional Sentences

One of the kinds of compound complex sentence is Conditional Sentenses. It is called complex because it has two clauses. The condition and the result clause.

A Conditional Sentence describes the condition that is necessary for a particular result to occur. It has two clauses namely a dependent clause and Independent clause. The dependent clause usually begins with "if" which expresses a condition and the independent clause express the result.

For example:

If the students study hard, they will pass the final examination

Condition   result

The example above shows that the result will be fulfilled if the condition happens.

According to Lubis (2006:76), there types of Conditional Sentences. Each type is composed of different combination of tenses. They are type I, type II, type III. Type I is called future possible conditional. It describe a situation, which may or may not take place in the future. The if clause use the verb of present tense and the main clause use the verb of future tense. Type II is called present unreal conditional. It describes a situation that does not exist or unreal. The "if clause" use the verb of past tense and the main clause use the past modal. Type III is called past unreal conditional. It indicates past time and treats an unreal and unfulfilled situation. The verb used in the if clause is verb of past perfect tense, the main clause uses the verb of perfect tense and the main clause uses the verb of modal perfect.

5. Type of Conditional Sentences

5.1 Conditional Sentence Type I

Wishon and burks (1980:249) state that this kind of conditional sentences expresses a future possible condition which refers to an action that may not take place in the future. The present tense of the verb is used in the if- clause and the future tense is used in the main clause.

The pattern is as follows:

If + S+ V (Simple Present Tense +...., S + will, can, may, must + V1 ....

1)   *Example: If I find her address, I'll send her an invitation.*

I want to send an invitation to a frien. I just have to find address. I am quite sure, however, that I will find it.

2)   *Example: If Haris has the money, he will buy a big house*

I know Haris very well and I know that he earns a lot of money to buy a big house. So, I think it is very likely that sooner he will have the money to buy a big house.

The form of conditional can be find differently from the general form. Sometimes, "if clause" and "main clause"are in the present tense. According to Hayden-Pilgrim-Haggard (1956:123) when a situation is habituallyor customarily realized under the circumstances state in the "if clause", the simple present tense or an equivalent is ordinarily use in the main clause. For example:

1) *If he has plenty of time, he usually does very well on his exam.*

2) *If she has several appointments in the morning, she goes out to lunch at 1.30 pm*

According to Lubis (2006:76), both clauses in Conditional Sentences type I contain present tense in certain circumstances. The circumstance are well understand acts and imperative.

For example:

1) *If a baby cries, you feel him*

2) *If the phone rings, answer it.*

5.2 Conditional Sentence Type II

Conditional Sentences Type II refers to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine "what would happen if ..." (http://joeleonhart.woedpress.com/2008/06/13/type-3-conditional-sentences/). Accessed on 24th Feb 2011.

The form of Conditional Type II

If + S + <u>VII (Simple Past Tense)</u> +....S + <u>would,could, might, +V1</u>....

1) *Example: If I found her address, I would send her an invitation*

I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

2)*Example: If Harishad money, he would buy a big house.*

I know Haris very well and I know that he doesn't have much money, but he loves big house. He would like to own a big house (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.

Conditional Sentences Type II is sometimes called the hypothetical or unreal conditional. It is used to refer or to speculate about something that is (or what we perceive to be) impossible or contrary to fact.

1)*Example:if I taught this class, I wouldn't give test.*

(I don't teach this class so I don't give test)

2)*Example:If he were right now, hen would help us.*

(He is not here so he doesn'thelp us)

NOTE: In IF Clause Type II, we usually use 'were'-even if the pronoun is I, he, she or it.

Example: If I were you, I would not do this.

(I am not you so I don't do this)

5.3Conditional Sentence Type III

Conditional Sentences Type III refers to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

The form of Conditional Type III

If + S + <u>VIII (Past Perfect Tense)</u> +....,S + <u>Would, could, might + Have + VIII</u>

1). Example: If I had found her address, I would have sent her an invitation.

Sometimes in the past, I wanted to sent an invitation to a friend. I didn't find her address, however. So in the end I didn't send her an invitation.

2). Example: If Haris had had the money, he would have bought a big house.

I knew Haris very well and I know that he never had much money, but he loved a big house. He would have loved to own a big house, but he never had money to buy one.

Conditional Type III is also used to speculate about past evens and about how things that happened or didn't happen might have affected other things.

Example: If you hadn't driven so fast, you would never have the accident.

(You drove so fast so you had the accident)

Sometimes Type III is may be used to make excuses (we consider this use within the overall category of regret).

(There was an accident that's why I was late for meeting)

They would have passed the exam if they had studied hard.

