

DEVELOPING WORKSHEET VOCABULARY OF THE TENTH GRADE
STUDENTS OF NAUTICAL DEPARTMENT AT SMK SAMUDRA
NUSANTARA UTAMA PALOPO



IAIN PALOPO

A Thesis

*Submitted as a Part the Requirements for S.Pd Degree in English Language
Education Study Program*

Written by:

S A R T I K A

REG. NUMBER: 15.0202.0019

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

2019

DEVELOPING WORKSHEET VOCABULARY OF THE TENTH GRADE
STUDENTS OF NAUTICAL DEPARTMENT AT SMK SAMUDRA
NUSANTARA UTAMA PALOPO



A Thesis

*Submitted to the English Language Study Program of SI Tarbiyah and Teacher
Training Faculty of State Institute of Palopo in Partual Fulfillment of
Requierment for S.Pd Degree of English Education*

Composed by:

S A R T I K A

1502020019

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

2019

THESIS APPROVAL

This thesis, entitled "Developing Worksheet Vocabulary of the Tenth Grade Students of Nautical Department at SMK Samudra Nusantara Utama Palopo" written by Sartika, Reg. Number 15.0202.0019, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Saturday, September 21st 2019 M, coincided with Muharram 21st 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21st, 2019 M
Muharram 21st 1441 H


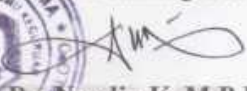
COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	(.....)
2. Muhammad Iksan, S. Pd. M.Pd	Secretary	(.....)
3. Amalia Yahya, S.E., M.Hum.	Examiner I	(.....)
4. Dr. Magfirah Thayyib, S.S., M.Hum.	Examiner II	(.....)
5. Dr. Sahraini, M. Hum.	Consultant I	(.....)
6. Dewi Furwana, S.Pd.I. M.Pd.	Consultant II	(.....)

Approved by;


The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004


The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin K, M.P.I Qd
NIP. 19681231 199903 1 014

THESIS APPROVAL

This thesis, entitled “**Developing Worksheet Vocabulary of the Tenth Grade Students of Nautical Department at SMK Samudra Nusantara Utama Palopo**” written by **Sartika, Reg. Number 15.0202.0019**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Saturday, September 21st 2019 M**, coincided with **Muharram 21st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21st, 2019 M
Muharram 21st 1441 H


COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	(.....)
2. Muhammad Iksan, S. Pd. M.Pd	Secretary	(.....)
3. Amalia Yahya, S.E., M.Hum.	Examiner I	(.....)
4. Dr. Magfirah Thayyib, S.S., M.Hum.	Examiner II	(.....)
5. Dr. Sahraini, M. Hum.	Consultant I	(.....)
6. Dewi Furwana, S.Pd.I. M.Pd.	Consultant II	(.....)

Approved by;

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin K, M.P.I
NIP. 19681231 199903 1 014

NOTA DINAS PEMBIMBING

Palopo,

2019

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di _

Tempat

Assalamu'alaikum Wr.Wb

Setelah melakukan bimbingan skripsi baik segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersenut dibawah ini:

Nama : Sartika

NIM : 15.0202.0019

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : *"Developing Worksheet Vocabulary of The Tenth Grade Students of Nautical department at SMK Samudra Nusantra Utama Palopo"*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr.Wb.

Pembimbing I



Dr. Sahraini, M.Hum
NIP. 19691231 199903 2 001

NOTA DINAS PEMBIMBING

Palopo,

2019

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di _

Tempat

Assalamu'alaikum Wr.Wb

Setelah melakukan bimbingan skripsi baik segi isi, bahasa, mauoun teknik penulisan terhadap skripsi mahasiswa tersenut dibahaw ini:

Nama : Sartika

NIM : 15.0202.0019

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : *“Developing Worksheet Vocabulary of The Tenth Grade Students of Nautical department at SMK Samudra Nusantra Utama Palopo”*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr.Wb.

Pembimbing III



Dewi Purwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

PRONOUNCEMENT

I have been signature below:

Name : Sartika
Reg. Number : 15.0202.0019
Study Program : English
Department : Tarbiyah

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis literary work of researcher herself. This thesis is not a shared of evidence that this thesis duplicated, copied, or made by other wholly or partially.

Palopo, 21st September 2019

Researcher,



Sartika

NIM, 15.0202.0019

DEVELOPING WORKSHEET VOCABULARY OF THE TENTH GRADE
STUDENTS OF NAUTICAL DEPARTMENT AT SMK SAMUDRA
NUSANTARA UTAMA PALOPO

SARTIKA

1502020019

ABSTRACT

The aims of this study were: to develop appropriate vocabulary worksheet for students at SMK Nautical Palopo.

This is a Research and Development (R&D) study. The subjects of the research were Grade X students of nautical department SMK Samudra Nusantara Utama Palopo in the academic year of 2019/2020. The questionnaire used in this study was a needs analysis questionnaire to find out the target needs of students. The assessment is carried out by an expert learning material. This research was conducted by following the model by S.Thagarajan, Dhoroty S.Sammel and Melvyn I. Semmel. 4-D model is consisted of four steps. The first step is to conduct a needs analysis by distributing questionnaires to students. The results of the needs analysis are used to develop the existing worksheet. Then the material evaluation results are then analyzed through descriptive.

The product of this study is three units of English learning materials. From each unit is divided into several parts introducing appropriate vocabulary lessons and reinforcement. The input is written text and is accompanied by several activities such as dialogue in explaining a word. Activities encourage students to be active in class and actively learn independently. The mean score of all aspects of the developed materials was 4,95 which is categorized as “Very good”.

ACKNOWLEDGEMENTS



Alhamdulillahirabbil ‘alamin, praise and thanks to the Almighty God, Allah Azza wa Jalla, without His blessing and mercy, the researcher would have never been able to start and finish this thesis at the State Institute for Islamic Studies (IAIN) Palopo. Safety and blessing be upon the prophet, Muhammad saw, his companions and his followers.

The researcher realizes that support and encouragement from many people, have been important to the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, who always supports and gives motivation to their collegian during study at IAIN Palopo.
2. Dr. Nurdin K, M.Pd. as the dean of Tarbiyah and Teacher Training Faculty.
3. Amalia Yahya, S.E., M.Hum. as the chief of English Study Program IAIN Palopo who always gives support, encouragement and ideas to the writer during her studying at IAIN Palopo.
4. The first consultant Dr. Sahraini, M.Hum and the second consultant, Dewi Furwana, S.Pd.I, M.Pd. Who have given guidance, explanation, suggestion and correction preliminary until this thesis completed.

5. All the lectures of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.
6. The entire researcher's family, special thanks to her beloved parent: Suriani who always give their sincere prayers for success in life, And also his brother Zainuddin and younger brother who always support her.
7. All of her best friends in IAIN Palopo especially Big B (Maskur, Agustiwanda, Umar Hidayat, Wahyuni Tobaharu, St Marhama, Rahmawati Jufri, Rahmadani Hardin, Ravrian Sofyan, Wirawana Hamka, S Muh Fahresi, Mujemal, Sugiarti, Helma, M. Idris, Kus Aida Fitri and all of her friends' name could not all be written one by one) thanks for the nice friendship, support and helping during our togetherness.
8. The researcher gives special thanks to all of her beloved friends Nurhidaya Lahming, Wahyuni Tobaharu, Nursanti saidah, Uswatunnisa Utami, Luluk Maulani, Nurhalisah, and my desainer of worksheet is Umar Hidayat who always together and help her.
9. The headmaster and all the teachers especially for English teacher of SMK Samudra Nusantara Utama Palopo who has helped the researcher during her research in the school.

Finally the researcher prays to God may Allah Subhanahu wa ta'ala, shower divine judgement of their service who has the given the to the reseacher excepts that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be charity.