(They didn't study. Therefore, they failed the exam)

6. Task-Based Language Teaching (TBLT)

Increasing learners' motivation and performance has always been the primary concern of language teachers. Therefore, an approach can get some objectives in teaching learning process in the classroom. Task-Based Language Teaching (TBLT) is an approach which is applied to find solution in certain problems such as poor learner motivation. Nunan (1989:45) state that TBLT is aimed to find a solution in teaching learning process through doing tasks. Then, Wills suggests the use of tasks as the main focus in language classroom, claiming the tasks create a supportive methodological framework. Often, when faced with

various problem, language teachers are in search of finding something that could create a difference in their classroom; the problems are generally caused by students' lack of motivation to the lesson.

TBLT has increasingly achieved popularity in recent years and has been recommended as a way forward in English language teaching (ELT). Prabhu stands as the first significant person in the development of TBLT. His main contribution has been raising awareness of the ELT world to TBLT. Prabhu (1987:24) defines a task as "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate the process". Besides that, Nunan (1989) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention in principally focused on meaning rather than form". He suggest that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

Wills (1996:23) is another figure who contributes to the use of tasks in language classroom. She state that tasks are always activities where the target language used by the learners for a communicative (goal) in order to achieve an outcome.

6.1 The framework of Task-Based Language Teaching (TBLT)

The TBLT framework consists of three main phases, provides 3 basic conditions for language teaching (Wills, 1996:18). There are pre- task, task-cycle and language focus.

Pre- task

Pre- task introduces the class to the topic and it is related with the words and phares. In the pre- task, the teacher explores the topic with the class, highlights useful words and phrases, help students understand task instructions, and prepare the task. The use of 'pre-task' was a key feature of the Communicational Teaching Project (Prabhu 1987).

http://www.google.co.id/. Assessed on 24th Feb 2011

Task cycle

This task cycle offers learners the chance to use whatever language they already know in order to carry out the task and when to improve their language under the teacher's guidance while planning their reports on the task.

There are three components of a task cycle, as presented by:

1. **Task**

In this task stage, students use whatever they can master, working simultaneously, in pairs or small groups to achieve the goal of the task. In this phase, students do the task in pairs or small groups.

In this stage, the teacher provides the various tasks to the students related to Conditional Sentences.

2.Planning

In the planning stage, the students prepare the report to the whole class (orally or in writing); describing how they do the task, what will be decided or discovered.

3.Report

Report is the natural condition of the task cycle. In this stage, learners tell the class about their findings. Some groups present their reportsto the class or exchange write reports and compare the result.

Language focus

Language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Wills, 1996, p.75).

6.2 Procedures of Task

According to Jane Wills, in TBLT the traditional PPP (presentation, practice, production) lesson is reversed. The students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. He presents a three stage process for task work:

1) Pre-task: In this stage, teacher introduce to the topic and task. Students think about how to do the task. Teacher may highlight useful phrases and words.

2) Task cycle: Task is done by students. They plan to write how they did the task and what the outcome will be. Lastly, they report their findings. Teacher may comment on them.

3) Language focus: Teacher organizes some language focused tasks and analyze whether students have learned the form or not. As needed, teacher conducts practice activities.

6.3 The advanteges and disadvantage of TBLT Method

a. Advantages of Task-Based Language Teaching

1. It emphasizes meaning over form but can also cater for learning form.

2. It is motivating for learners.

3. It is compatible with a learner-centered educational philosophy.

4. It can be used alongside a more traditional approach.

b. Disadvantages of Task-Based Language Teaching

1. It is not easy to prepare a task which is suitable to the learners' level. Tasks may be too simple or challenging for learners.

2. The preparation for a TBLT based lesson is very demanding.

3. While applying TBLT based activities in the classroom, management of the activity in terms of time discipline can create a problem. Moreover, teachers may feel unsure about how much input to give at the pre-task phase.

4. It is difficult to find out materials for task-based teaching; therefore, teachers should adapt their available materials.

5. Task-based learning can be very effective at intermediate levels and beyond, but many teachers question its usefulness in beginner levels.

6.4 Teacher and learner roles in task-based language teaching

a. Teacher Roles

    b. Selector and sequencer of task : A central role of the researcher is in selecting adapting, and/or creating themselves and then forming these in keeping with learners needs, interest, and language skill level.

c. Preparing learners for tasks. Some sort of pre-task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful and phrase to facilitate task accomplishment, and providing partian demostration of task procedure.

d. Consiousness-raising: the teacher employs a variety form – focusing technique, including attention – focusing pre- task activities, text exploration, guided exposure to parallel tasks, and the use eg highlighted material.

b. Learners Roles

    Group participant: many tasks will be done in pairs and small groups. For the students more accustomed to whole-class and/or individual work.

a. Monitor: in TBLT, tasks are employed as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how laguage is used in communication

b. Risk – taker and innovator: many task will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, it it said that to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed. (Richard and Rogers.2001)

B. Conceptual of Framework

The researcher will be conducted to determine whether the TBLT can increase students' learning outcomes in English subject (Grammar), especially conditional sentences. Conditional sentence describes the condition that is necessary for a particular result to occur. It has two clauses namely a dependent clause and Independent clause. The dependent clause usually begins with "if" which expresses a condition and the independent clause express the result.

To solve this problem, the researcher will apply TBLT, because TBLT will give some benefit for the students. The student attention can adressed to the language form that they have learned, by providing a sentence.

C. Hypothesis

Ha: There is a significant effect of TBLT on students' achievement in us Conditional Sentences type 1, type 2, and type 3.

Ho: There is nosignificant effect of TBLT on students' achievement in using Conditional Sentences type 1, type 2, and type 3.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This research is conducted at SMK Swasta Satrya Budi 1 Perdagangan Jalan Sangnawaluh No. 100 Perdagangan It will be conducted during the academic was found by the researcher that learning media in the school does not still adequate to support the learning process and the researcher experience of teaching (PPL) in the school also found that English teacher do not try to apply approach that can improve students' motivation when teaching grammar. So that happened, the students are still confused in grammar to the different conditinional sentences.

B. Population and Sample

1.Population

The population of this research will be taken from the student of (X) grade of SMK Swasta Satrya Budi 1 Perdagangan, at academic year 2016-2017. In this study, the population of this research which consist of five classes: X TKR 1, X TKR 2, X TKR 3, X TSM 1, and X KIN.

Table 3.1

The Number of Population

No	Class	Population
1	X TKR 1	25
2	X TKR 2	25
3	X TKR 3	44
4	X TSM 1	44
5	X KIN	28
	Total	166

2. Sample

According to Arikunto sample is a part of number and characteristic of a population Random sampling technique will be applied to determine the samples. The sample choose are X TKR 1 as experimental group and X TKR 2 as control group. Based on the population above, the sample world use random sampling by choosing 50 students from students of X TKR 1 class and X TKR 2 class.

The design figured follows:

Table 3.2

The Number of Sample

No	Class	Sample
1.	X TKR 1 (Experimental)	25
2.	X TKR 2 (Control)	25
	Total	50

C. Research Design

The research design of this study will be experimental research. Two variables were observed in this research. They were independent variable that will be (TBLT) while the dependent was the students' achievement grammar in conditional sentences type 1, type 2 and type 3. This study included two groups; an experimental group and a control group. The experimental group is the group which received treatments; Task-Based Language Teaching. The Control Group, on the other hand, is a group which a treat without special treatment.

Before giving the treatment to the experimental group, the researcher give pre-test to both groups. Pre-test is give in order to know the students' achievement grammar in conditional sentences type 1, type 2 and type 3 before the treatment.

The application of use of pre-test and post-test design is show in table 3.3

Table 3.3

Experimental Group and Control Group

Group	Pre-Test	Treatment	Post-Test
Experimental Group	√	Using TBLT	√
Control Group	√	–	√

1. Pre-test

A pre-test is administrate to the sample, both the experimental and control groups before they are give the treatmen. It is aim at finding out homogeneity of

the sample about the students' achievement grammar in conditional sentences type I, type II and type III. The pre-test is an objective test in the form essay test.

2. Treatment

The treatment is conduct after the pre-test. The experimental group is taught by using Task- Based Language Teaching while the control is taught without using special treatment. There are six meetingsin each group and each meeting is fourty minutes. The activities can be seen in teaching procedure show in table 3.4 below:

Table 3.4

Teaching Procedures

Experimental Group

Meeting	Teacher's activity	Student's activity
First	-Teacher greeting the students -Teacher introduce conditional sentences type I, type II and type III -Teacher explain conditional sentences using TBLT and the steps or	-Studens answer the greeting -Students listen to the teacher's explanation

	-The teacher ask the students to make their group so that they could give their opinion.	
Second	-Teacher review students understanding about conditional type 1, type 2, and type 3. - Teacher give the multiple choicetask of conditional sentences as the material of the teaching and learning process	-Studens listen the teacher's explanation -Students did the task
Third	-The teacher check the task one by one and ask the students to give their answers. -The teacher explain useful verbs and	-The students give their answer and paid attention to the teacher's explanation about the answers. -Students pssaid attention to some useful verbs and modal

		work.
Fouth	-The teacher give warming up about the new task wiil be give -The teacher give the tasks and ask the students to work individually. The teacher walk around and motivate students' activities.	-Students paid attention to the teacher -Students work individually
Fifth	-Both the teacher and students disscuss the task give in the fourth meeting -The teacher give the answers of the task to the students.	-Students listen to the teacher's explanation -Students check their work
Sixth	-The teacher ask students' difficulties conditional type 1, type 2, and type 3.	-Students express their difficulties in using conditional sentences type 1, type 2 and type 3.

	-The teacher ask students to do the task according to their difficulties. -The teacher announce briefly the result of their work and give reward to the best work.	-Students listen to the teacher's explanation

3. Post-test

After conducting the treatment, the teacher will give a post to both the experimental and control groups in order to know the students' achievement grammar in conditional sentences type I, type II, and type III.