Palopo, 19 September 2019

The researcher

Sartika

TABLE OF CONTENTS

Abstract	i
Acknowledgment	ii
Table of Content.....	v
List of Picture.....	x
List of Table	xii
CHAPTER I INTRODUCTION	
A. Background	1
B. Identification of the problem	3
C. Delimitation of the problem	4
D. Formulation of the problem.....	4
E. Objective of the study	4
F. Specification of the Expected product	4
G. Significance of the study	5
G. Assumption and Delimitation of study.....	5
CHAPTER II PREVIOUS STUDY	
A. Previous related study	6
B. Literature review	7
1. The concept of Worksheet	7
a. Definition of worksheet.....	7
b. Principles in developing worksheet	8
c. Kinds Worksheet	9
2. Concept of Vocabulary	9
a. Definition of Vocabulary.....	9
b. Types of Vocabulary	10
c. The concept of Vocabulary	11
3. Need Analysis	13
a. Concept of Need Analysis.....	13
b. Learning Needs Analysis (LNA)	14
c. Needs Analysis in Language curriculum development.....	14
4. Curriculum	15

a. Curriculum Development	15
b. Curriculum in Indonesia.....	16
5. Concept of ESP (English for Specific Purpose).....	18
a. The Definition of ESP	18
6. Models in Developing	19
a. 4D (Four-D).....	19
b. Hannafin and peck.....	20
c. Borg and Gall	21
d. ADDIE	22
e. Dick and Carry design model.....	23
CHAPTER III RESEARCH METHODOLOGY	
A. Model of Development.....	25
B. Procedure of Development	25
C. Technique and Data Collecting	27
D. Data Analysis Technique	29
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Findings	31
1. Defining.....	31
a. Interview.....	31
b. Observation	32
c. Questionnaire.....	32
a) Necessities.....	33
b) Lacks	34
c) Wants	34
2. Designing	34
a. Pre survey	34
b. Result of questionnaire	34
c. Result of observation	53
d. Result of interview	53
3. Developing	54
a. Result of expert validation	54

b. Result of students' perception.....	48
4. Disseminate	57
B. Discussion	58
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	62
B. Suggestion	63
Bibliography.....	64
APPENDIX	

LIST OF PICTURE

Picture: 4.1. Result of the students' reasons for learning English	35
Picture: 4.2. The results of students' benefits in learning English	36
Picture: 4.3. Result of the process in learning English	36
Picture: 4.1. Results of required language skills	37
Picture: 4.4. English mastery level results	37
Picture: 4.5. The teaching media results	38
Picture: 4.7. The results of student activities in learning vocabulary	38
Picture: 4.8. The student outcomes in improving vocabulary.....	39
Picture: 4.9. The results of students' difficulties in learning English.....	39
Picture: 4.10. The results of student conversation activities.....	40
Picture: 4.11. Results of student activities in reading texts.....	40
Picture: 4.12. The results of the wishes of students in knowing the position	41
Picture: 4.13. The results of students' desires in learning English.....	41
Picture: 4.14. The results of students' desires in vocabulary mastery.....	42
Picture: 4.15. Ship material results	42
Picture: 4.16. The result of the role of students in each learning activity.....	43
Picture: 4.17. Results of presentation of material	43
Picture: 4.18. Content in the result of expert validation	47
Picture: 4.19. Lay out in the result of expert validation.....	48
Picture: 4.20. The results of the content eligibility component	49
Picture: 4.21. The results of language eligibility	50
Picture: 4.22. Results of presentation eligibility	51
Picture: 4.23. The results of the graphics.....	52

LIST OF TABLE

Table: 3.1 Analyze the result of questionnaire.....	29
Table 3.2: The table conversion of mean	30
Table: 3.3. The table of Students' perception	31
Table: 4.1 Result of questionnaire	34
Table: 4.2 Content in the result of expert validation.....	45
Table: 4.3. Lay out in the result of expert validation	47
Table: 4.4. The result of evaluation the expert judgment	48
Table: 4.5. The results of the content eligibility component.....	48
Table: 4.6. The results of language eligibility.....	50
Table: 4.7. Results of presentation eligibility	50
Table: 4.8. The results of the graphics	51

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the important factors in all language teaching, students continually be learning words they learn structure and as they practice sound system.¹ It is important to learn vocabulary because it makes learners are easier to construct or organize ideas in the sentences and process some of the information.

Having enough vocabulary is the basic knowledge of mastery English. This process should precede the application of the vocabulary used both inside and outside the classroom. So, the vocabulary has been mastery by the students have to be able to understand, generalized, and implicated in well communication.

In the development of the English maritime course to follow the curriculum based on the competence of seafarers then, of course, there is one guide that must be followed as the base. Such as guidelines for further developed to suit the needs of the member States. The legal entity issuing the rule is IMO (international maritime organization). Almost every year IMO convenes to discuss the latest developments in the maritime world. From the results of this convention that becomes a legal product that must be obeyed by its members. As a member of this body, Indonesia is also required to obey what is a joint decision in the convention. The legal products issued by IMO, in general, there are three namely STCW 1978/1995, SOLAS 1974, MARPOL 1978. As we know from the three legal products, there we lead to the STCW 2010 which is a guide or requirements that

¹ Edward, David Allen and Rebecca M. Vallete. *Classroom Teaching Technique*. Foreign Language and English as a second Language, (New York: Harcout Brave Javanovich 1997), p.149

govern education and training for a person who wants to work on board as supporting level, operational level, and level management. Under this rule, all basic curriculum based on competency is set. Where the rules in course maritime that have been set IMO is guidance and at the reference to in teaching syllabi. There are two sections in the revised IMO model course on Maritime English Core section 1. General Maritime English (GME), and Core section 2. Specialized Maritime English (SME), both of which contain some detail teaching syllabi. GME means that the first stage of Maritime English instruction could be general. SME means that the second stage of Maritime English instruction could be maritime-specific.

Based on observation there are many difficulties experienced by a student and not even just students but for someone who wants to learn English, especially vocabulary. Vocabulary is the first foundation for people to feel easier to interact with friends even if they are foreigners. Often the problems faced by students especially in learning English there are various kinds of problems, namely the difficulty in distinguishing words and sentences as well as palopo cruise vocational students, they assume that the vocabulary they use on board will differ from English vocabulary in general, and also many students always memorize every day even hundreds of vocabulary words, but they feel a lot of forgetting about the vocabulary they memorize, and one of the biggest problems in vocabulary learning for students Palopo cruise vocational school is the lack of teaching materials or textbooks in vocabulary learning because there are

restrictions and laws that govern the making of teaching materials or textbooks themselves.

Based on the results of interviews in the field is the lack of availability of teaching materials because e people who have the Worksheet only people who already have a diploma that means people who have completed in the education. Where it should be appropriate in the rules of education and training for a person who wants to work on board must lead to STCW 2010, to meet the realization of good learning.

Student Worksheets are teaching materials that have been packaged in such a way that students are expected to be able to study the material independently, (Lestari (2013: 6). In additional Worksheet is student guides used for guidance or problem solving activities (Trianto, 2007: 73).

B. Problem Statement

Based on the background above, the problem statement formulated as follow:

“What is an appropriate vocabulary worksheet for students at SMK Maritime Nautical Palopo”?

C. Objective of the Research

Related to the problem statement above, the objective of the research is to develop worksheet vocabulary at SMK Maritime Nautical Palopo.

D. Significance of the Research

The study is significant because it can produce better mastery vocabulary when the students always practice English through worksheet. The study also will be helpful for the teacher in each of the learning took place. Further, the result of

this research can be used as a reference for those who want to research the English teaching and learning process.

E. Scope of the Research

This research is conducted for the student of SMK Maritime X Nautical class Palopo. In SMK Maritime Palopo, The classification of class curriculum Nautical and Technic. Considering the reality and condition of learning materials of tenth-grade students SMK Maritime Nautical at Palopo, based on the observations, the researcher the materials and the will compose guidelines for developing worksheet. As for the material to be summarized in the worksheet are the alphabet, numeral, the ship, and part of speech,

F. Operational Definition

Based on the title is “Developing Worksheet Vocabulary of the Tenth Grade Students of Nautical Department at SMK Samudra Nusantara Utama Palopo. The researcher gives definition as follow:

1. Vocabulary

Vocabulary is the basic unit of language form, without vocabulary someone or students cannot to communicative effectively or express ideas. The researcher will develop worksheet vocabulary namely:

- a. Alphabet: alfa, bravo, Charlie, david, Edward, Fredrick, George, harry, issac, jack, king, luci, marry, nelly, oliver, peter, quin, romeo, sierra, tango,uniform, victor, whiskey, x-ray, yankee, zulu.
- b. Numeral: one, two, three, four, five, six, seven, eight, nine, ten, first, second, third, fourth, fifth.