D. The Instrument of the Research

The research apply a write test in the form of multiple choice test taken from internet online test with 50 item test. Ones correct answer is score 4 and 0 for incorrect answer, so total score is 100 obtained by using the following formula:

$$S = \frac{R}{N} \times 100$$

Where: S: Score of the test

R: Number of correct answers

N: Number of questions

E. The Technique of Collecting Data

To collecting the data of the research, the research used some steps, they were:

a. Giving pre test to both group

b. Giving treatment

   1. Experimental group : using TBLT

   2. Control group   : Without TBLT

c. Giving post-test to classes. The researcher make the some test again to collect the post- test scores and it considered of it consisted of multiple choice test

d. Scoring the students' test.

F. Technique of Analyzing Data

After collecting data from the test, the data was analyzed by using the following procedure:

1. Correcting the students' answer

2. Identifying of the student answer

3. Scoring the students' answer for correct answer and wrong answer

4. Listing their score in two table, first for experimental group scores and second for control group.

5. The calculating their score by using formula:

   a. $Y = a + b$

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$b = \left(\frac{N\left((\sum XY) - (\sum X)(\sum Y) \right)}{N(\sum X^2) - (\sum X)^2} \right)$$

a. Determining cooficient r^2 by formulation (Sudjana 2005)

$$r^2 = \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum [(Y)^2])}$$

b. Testing the hypothesis could be determined by using:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

CAHPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students multiple choice test that consisted of fifthy items. The correct answer get point 1 and the incorrect answer get 0. So the total of the right answer s 20. In this research, the sample was divided into two groups, the experimental and control group. Twenty five students belong to experimental group and twenty five students belong to control group. Each group was given pre-test and post-test.

That is the result of the pre-test and post-test in experimental group in the table 4.1 and that is the result of the pre-test a nd post-test in control group in the table 4.2.

Table 4.1
The Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1.	AA	50	72
2.	AF	40	70
3.	AK	42	70
4.	AW	52	80
5.	AM	56	70
6.	DA	42	70

7.	DA	38	76
8.	DW	48	78
9.	DDP	56	72
10.	DRA	58	78
11.	EM	50	80
12.	IS	52	72
13.	IRS	44	70
14.	JTN	52	76
15.	KR	48	78
16.	MRZ	60	82
17.	RK	54	80
18.	RM	46	78
19.	RP	58	72
20.	RSB	48	70
21.	SA	58	78
22.	SAM	52	80
23.	SP	40	72
24.	WN	58	74
25.	YS	52	76
Total		**$\sum T1 = 1214$**	**$\sum T2 = 1874$**

The data in table 4.1 showed the result of the pre-test and post-test in experimental group. Based on the table above, in can be showed that was the

differences between pre-test and post-test scores in experimental group. The highest score of pre-test in experimental group was 60 and the lowest was 38, while the highest score of the post-test was 82 after giving treatment, and the lowest was 70. After calculated the data for the experimental group above the total score of pre test was $\sum T_1 = 1214$ and the total score for post-test was $\sum T_2 = 1874$. It means that the score for post-test is higher than pre-test.

Table 4.2
The Scores of the Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1.	AA	38	56
2.	AA	40	58
3.	ADR	40	58
4.	AK	26	36
5.	AP	36	52
6.	ASW	42	60
7.	DA	38	54
8.	DP	28	50
9.	DAS	40	56
10.	DNA	44	60
11.	DR	36	54
12.	DS	34	52
13.	ES	30	48

14.	FH	36	52
15.	IF	40	56
16.	JP	36	46
17.	JF	24	38
18.	MI	26	48
19.	MS	30	44
20.	RS	44	56
21.	RA	36	46
22.	RR	42	58
23.	RA	36	44
24.	SW	52	60
25.	WS	32	40
Total		**$\sum T1=906$**	**$\sum T2=1282$**

The data in table 4.2 showed the result of the pre-test and post-test in control group. Based on the table above, in can be showed that was the differences between pre-test and post-test scores in control group. The highest score of pre-test in control group was 52 and the lowest was 24, while the highest score of the post-test was 60 and the lowest was 36. After calculated the data for the control group above the total score of pre test was $\sum T_1=906$ and the total score for post-test was $\sum T_2=1282$. It means that the score for post-test is higher than pre-test.

B. Data Analysis

Based on the table above, the following table 4.3 and 4.4 shown that the different scores between pre-test and post-test is both experimental and control group.