- c. The ship: types of ship, part of ship, room of the ship.
 - d. Part of speech: verb, adverb.
2. Worksheet: worksheet is tools or something that can help students learn both independently and more than that to achieve the desired goals.

CHAPTER II

REVIEW OF RELATED REVIEW

A. Previous Related Study

There are some studies related to this research as follow:

Intan Pradita (2016) aimed to find the Developing student vocabulary worksheet by using affixes. The research used Research and Development (R & D) methodology. This research talked about is describing the stages of developing vocabulary worksheet by using affixes by adopting the process of the same development research of Wutsqo. The differences of the researcher developed worksheet vocabulary for maritime students while Intan Pradita developed student vocabulary worksheet by using affixes.²

Ibnu Baihaki (2015) aimed to find the Developing English worksheet based on materials for the seventh-grade students. She researched Madrasah Tsanawiah Darul Amin Palangka Raya. The research uses Research and Development (R & D) methodology. This research talked about (a) To know students' and teachers' needs and responses to the English worksheet to support English learning at MTs Darul Amin Palangka Raya. (b) To know the types of worksheet for the seventh-grade students at MTs Darul Amin Palangka Raya to support of English learning. The differences of the researcher developed worksheet vocabulary for maritime

² Intan Pradita, *Developing student vocabulary worksheet by using affixes*(2016),access 22 may 2019.

students while Ibnu Baihaki developed English based on materials for seventh-grade students.³

Nita Pujiana (2015) aimed to find the Developing student's English worksheet for the tenth grade of SMK Karsa Mulya Palangkaraya. She conducted research on Madrasah Tsanawiah Darul Amin Palangka Raya. The research uses Research and Development (R & D) methodology. This research talked about (a) to develop the appropriate students' worksheet for the tenth grade of SMK Karsa Mulya Palangkaraya. (b) to describe what is the student worksheet need for the tenth grade at SMK Karsa Mulya Palangka Raya. The differences of the researcher developed worksheet vocabulary for maritime students while Nita Pujiana developed student's worksheet for the tenth grade.⁴

B. Literature Review

1. The concept of Worksheet

i. Definition of Worksheet

Lestari (2013: 6), Student Worksheets are teaching materials that have been packaged in such a way that students are expected to be able to study the material independently. Also Abdul Majid (2011: 176), Student Work Sheet is sheets containing assignments that must be done by students. According to Hendro Darmodjo and Jenny R. E. Kaligis (1992: 40), Student Worksheet is learning tools that can be used by teachers in increasing student involvement or activity in the teaching-learning process. And Nurhidayah (2016:12), in her article stated that

³ Ibnu Baihaki, Developing English worksheet based on materials for the seventh grade students at Madrasah Tsanawiah Darul Amin Palangka Raya, 2015,.(the thesis). Access on 10 June 2019.

⁴ Nita Pujiana, Developing students' worksheet for the tenth grade of Smk Karsa Mulya Palangkaraya, 2015.

worksheet is a media give to the students as an instruction lesson about what material should be understood. Worksheet is student guides used for guidance or problem-solving activities (Trianto, 2007: 73).

Based on the several concepts of material, the researcher states worksheet is tools or something that can help students learn both independently and more than that to achieve the desired goals.

ii. Principles in developing worksheet

Sutedjo (2006: 4), there are three principles that should be understood by the people in developing the worksheet. Those are as follows:

- 1) Relevancy (correlation), the lesson and the competency standard should have correlation.
- 2) Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.
- 3) Sufficiency (the students materials should be qualifying to learn that help the student to understand about the knowledge).

C. Kinds Worksheet

Asmawati, (2015:4-5), stated that worksheet is consist of four kinds.

Those are as follows:

- 1) Visual Worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).
- 2) Audio worksheet (non-printed file: cassette, audio disk and so on).
- 3) Audio visual worksheet (Video, movie/film, compact disk and so on).

- 4) Multimedia worksheet (interactive teaching material: computer assisted instruction, compact disk, web materials and so on).

D. Concept of Vocabulary

a. Definition of vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary because there is no language exists without words. More words we know more ideas we can explore.

According to Richard “vocabulary or word (also called a base word or a word family) is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and makers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. According to Nunan it is true that Vocabulary is the word itself but in terms of their meaning in language use. Different again with Henry, he defines vocabulary is a core component of language proficiency and provides much of the basis for how well the learner speaks. According to Saleh Vocabulary is a word or group of words that have certain meanings and the whole word used by someone in communication activities. And the last Kridalaskna defines Vocabulary as a component of language demands all information about the meaning and usage of words, and wealth the word that a speaker or writer of a language has.

Based on the definition above can be concluded that Vocabulary is a set of words that can be arranged by speakers who have the same word but different meanings. However, to add vocabulary we must multiply references and

exercises. We also cannot do more if we have less vocabulary. The researcher concludes that vocabulary is all words that have a meaning and it is used in language especially in writing, reading, listening, and also to speak with others.

b. Types of Vocabulary

Harmer divides vocabulary in two types of vocabulary, namely: active vocabulary and passive vocabulary. Active vocabulary refers to vocabulary that the students have learned and which students will recognize when they meet them but which will probably not be able to produce.

Good divides vocabulary into four kinds, they are:

- a. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
- b. Writing vocabulary refers to words that commonly use in writing.
- c. Listening vocabulary refers to words that commonly use in writing.
- d. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.

Based on the explanation above, it can be concluded that there are many kinds of vocabulary that we can get in four skill of language, namely oral vocabulary, writing, listening, reading vocabulary and also active and passive vocabulary.

c. The Concept of Vocabulary

Besides that according Pieter A. Napa (1991), explains that vocabulary is one of the component of language and that no language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can

communicate the ideas. Vocabulary as an essential component of all use of language, it would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. Vocabulary is one language elements that need to be equiped by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill. Mastery of the vocabulary (productive) is usually related to speaking and writing. Because when someone speaks they produce vocabulary, while the mastery of receptive vocabulary is usually related to reading and listening. Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and researcher. Without an extensive vocabulary strategy for acquiring new vocabulary, learners often achieves less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simple materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and

remembering words. Jack C. Richard and Willy A. Renandya states that 3000 to 5000 words is suggested for learners continuing to tertiary education studies. As we know that, before the students know to speak teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of Animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary or words is one of the components of language and no language exists without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many vocabulary in order we can speak English well.⁵

E. Need Analysis

a. Concept of Need Analysis

Hutchison and Waters assume that needs analysis is a complex process and should take into account the following points.

- a. Target need refers to what learners need to do in order language learning.
- b. Subjective need refers to the learner affective needs, such as their interest, expectation and preferences.

Based on the concept of need analysis previously, the research states that need analysis is a process of identifying what the learners need in particular specific purpose and providing information about then target situation.

⁵ Kayl, H Developing an ESL, Curriculum based on needs and situation Analysis: a case study, *Journal of language and linguistic studies*, 4 (1). 2008. P. 28-29

b. Learning Needs Analysis (LNA)

Learning needs analysis is a review of learning and development requirement that is designed to support individual, team, and organizational development. It is a recognized developmental tool that evaluates the learners, English competency levels, knowledge and behaviours in order to meet the organizational demands together with an assessment of any current or anticipated gaps in learning, the aim of then exercise is therefore to bridge any highlighted gaps through adopting various methods of support and development.⁶ The process of learning need analysis involves the teacher meeting with their students, formally discussing and documenting their learning needs.

This allows them to assess the training/learning needs of their learners, identify any gaps at the individual, team, and organizational levels and utilized the training to address these in a targeted way.⁷

c. Needs Analysis in Language Curriculum Development

In the content of English as a second language (ESL). English as a foreign language (EFL), curriculum development means a practical activity which aims to improve the quality of language teaching through the use of systematic planning development, and review practices in all aspect of language program⁸. Kaur claims that developing a curriculum will be challenging and can use cause many

⁶ Kaewpet, C.A *A framework for investigating learner needs: needs analysis extended to curriculum development*. Electronic journal of foreign language teaching . 6(2) . 2009, p. 209

⁷ Ibid

⁸ Kayl, H *Developing an ESL, Curriculum Based on needs and situation Analysis : A case study*, journal of language and linguistic studies, 4.(1) 2008, p 29-49

problem in language teaching and learning if ESL/ESL instruction do not know about student and their needs⁹.

a. Necessities: objectives (as perceived by course designers) the english needed for success in Agricultural or veterinary studies.

: subjective(As perceived by learners) to reluctantly cope with a second-best situation.

c. Laks: objectives(as perceived by course designers). (presumably) areas of english needed for agrico cultural or veterany studies.

d. Wants: objectives (as perceived by course designers). To succeed on Agricultural or veterinary studies

: subjective (As perceived by learners) to undertake medical studies.

F. Curriculum

a. Curriculum Development

Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determined the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determined, an appropriate syllabus, course structure, teaching methods, and materials and to carry an evaluation of language program that result from these process.

Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, and

⁹Kaur, S. (2007).Esp COURSE *Design Matching Lear2ner Needs to A2ims. English for specific purpose*, 6(1)

values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning schools or educational system can be planned, measured, and evaluated.¹⁰

b. Curriculum in Indonesia

The 2013 curriculum also has a similar basic with the basic competency of curriculum (curriculum before KTSP) which aims to create the competent and competitive students. Indonesia Government also said that 2013 curriculum is not something new it is a development from the previous curriculum (KTSP). According to them, in 2013 curriculum there is addition in teaching materials that do not exist in previous curriculum, also the elimination of unimportant, and sustain the relevant one. Furthermore, the education in Indonesia is necessary to formulate a curriculum that emphasize in personal experience through the process of observing, questioning, reasoning, and trying to increase the learner's creativity and prior the attitude, knowledge, and skill aspect. By the consideration, Government through Ministry of Education and Culture start the changes in several schools in academic years 2013/2014 at several piloting schools and implement it nationally in 2014.

In the implementation of 2013 curriculum for one semester nationally, researcher perceives the importance of doing a research about the implementation of the curriculum. The research will be an evaluation for better and also give the readers important information about the sustainability of 2013 curriculum in Gowa. In this research, Gowa, one of regency in South Sulawesi, is elected

¹⁰ Jack C. Richard "*Curriculum development in language teaching*"Cambridge university press, p. 14

regency by the research because Gowa is the regency that sustain implementation of 2013 curriculum after the decree of ministry of education (Permendiknas) chapter 160 in 2014 decide that there are two curriculums that use in Indonesia. KTSP and 2013 curriculum.¹¹

The term of curriculum is open to a variety of definition; in its narrowest sense it is synonymous with the term syllabus. It contains of what is to be taught, in the wider sense it refers to all aspects of planning, implementation and evaluation of educational program, the why, how and how well together with what of the teaching-learning process. English, as one of the subject the student have to learn has its own curriculum. There are some factors which influence the curriculum development of English, among others are the objective, the teaching materials and media, class procedures teacher's conduct of teaching and learning process (techniques), facilities of the learning process, students' exposure to English, students' opportunities to use English, the English proficiency of teachers, the Teachers' knowledge and practice of teaching, and so on.¹² Based on the curriculum that applies in the SMK Nusantara Utama Palopo is 2013 Curriculum.

Maritime Nautical study program

The maritime nautical study program is one of the specific skills that is provided at SMKN Samudra Nusantara Utama Palopo. The task and responsibility for planning the Nautical department is that the ship can be carried and carried from one port to another safely. The diploma awarded for majoring in Nautical is:

Academic Diploma: Diploma III (A.Md)

¹¹ Zohra Inayah Nasir, *Teaching English Based on 2013 Curriculum at Junior High School in Gowa .Volume I, Number 02, December 2015*

¹² Depdiknas. (2008). Sejarah Depdiknas. file:///C:/Documents and Setting/ May 2, 2009

Professional Diploma: ANT III (Level III Nautical Expert)

G. Concept of ESP (English for Specific Purposes)

i. The Definition of ESP

Vocational high schools aim to prepare the students to compete in the work field of their expertise. English is one of the compulsory subjects to be taught. However, there is a different approach to teach English in vocational high schools. ESP is the best way to learn English based on their specific skills.

Hutchinson and Waters (1987) described that ESP was not a planned and coherent movement, but rather a phenomenon that grew out of some covering trends. Nunan (2004:7) adds that ESP is an important subcomponent of language teaching that has its approaches to curriculum development, material design, pedagogy, testing, and research. Further, Tomlinson and Masuhara (2004) state that ESP is designed to full fill the specific needs of the learner based on needs analysis.¹³

In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials

H. Models in Developing

a. 4D (FOUR-D)

4-D design model is a developing of equipment learning model. This model is developed by S.Thagarajan, Dhoroty S.Sammel and Melvyn I Semmel. The

¹³ Hutchinson, Tom, and Alan Waters, *English for Specific Purposes: A learning centred approach*. Cambridge: Cambridge University Press, 1987.

research and development model of the 4D model consists of four stages, namely: Define, design, develop, disseminate (Thiagarajan, 1974: 5).¹⁴

1. Define

The aim of this step is to determine and to define the requirements that begin by analyse the purpose of the limitation of the developing materials. In developing in learning materials, 4-D include of four step, a) analyse the curriculum, b) analyse the students, c) analyse the course or the materials, d) formulate the aim of learning.

2. Design

The aim of this step is to prepare the prototype of the learning equipment. Design consist of four steps, a) compose the test, b) choosing media, c) choosing the format, d) first design program.

3. Developing

The aim of this step is to produce learning equipment that have revision by the suggest of the experts. Developing consist of two steps, a) validation of equipment by the experts follow by revision, b) limitate treatment with the real students. The result of this step is used as a basic of revision.

4. Disseminate

This step is a step of using the learning equipment that has developed in a large scale, such as in other class, other school or other teacher.

¹⁴ Thiagarajan, Sivasailam, dkk. (1974). *Instructional Development for Training Teachers of Exceptional Children*. Washinton DC: National Center for Improvement Educational System. Accessed on 16 june 2019. Adopted from

a) Hannafin and Peck

The Hannafin Peck (1987) design model is three phase process. In the first phase a need assessment is performed. This phase is followed by a design phase. In the third phase, instruction is developed and implemented. In this model, all phases involve a process of evaluation and revision.

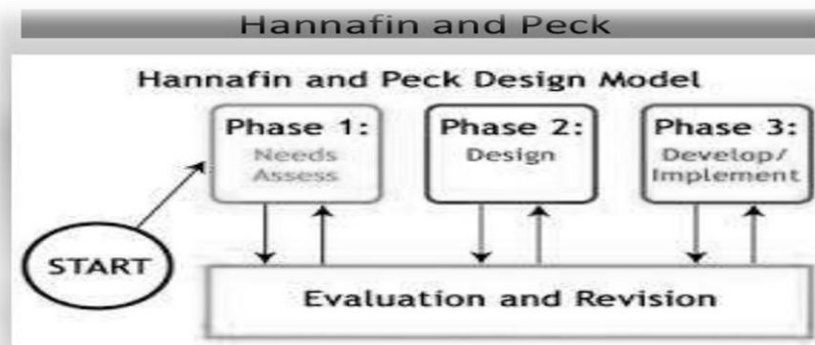


Chart2.2. design model of Hannafin and Peck

b) Borg and Gall¹⁵

The style of developing worksheet is consist of ten step: 1) research and information collecting (review of literature, classroom observation and preparation of report of state the art), 2) planning (defining skill, stating objectives, determining course sequence and small scale feasibility testing), 3) develop preliminary form of product (preparation of instructional materials, hand books and evaluation devices), 4) preliminary field testing (conducted in from 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analysed), 5) main product revision (revision of product as suggested by the preliminary field test result, 6) main field testing, 7) operational

¹⁵ Borg and Gall (1983:772) *Educational Research and Development*. 1983.p.772 (adopted from <http://adipwahyudi.blogspot.co.id/2011/01/model-penelitian-pengembangan-birg-and.html>. Accessed on june 2019

product revision, 8) operational field testing, 9) final product revision, 10) dissemination and implementation.