Table 4.3
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Scores				
		Pre-Test (T_1)	$T_1{}^2$	Post-Test (T_2)	$T_2{}^2$	$X=(T_2-T_1)$
1.	AA	50	2500	72	5184	22
2.	AF	40	1600	70	4900	30
3.	AK	42	1764	70	4900	28
4.	AW	52	2704	80	6400	28
5.	AM	56	3136	70	4900	14
6.	DA	42	1764	70	4900	28
7.	DA	38	1444	76	5776	38
8.	DW	48	2304	78	6084	30
9.	DDP	56	3136	72	5184	16
10.	DRA	58	3364	78	6084	20
11.	EM	50	2500	80	6400	30
12.	IS	52	2704	72	5184	20
13.	IRS	44	1936	70	4900	26
14,	JTN	52	2704	76	5776	24
15.	KR	48	2304	78	6084	30
16.	MRZ	60	3600	82	6724	22
17.	RK	54	2916	80	6400	26
18.	RM	46	2116	78	6084	32
19.	RP	58	3364	72	5184	14
20.	RSB	48	2304	70	4900	22
21.	SA	58	3364	78	6084	20
22.	SAM	52	2704	80	6400	28
23.	SP	40	1600	72	5184	32
24.	WN	58	3364	74	5476	16
25.	YS	52	2704	76	5776	24

Total	$\sum T_1$ $= 1214$	$\Sigma(T_1)^2$ $= 63882$	$\sum T_2$ $= 1874$	$\sum (T_2)^2$ $= 140868$	$\Sigma(T_2-T_1)=620$

Table 4.3 above shown that the total score of pre-test in experimental group was 1214 while the total score of post-test was 1874.

The calculation in Experimental Group

a. The calculation for pre-test in experimental group.

    1. Mean

$$M(T_2 - T_1) = \Sigma \frac{T_1}{N}$$

$$= \frac{1214}{25}$$

$$= 48.56$$

    2. Variances

$$S^2 = \Sigma(T_1)^2 - \frac{(T_1)^2}{N}$$

$$= 63882 - \frac{(1214)^2}{25}$$

$$= 63882 - \frac{1473796}{25}$$

$$= 63882 - 58981.8$$

$$= 4900.2$$

$$S^2 = \sqrt{4900.2}$$

$$S = 70.00$$

    3. Standard Deviation

$$SD = \sqrt{\frac{(\Sigma T_1)^2}{N}}$$

$$= \sqrt{\frac{(63882)^2}{25}}$$

$$= \sqrt{\frac{4080909}{25}}$$

$$= \sqrt{163236.3}$$

$$= 404.0$$

b. The calculation for post-test in experimental group

1. Mean

$$M(T_2 - T_1) = \sum \frac{T_2}{N}$$

$$= \frac{1874}{25}$$

$$= 74.96$$

2. Variances

$$S^2 = \sum (T_1)^2 - \frac{(T_2)^2}{N}$$

$$= 140868 - \frac{(1874)^2}{25}$$

$$= 140868 - \frac{3511876}{25}$$

$$= 140868 - 140475.0$$

$$= 393$$

$$S^2 = \sqrt{393}$$

$$S = 19.89$$

3. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_1)^2}{N}}$$

$$= \sqrt{\frac{(140868)^2}{25}}$$

$$= \sqrt{\frac{1984379}{25}}$$

$$= \sqrt{79375.1}$$

$$= 281.7$$

c. The calculation for total pre-test and post-test in experimental group

1. Mean

$$M(T_2 - T_2 = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{620}{25}$$

$$= 24.8$$

2. Standard Deviation

$$SD = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(620)^2}{25}}$$

$$= \sqrt{\frac{384400}{25}}$$

$$= \sqrt{15376}$$

$$= 124$$

Table 4.4
The Differences Scores of the pre-test and post-test in Control Group

No.	Students' Initial	Scores				
		Pre-Test (T_1)	$T_1{}^2$	Post-Test (T_2)	$T_2{}^2$	$X=(T_2-T_1)$
1.	AA	38	1444	56	3136	18
2.	AA	40	1600	48	2304	8
3.	ADR	40	1600	58	3364	18
4.	AK	30	900	50	2500	20
5.	AP	36	1296	52	2704	16
6.	ASW	42	1764	60	3600	18
7.	DA	38	1444	54	2916	16
8.	DP	30	900	50	2500	20
9.	DAS	40	1600	60	3600	20
10.	DNA	44	1936	60	3600	16
11.	DR	36	1296	54	2916	18
12.	DS	34	1156	60	3600	26
13.	ES	30	900	60	3600	30
14,	FH	36	1296	52	2704	16
15.	IF	40	1600	56	3136	16
16.	JP	36	1296	64	4096	28
17.	JF	32	1024	56	3136	24
18.	MI	30	900	62	3844	32
19.	MS	30	900	56	3136	26

No.	Name	T_1	$(T_1)^2$	T_2	$(T_2)^2$	(T_2-T_1)
20.	RS	44	1936	56	3136	12
21.	RA	36	1296	44	1936	10
22.	RR	42	1764	58	3364	16
23.	RA	36	1296	52	2704	16
24.	SW	52	2704	60	3600	8
25.	WS	32	1024	50	2500	18
Total		$\sum T_1$ = **924**	$\sum(T_1)^2$ = **34872**	$\sum T_2$ = **1388**	$\sum(T_2)^2$ = **77632**	$\sum(T_2-T_1)$=**466**

Table 4.4 above shown that the total score pre-test in control group was 924 while the total score of post-test was 1388.