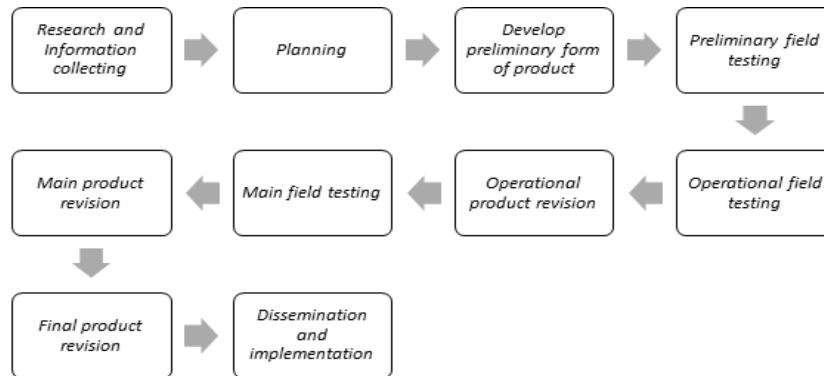


Chart: 2.3. Design model Borg and Gall

c) ADDIE¹⁶

This model of developing product is stand for five words. They are: Analysis (needs, requirement, tasks and participants’ current capabilities), Design (learning objectives delivery format, activities, and exercises), Development (create a prototype, develop course materials, review, pilot session), Implementation, tools in place and observation), and Evaluation (awareness, knowledge, behaviour, and result).



¹⁶ Gordon welty, Ph.D. *The ADDIE Model and Instructional Generic Design Model.* Journal of GXP Compliance. 2007

d) Dick and Carry design model

This design model was developed by Walter Dick and Lou Carey.

This design model is consist of several procedure:

- 1) Identify the aim. The first step in this design model is to decide what the students want.
- 2) Instructional analyse. After identify the aim of the learning, the next step is to decide what is the study type that need by the students.
- 3) Identify the character of student. When we analyse the skill that the student need, we need also know what skill that the student have.
- 4) Formulating that aim. In this step the research should formulate a statement about what should student do after finishing the learning process.
- 5) Developing the reference task. The developing of the reference task is based on the aim that have formulate.
- 6) Developing learning strategy. Based on the information in previous steps, this step will identify what should we use to reach the final purpose.
- 7) Developing or instruction choosing. This step is use strategy to produce some instruction such us student instruction, learning materials, test and teacher escort.
- 8) Design and formatif evaluation. Evaluating is used to collect the data that use to identify how to develop the instruction.
- 9) Speaking the equipment. The result of the previous steps is a base of speaking the equipment. The next result will validate and will be treat in classroom.

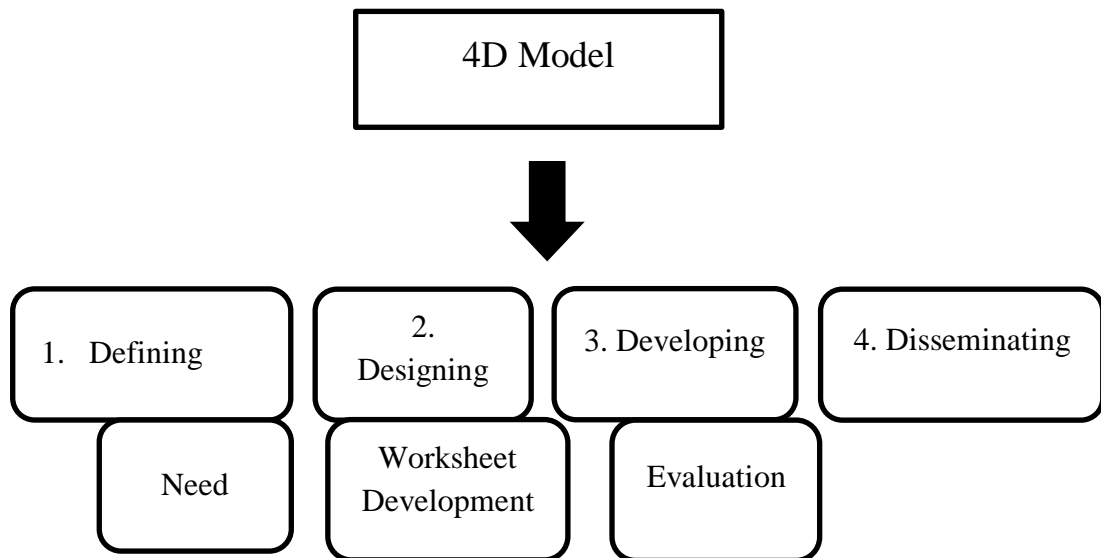
CHAPTER III

RESEARCH METHOD

A. Model of Development

Research and Development (R & D) is research method which can be used to produce a certain product, and test the effectiveness of the product. In producing the product, the researcher firstly identifies the needs, develops a product, and then tests the effectiveness of the product. The product can be in the form of a model, a pattern, a procedure, a book, a module, a package, or a program. The instruction model of this research is 4D design model.

B. Procedures of Development



Picture: 3.1 Procedure Develop of 4D

Design model in this development research is 4D Thiagarajan design model. There are some reason of choosing 4D Thiagajaran design model, they are: (1) 4D is better to develop the learning media such as student book, Worksheet, Lesson plan and etc, (2) more complete and systematic, and (3) the developing is

engaging the expert, so the product have revised by the valuated and suggested of the expert before trying it out. 4-D design model is a developing of equipment learning model. This model is developed by S.Thagarajan, Dhoroty S.Sammel and Melvyn I. Semmel. 4-D model is consisted of four steps. They are define, design, develop and disseminate. The clearly explanation as follow.¹⁷

1. Define

This step focused to determine and to define the need analyse. It is consist of analysed the target needs and learning needs, in this step the research gave questionnaire to the students. The questionnaire is designed to find out some information about necessities, wants and students lack, it also designed to know the information about the design, input and learning activity to produce worksheet that related with the condition of the students of nautical department. This step also analyse the materials to identify, elaborate and compose the material systematically materials¹⁸.

2. Design

The next step after need analysis is design the course grid and design the product refers to worksheet vocabulary.

3. Develop

This stage the product developed by the evaluating of the experts. All of the suggestion of the experts be the consideration and the base to revise the product.

¹⁷ Endang Mulyatiningsih, *Pengembangan Model Pembelajaran*. <http://staff.uny.ac.id/sites/default/files/dra-endangmulyatiningsihpd/7cpengembangan-model-pembelajaran.pdf>(accessed 30 may 2018),p.1.

¹⁸ *Ibid*

And the worksheet would show to the students as limited treatment with the real students.

4. Disseminate

The last stage on 4D design model is disseminating. In this stage the product was promoted on the seminar and the product was disseminated to the teacher of English Materials.

C. Subject of Research

The research would conduct in SMK Samudra Nusantara Utama Palopo. The subject of the research consist of 14 students of Nautical, it is the odd semester of tenth grade.

D. Data Analysis Technique

The information that had collected by using the instruments will be analysed as a quantity analysing.

1. Analyse the result of questionnaire

Data analysis that used in this step was a descriptive analysis. Data from the questionnaire was a representative from the students' condition. The result of the questionnaire calculated by using the following formula:

$$X = \frac{\sum X}{N} \times 100\%$$

X = value

$\sum x$ = total answer

N = Total students

The opinion with the higher percentage the most accepted choice by the students. The analysis result is shown by the following table:

Table: 3.1 Analyse the result of questionnaire

No	Question	Respond	Frequency (N)	Percentage (%)

2. Analyse the validation of the product.

In this research, there are two kinds of data analysis namely qualitative and quantitative data analysis. The quantitative and qualitative data is obtained from needs analysis and expert judgment. To analyze the quantitative data from needs analysis, the resecher uses percentagaes, while to analyze the quantitative data from the expert judgment process, the researcher use frequencies and descriptive analysis.