The calculation on Control Group

    a. The calculation for pre-test in control group

       1. Mean

$$M(T_2 - T_1 = \sum \frac{T_1}{N}$$

$$= \frac{924}{25}$$

$$= 36.96$$

       2. Variances

$$S^2 = \sum(T_1)^2 - \frac{(T_1)^2}{N}$$

$$= 34872 - \frac{(924)^2}{25}$$

$$= 34872 - \frac{853776}{25}$$

$$= 34872 - 34151.0$$

$$= 72.1$$

$$S^2 = \sqrt{72.1}$$

$$S\ = 8.49$$

3. Standard Deviation

$$SD = \sqrt{\frac{\Sigma(T_1)^2}{N}}$$

$$= \sqrt{\frac{(34872)^2}{25}}$$

$$= \sqrt{\frac{1216056}{25}}$$

$$= \sqrt{48642.2}$$

$$= 220.5$$

b. The calculation for post-test in control group

1. Mean

$$M(T_2 - T_1 = \Sigma \frac{T_2}{N}$$

$$= \frac{1388}{25}$$

$$= 55.5$$

2. Variances

$$S^2 = \Sigma(T_2)^2 - \frac{(T_2)^2}{N}$$

$$= 77632 - \frac{(1388)^2}{25}$$

$$= 77632 - \frac{1926544}{25}$$

$$= 77632 - 77061.7$$

$$= 570.3$$

$$S^2 = \sqrt{570.3}$$

$$S = 23.8$$

3. Standard Deviation

$$SD = \sqrt{\frac{\sum(T_2)^2}{N}}$$

$$= \sqrt{\frac{(77632)^2}{25}}$$

$$= \sqrt{\frac{6026727}{25}}$$

$$= \sqrt{241069.0}$$

$$= 490.9$$

c. The calculation for total pre-test and post-test in control group

1. Mean

$$M(T_2 - T_2 = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{466}{25}$$

$$= 18.6$$

2. Standard Deviation

$$SD = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(466)^2}{25}}$$

$$= \sqrt{\frac{217156}{25}}$$

$$= \sqrt{8686.2}$$

= 93.19

Table 4.5
The Calculating Table

No.	X	Y	X^2	Y^2	XY
1.	72	56	5184	3136	4032
2.	70	48	4900	2304	3360
3.	70	58	4900	3364	4060
4.	80	50	6400	2500	4000
5.	70	52	4900	2704	3640
6.	70	60	4900	3600	4200
7.	76	54	5776	2916	4104
8.	78	50	6084	2500	3900
9.	72	60	5184	3600	4320
10.	78	60	6084	3600	4680
11.	80	54	6400	2916	4320
12.	72	60	5184	3600	4320
13.	70	60	4900	3600	4200
14.	76	52	5776	2704	3952
15.	78	56	6084	3136	4368
16.	82	64	6724	4096	5248
17.	80	56	6400	3136	4480
18.	78	62	6084	3844	4836
19.	72	56	5184	3136	4032
20.	70	56	4900	3136	3920
21.	78	46	6084	2116	3588
22.	80	58	6400	3364	4640
23.	72	52	5184	2704	3744
24.	74	60	5476	3600	4440
25.	76	50	5776	2500	3800
	X=1874	Y=1388	X^2=140868	Y^2=77632	XY=104184

C. Testing Hypothesis

a. The equation of linear regression

$y = a + b$ where a and b were got by:

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$= \frac{(1388)(140864) - (1874)(104184)}{25(140868) - (1874)^2}$$

$$= \frac{195524784 - 195240816}{3521700 - 3511876}$$

$$= \frac{283968}{9824}$$

$$= 28.90$$

$$b = \left(\frac{N\big((\sum XY) - (\sum X)(\sum Y)\big)}{N(\sum X^2) - (\sum X)^2}\right)$$

$$= \frac{50(104184) - (1874)(1388)}{50(140868) - (1874)^2}$$

$$= \frac{5209200 - 260112}{7043400 - 3511876}$$

$$= \frac{2608080}{3531524}$$

$$= 0.73$$

$y = a + b$

$Y = 28.90 + 0.73$

b. Coefficient r^2

$$r^2 = \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum [Y)^2]}$$

$$= \frac{0.73\{50(104184) - (1874)(1388)\}}{50(77632) - (1388)^2}$$

$$= \frac{38022716 - 2601112}{3881600 - 1926544}$$

$$= \frac{1201604}{1955056}$$

$$= 0.614$$

$$r^2 = \sqrt{0.614}$$

r = 0.78

c. Examination the statistic hypothesis

Ha: P#0   There is a significant effect of Task-Based Language Teaching

(TBLT) on students' achievement grammar Conditional Sentences

Ho: P=0   There is no significant effect of Task-Based Language Teaching

(TBLT) on students' achievement grammar Conditional Sentences

The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

With a criteria examination a, Ho is accepted if $t_{observed} > T_{table}$ or Ho is rejected if