Descriptive statics (Brown: 2001) is a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. The central tendency measure which was used in the research is mean. There are five classification of mean proposed by suharto (2006).

Table 3.2: The table conversion of mean (suharto,2006).

Scales	Categories	Interval of Mean
5	Strongly agree	4.20-5.00
4	Agree	3.40-4.19

3	Neither agree or disagree	2.60-3.39
2	Disagree	1.80-2.59
1	strongly disagree	1.00-1.79

3. Data analysis in student's perception

The result of data will be converted in descriptive analysis. The indicator in measuring the result is the Mean (x). the Means will be used by using conversion pattern data:

$$\eta = \frac{\sum f^x}{100\%}$$

100%

$$\sum f^x = \text{Total score}$$

$$M_{\eta} (X) = \frac{\sum f^x}{\eta}$$

η

M = Mean

f^x = Total score

η = Total the same answer

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections. First section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the data analysis then into the discussion section research.

A. Findings

According to (Morrison, 2011), there are 4 stages in conducting a needs analysis, namely: planning, data collection, data analysis, and making the final report. Where the steps in analyzing these needs have followed the initial stages in the process of defining

1. Defining

The first thing that researchers do at this early stage is analyzing the needs of students. There are three instruments used by researchers in this stage:

a. Interview

The initial stage carried out by researchers is interviewing several students and also teachers who teach English and from the results of these interviews the researchers get problems that occur in the field. according to Sugiyono (2013: 194) the interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that need to be investigated, and also

if the researcher wants to know things from respondents in more depth and the number of respondents is small.¹⁹

b. Observation

In this stage the researcher went deeper, namely glancing at the state of the school itself such as the books used, the curriculum, and the school syllabus.

c. Questionnaire

In this stage the researcher gives a questionnaire to find out more in depth what is needed by students. Questionnaire according to Sugiyono (2010: 199) is a data collection technique that is done by giving a set of questions or written statements to respondents to answer.²⁰ In the questionnaire contains 3 points for analyzing students, according to Hutchinson (1987), there are three terms relating to target needs is necessities, lacks, and wants.

1) Necessities

Is the type of need or requirement determined by the demands of the desired situation and what students must know to function effectively in the desired situation.

2) Lacks

Learners must know what students already know and are expected to know the student's weaknesses than to be improved or deficiencies that must be improved.

3) Wants

¹⁹ <https://www.slideshare.net/AwalAkbarJamaluddin/metode-melakukan-analisis-kebutuhan-dalam-penelitian-pengembangan> accessed on 4 September 2019.

²⁰ Ibid

Another term that will be found in looking for needs is desire (want). This is a need that is felt by students and is a top priority that must be met.²¹

2. Designing

From the results of defining or analyzing the needs of students the researchers designed the results rather than:

a. Pre survey

In pre-survey researchers found a problem in the study, where researchers formulate the problem with two points: 1) lack of teaching materials or textbooks for vocabulary. 2) lack of students' interest in obtaining new vocabulary. the study was conducted in nautical first-grade students.

b. Questionnaire result

After pre-surveying the next is the results of the questionnaire where the previous stage has been explained in analyzing the needs of students the questionnaire has been used as a research instrument where students are sampled as many as 14 people as for the results of the questionnaire below

Table: 4.1 result of questionnaire

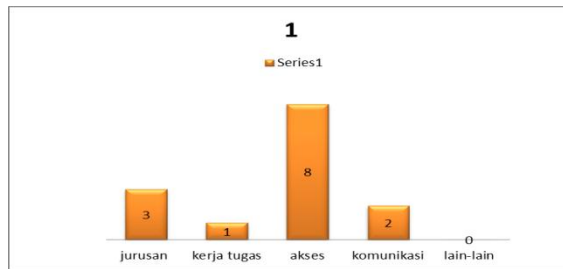
Questions	A	B	C	D	E	F
1	3	1	8	2		
2	2		12			
3	1	3	3	7		
4		5		9		
5	7	3		3	1	
6	8	4	1		1	
7		3	2	9		

²¹ <https://www.academia.edu/37029111/Analisis> Kebutuhan. Accessed on 4 september 2019

8	1		4	9		
9	1	1	8	4		
10	10				4	
11		3	5	6		
12	2		10	2		
13	6	1	5	2		
14	6	8				
15	6	7	1			
16	3	1	3	6		
17	1	9	3	1		

The kinds of questionnaire

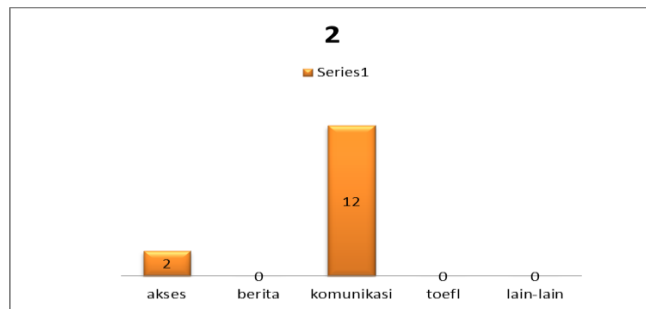
1. Necessity of the students' reasons for learning English



Picture: 4.1. Result of the students' reasons for learning English

The percentage of the question shows that the reason students in learning English are true. It based on learning English purposes. It shows the percentage of 14 students are 58 % students are choosing to access information were 8 students, 21 % students are choosing the major were 3 students, 14 % students are choosing the communication were 2 students, 7 % students is choosing work assignment 1 student.

2. Necessity of the students' benefits in learning English



Picture: 4.2. The results of students' benefits in learning English

The percentage of the questionnaire above, the students just choose 2 choices. It shows the percentage of 14 students is 86 % of students are choosing communication were 12 students, 14 % of students are choosing access were 2 students.

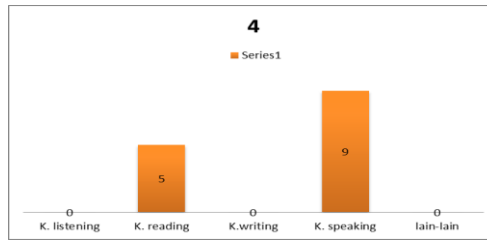
3. Necessity of the process in learning English



Picture: 4.3. Result of the process in learning English

The percentage in this question, in the process of learning English, what students like most in teaching is speaking, listening, reading, writing (SLRW), based on the learning objectives desired by students. It shows 7 of students or 50 % of students choose (SLRW).

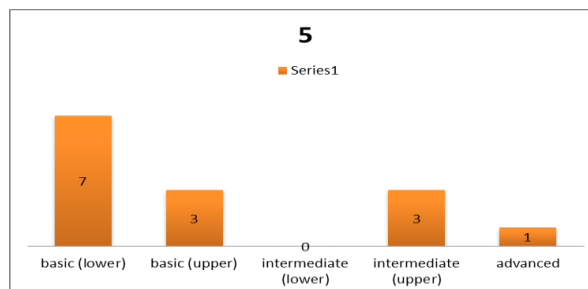
4. Wants of the required language skills by the students



Picture: 4.1. Results of required language skills

The percentage in this question, for the choice of skills that students want to know in advance, is speaking as the first order that they want to understand. It shows the percentage of 14 students is 64 % of students are choosing to speak skills as the main requirement in their major was 9 students, 36% of students are choosing to read skill were 5 students.

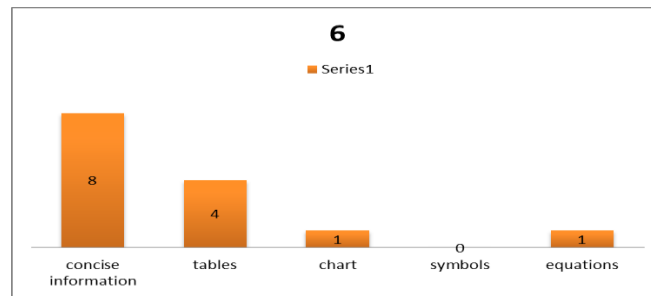
5. Lack of the English mastery level



Picture: 4.4. English mastery level results

The percentage in this question, in students' vocabulary mastery, is lower because they only know a little vocabulary and pronunciation is strongly influenced by the native language. It shows the percentage of 14 students is 50 % of students are choosing basic lower were 7 students, 21 % of students who are choosing basic upper and intermediate upper the same were 3 students.

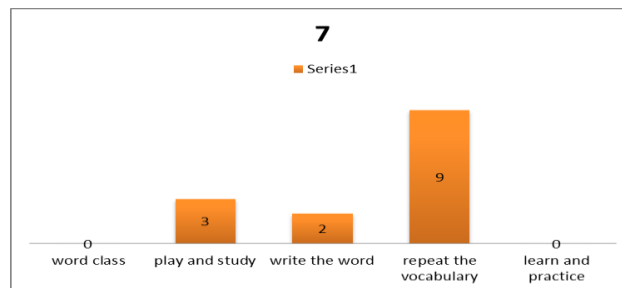
6. The desire of students to choose teaching media in the worksheet



Picture: 4.5. The teaching media results

The percentage in this question, students like worksheets that contain brief information. It shows the percentage of 14 students are 57 % of students who are choosing concise information were 8 students, 28 % of students are choosing tables were 4 students. Besides 7% of students are choosing a chart were 1 student.

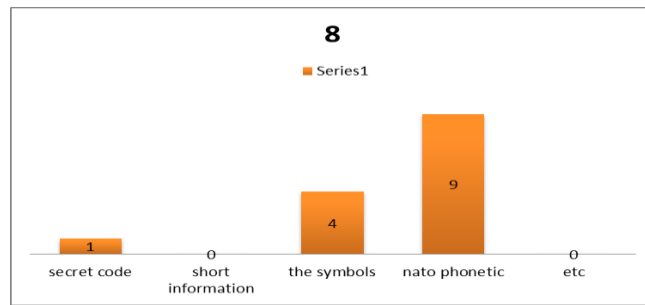
7. Want of the student activities in learning vocabulary



Picture: 4.7. The results of student activities in learning vocabulary

The percentage in this question, the students memorize new vocabulary by always repeating. It shows the percentage of 14 students are 64 % of students are choosing always repeat the vocabulary were 9 students, 28 % of students who are choosing play while studying were 4 students. Besides, 14% of students are choosing to write the words on a card were 2 students.

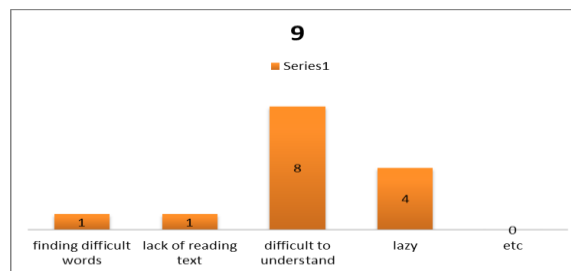
8. Want: the desire of students in knowing the importance of the conversation that is often used by voyages



Picture: 4.8. The student outcomes in improving vocabulary

The percentage in this question, according to some students studying the alphabet is very important because every mention of ordinary letters is also done spelling. It shows 9 or 64 % of students choose nato phonetic related alphabet. Besides, 28 % of students are choosing the symbols were 4 students.

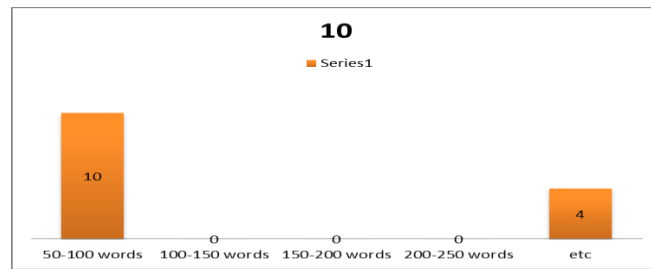
9. Lack of the students' difficulties in learning English



Picture: 4.9. The results of students' difficulties in learning English

The percentage in this question, there are some students have difficulty understanding the different vocabulary between words and meanings. It shows the percentage of 14 students is 58 % of students are choosing difficult to understand vocabulary between words and meanings were 8 students, 28% of students are choosing lazy to know and keep repeating existing vocabulary were 4 students. Besides, 7 % of students are choosing a lack of reading a text and finding difficult words was 1 student.

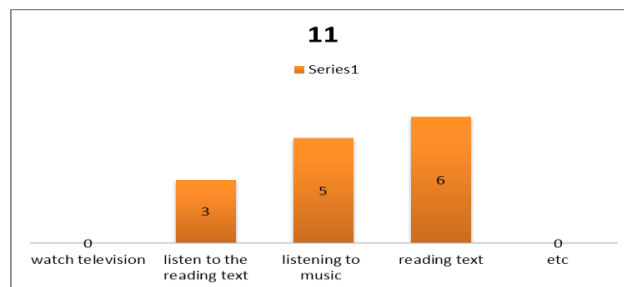
10. Necessity of students support their mastery of vocabulary every day



Picture: 4.10. The results of student conversation activities

The percentage in this question, most of students support their mastery of vocabulary every day. It shows the percentage of 14 students is 71 % of students are choosing 50-100 words students, 28% of students are choosing Etc was 4 students.

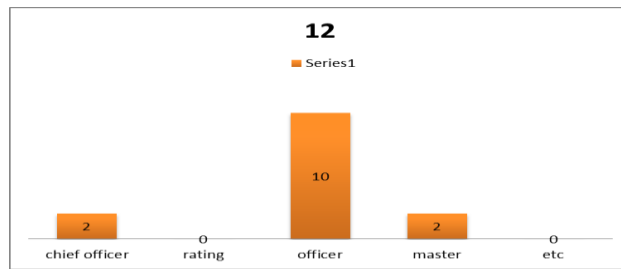
11. Necessity of the student activities in learning English



Picture: 4.11. Results of student activities in learning English

The percentage in this question, the students want activities while learning English by reading English-language texts. It shows the percentage of 14 students are 42% of students are choosing read English text were 6 students, 35% of students are choosing listening to music were 5 students, Following in listen to the reading text and repeat again were 3 students it is same as 21%.

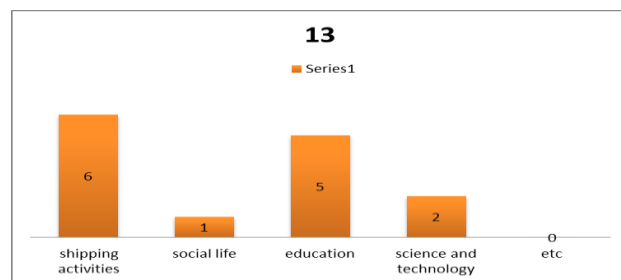
12. Want of the wishes of students in knowing the position on the ship



Picture: 4.12. The results of the wishes of students in knowing the position

The percentage in this question the student officers or captains are therefore the highest position on the ship. It shows the percentage of 14 students is 71 % of students are choosing the officer to know was 10 students, 14 % of students are choosing chief officer and master was 5 students.

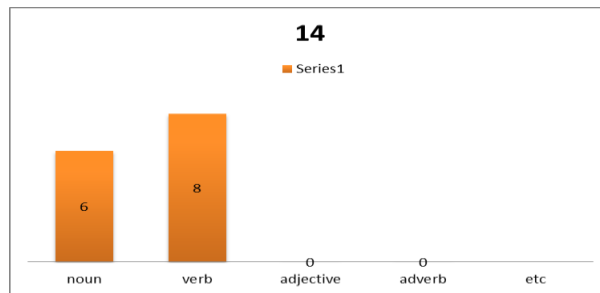
13. Want of students' desires in learning English



Picture: 4.13. The results of students' desires in learning English

The percentage in this question, most some students like learning topics related to their majors or activities related to shipping activities. It shows the percentage of 14 students is 43% students are choosing the shipping activities was 6 students, 36 % students are choosing the education was 5 students.