$t_{observed} < T_{table}$ with the degree freedom or df=N-2=48, a=5%=0,05

$$t_{observed} = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.78\sqrt{50-2}}{\sqrt{1-0.78^2}}$$

$$= \frac{0.78\sqrt{48}}{\sqrt{1-0.60}}$$

$$= \frac{0.78(6.9)}{\sqrt{0.4}}$$

$$= \frac{5.38}{0.6}$$

$$= 8.96$$

$$T_{table} = t\left(1 - \frac{1}{2}0.05\right)^{df}$$

$$= t \left(1 - \frac{1}{2} 0.05 \right)^{48}$$

$$= t(0.925)^{48}$$

$$= 2.01$$

Based on the calculation above, where $t_{observed} > T_{table}$ (8.96>2.01) it could be concluded that Ho was rejected. It means that Ha was accepted or "there is significant effect of Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentences".

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying TBLT got higher score than those who were taught by without TBLT. It was proved from the result of t-test which was 8.96 and t-table which was 2.01 (t-test>t-table, 8.96>2.01). So, the fact showed that the students' grammar in conditional sentence was more significant than those by without TBLT.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and analysis of the data, so the researcher would make conclusion as follow:

1. Based on the data analysis, it can be concluded that applying Task-Based Language Teaching (TBLT) on students' achievement grammar Conditional Sentences by using multiple choice on teaching grammar. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 3088 and the mean score was 24.8 , while in the control group were 2312 and the mean score was 18.6, Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 8.96 was higher than t-table 2.03, it means that the alternative hypothesis Ha was acceptable.

2. The difficulties faced by students in Task- Based Language Teaching by using conditional sentences, there were 50 items.

B. Suggestion

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying Task-Based Language Teaching by using conditional sentences. Therefore, the writer tries to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMK Swasta Satrya Budi 1 Perdagangan. They can try Task- Based Language Teaching (TBLT) in teaching English to increase their knowledge and by using a good approach the students are casier and motivated to learn English. The English should select a approach that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use Task-Based Language Teaching (TBLT) as an active approach to teach in the class.

2. The students, the students should be active in the classroom because in Task-Based Language Teaching (TBLT), the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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Pre- test and Post- test

Choose the correct answer by crossing a, b, c or d

1. If Leo ... on time, I will be happy
   a. Come
   b. Comes
   c. Came
   d. Is come

2. If the game ... good, I will ... it
   a. Are - play
   b. Is   - plays
   c. Is   - play
   d. Is   - played

3. If she ... I won't be angry
   a. Don't come
   b. Don't comes
   c. Doesn't come
   d. Doesn't comes

4. If the player scores another goal, the result ... a draw
   a. Is to be
   b. Will have been
   c. Will be
   d. Would be

5. If you ... I shall be very angrry
   a. Weren't going
   b. Don't go
   c. Hadn't been going
   d. Haven't been going

6. If you ... harder, you would ... the exam
   a. Studied - passed
   b. Study   - passed
   c. Studied - pass
   d. Study   - pass

7. I would go and see her If I ... you
   a. Was
   b. Were
   c. Been
   d. Being

8. I would buy a car, If I ... a lot of money
   a. Have
   b. Has
   c. Had
   d. Hasn't

9. My boss would ... very pleased If I finished the job
   a. Be
   b. Been
   c. Was
   d. Were

10. If he ... lots of chocolate, he would ... bad teeth
    a. Eat - had
    b. Ate - had
    c. Ate - have
    d. Eaten – have

11. If Ditra ... me, I ... emailed the document
    a. Has ask - would have
    b. Had asked - would have
    c. Has asked – would have
    d. Had ask – will have

12. If our team had ... the match, they would have ... up in league
    a. Won - moved
    b. Win - moved
    c. Winned - moved
    d. Wonned – moved

13. If you had ... to the meeting yesterday, you would have met Shinta
    a. Came
    b. Come
    c. Comes
    d. Comed

14. If the boy had ... the bus to school, they would have arrived on time
    a. Take
    b. Taken
    c. Taked
    d. Took

15. If they had taken him to hospital earlier, he
    a. Would have die
    b. Would have died

      c. Wouldn't have died

      d. Will have died

16. They would have played football If the weather had ... nice
      a. Be
      b. Being
      c. Been
      d. Have been

17. If we ... good, the coach would ... us
      a. Was - chose
      b. Were - chosen
      c. Was - choosen
      d. Were - choosen

18. " What would you do If you were a millionaire?
  " ... a trip around the world"
      a. I will take
      b. I would have take
      c. I would take
      d. I took

19. If I ... much money, I will ... a new smartphone
      a. Has - buy
      b. Have - buy
      c. Have - buys
      d. Has – buys

20. My father would permit me to ride the motorcycle……..
      a. If I have a driving licence
      b. If I had a driving licence.
      c. If I had had a driving licence.
      d. If I would have a driving licence.

21. If you... study hard, you will pass the test
      a. Didn't
      b. Doesn't
      c. Don't
      d. Do

22. If the students....late to submit the scholarship application to the board, they
   will not be listed as candidates.
      a. be

b. are
c. were
d. have

23. If your brother .... here, he .... us with this works.
   a. is - would help
   b. was - will help
   c. were - will help
   d. were - would help

24. Aldo : Did you attend the meeting last Monday?
   Fery : I would if I had been invited.
   The underlined utterance means...
   a. Fery didn't attend the meeting
   b. Fery plans to attend the meeting
   c. Fery knew about the meeting and he attended the meeting
   d. Fery was not invited to the meeting but he came

25. You ....the job if you were not late to the interview.
   a. would get
   b. would be gotten
   c. would have gotten
   d. would have been gotten

26. We would get the tickets, ...
   a. Weren't there so much rush at the cinema
   b. Because there were so much rush at the cinema
   c. There were not so much rush at the cinema
   d. Although there were so much rush at the cinema

27. Fortunately you assisted to push the car. If you hadn't helped him, he....with
   you.
   a. will get angry
   b. would have gotten angry
   c. should angry
   d. would get angry

28. If Rani were not busy at the moment, she would go out with me, said Maria.
   From Maria's utterance we know that Rani ..... with her.
   a. goes
   b. went
   c. didn't go
   d. doesn't go

29. .... her shyness, she would have become a great teacher.
   a. She had overcome

b. If had she overcome
c. If she overcame
d. If she would overcome

30. If we don't hurry, the meeting ..... by the time we get there.
    a. would have started
    b. will have started
    c. will be started
    d. will start

31. If I had a lot of time, I would study German.
    From this sentence we know that ....
    a. I have a lot of time, so I study German
    b. I studied German because I had a lot of time
    c. I want to study German because I have a lot of time
    d. I would like to study German, but I don't have much time

32. If I .... to my friend's house for tonight, I.... some flowers.
    a. go – will take
    b. go – would take
    c. go – will took
    d. go – would took

33. Ditra... me with my homework, If he...time
    a. will help – had
    b. will help – have
    c. would help – has
    d. will help – has

34. If I.... owned a car, I would have driven to work
    a. had
    b. has
    c. have
    d. had been

35. If we don't hurry, the meeting _____ by the time we get there.
    a. would have started
    b. will have started
    c. will be started
    d. will start

36. If you had spoken English, she … understood.
    a. Can
    b. Would have
    c. Was
    d. Could

37. If she had taken the bus, she would not have arrived on time.
    a. Can
    b. Would
    c. Was
    d. Could

38. If he …….…… well, he would win the game
    a. play
    b. played
    c. playing
    d. plays

39. If you had been sick, you …….…… some
    medicine
    a. would have taken
    b. could have taken
    c. would had take
    d. could had taken

40. You …….…… if you walk in the rain
    a. will sicks
    b. will sick
    c. would sick
    d. could sick

41. If we don't try to save the Borobudur temple,
    we …….……
    a. will losed
    b. would lose it
    c. could lose it
    d. will lose it

42. You wouldn't pass the examination unless
    you …….…… hard
    a. studiying
    b. studied
    c. study
    d. studite

43. If he had played well, he …….…… won the
    a. would have
    b. could have
    c. is
    d. are

44. They will come if you ……..… them
    a. invited
    b. inviting
    c. invite
    d. invites

45. She ……..… type the letter if she had more
    time
    a. would
    b. could
    c. can
    d. was

46. If he ……..… well, he would win the game
    a. play
    b. played
    c. playing
    d. plays

47. Had I realized that Tony was a bad driver. I …. my car.
    a. would not lend him
    b. did not lend him
    c. will not lend him
    d. would not have lent him

48. If she works harder, she ….. her paper in time.
    a. will finish
    b. would finish
    c. has finished
    d. will be finished

49. If my car were in the better condition, I would make a long trip now.
    It may be concluded that I ….
    a. have to stay at home
    b. are enjoying the trip
    c. prefer staying at home
    d. stayed at home

50. If you hungry, you … take something to eat.
    a. Were
    b. Was
    c. are
    d. can

KEY ANSWER

1. B		31. D	
2. C		32. A	
3. C		33. A	
4. C		34. A	
5. B		35. D	
6. C		36. C	
7. B		37. B	
8. C		38. B	
9. A		39. A	
10. C		40. B	
11. B		41. D	
12. A		42. B	
13. B		43. A	
14. B		44. C	
15. C		45. A	
16. C		46. B	
17. D		47. D	
18. C		48. A	
19. B		49. A	
20. B		50. D	
21. C			
22. B			
23. D			
24. A			
25. A			
26. D			
27. B			
28. D			
29. B			
30. D			