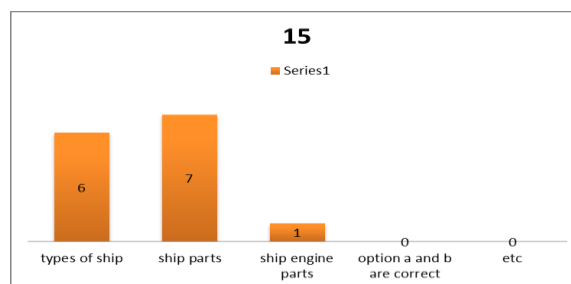
14. Want of the students' desires in vocabulary mastery



Picture: 4.14. The results of students' desires in vocabulary mastery

The percentage in this question, in learning English, the students choose verb vocabulary classes because onboard all of them are command sentences. It shows students or 57 % of students choose the verb was 8 students. Following the students' choose the noun was 6 students it is the same as 43 %.

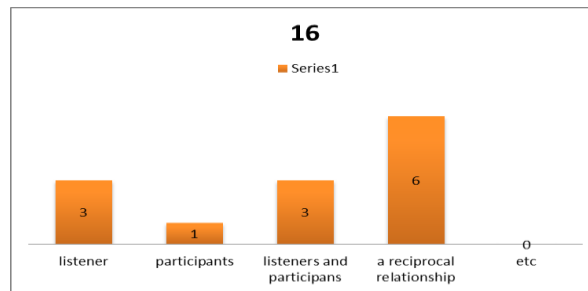
15. Want of the students like the lesson about parts of the ship because that is what must be known first



Picture: 4.15. Ship material results

The percentage in this question, almost some students like the lesson about parts of the ship because that is what must be known first. It shows 14 students or 50 % of students choose the part of the ship was 7 students, Following in choose the types of the ship was 6 students it is the same as 43%.

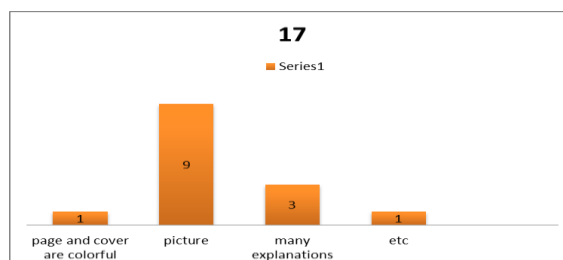
16. Necessity of the role of students in each learning activity



Picture: 4.16. The result of the role of students in each learning activity

The percentage in this question, the role of each student towards existing learning activities is that there is a reciprocal relationship between students who are participants and teachers as motivators. It shows the percentage of 14 students is 43 % of students are choosing the reciprocal relationship between students and teacher in each learning activity was 6 students, 21 % of students are choosing the listener and listener and participants was 3 students. Besides 7% of students choosing the participants 1 student.

17. Want of the students like the presentation of English learning material that is equipped with pictures and illustrations in worksheet



Picture: 4.17. Results of presentation of material

The percentage in this question, most some students like the presentation of English learning material that is equipped with pictures and illustrations in accordance with the topic to be discussed. It shows 9 students or 64 % of students choose the pictures and illustrations in accordance.

The conclusion in this need analysis, the researcher got the students' lack, want and necessity. They are, Lack: Students lack of mastery basic vocabularies and their level of speaking is Basic lower, Want: Know the vocabularies more by memorize and repeat to every day, and dividing vocabulary classes in understanding of each learning activity. Necessity: Having well pronunciation and having a little vocabulary.

c. Result of observation

From the observations, it looked at the curriculum used and the books used while the school syllabus did not publish the school because there were laws governing the school's privacy. So researchers only arrived at the curriculum. However there is no book in the school that contains English for maritime (ESP).

d. Result of interview

From the results of interviews conducted with some of these students, students only know that between general English and the language used in navigation in general it is different, and the absence of a book that presents vocabulary for the cruise department.

3. Developing

In this stage the product developed based on evaluations carried out by experts and all suggestions from the experts becomes the basis for consideration in

revising the product, after the experts evaluate the product there researchers revise the product through input and advice provided by experts so that in developing the product these are more targeted and can be applied to users.

a. Result of Expert Validation

In this Expert Judgment, the researcher made a forum discussion (FGD) which focused on the vocabulary worksheet that has been made by the researcher. In this Expert validation, the researcher validated the material by giving the questionnaire to content and lay-out experts that contains questions about the product. There are 30 questions in the questionnaire asking about all aspects of the product. Those aspects are content, and lay-out which were assessed by three experts (FGD), they are Mariam Pasuang, S.pd.M.Pd, Moses Rombe, S.pd. and Efreiser.T.Y ATT III. This FGD more completed by the researcher’s advisors is Dr. Sahraini, M.Hum and Dewi Furwana, S. Pd.M.Pd.

Below are the results from those three experts

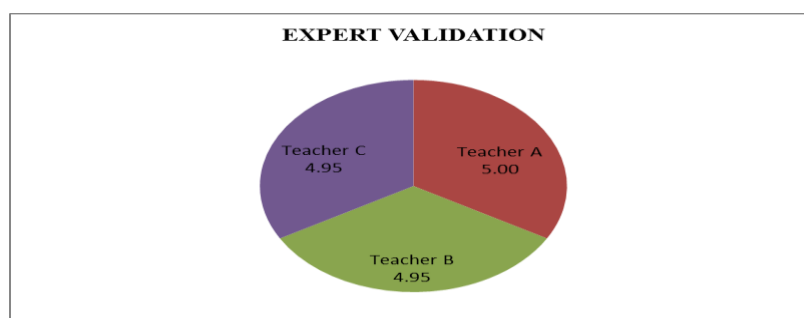
Table: 4.2 Content in the result of expert validation

No.	A. Content	Expert (teacher) A	Expert (teacher) B	Expert (teacher) C
1.	Worksheet compatibility	5	5	5
		5	5	5
2.	Depth of the worksheet	5	5	5
		4	5	5
		5	5	5
3.	The accuracy of the worksheet	5	5	5
		5	5	5
		5	5	5
4.	Up to date worksheet	5	5	4

5.	Suitability level student development	5	5	5
		5	5	5
		5	5	5
6.	Communicative	5	5	5
7.	Accuracy	5	5	5
8.	Presentation technique	5	5	5
		5	5	5
		5	5	5
		5	5	5
9.	Presentation of learning	5	5	5
		5	5	5
		5	5	5
		5	5	5
Total score		M= 109/22	M= 110/22	M= 109/22

$$\text{Mean} = \frac{109}{22} = 4,95$$

From the table above of expert validity teachers A, B, C, the data show that worksheet vocabulary designed by the researcher is already qualified to apply in the class. It is proven from the score of the content expert gives 109, 110, 109, where each result from the three experts is divided by twenty-two and multiplied by one hundred, the results of each expert above which equals 4.95, 5.00, 4.95. This score means “very good”.



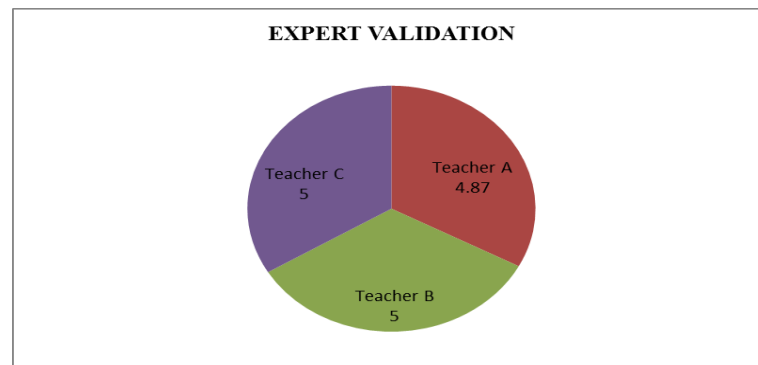
Picture: 4.18. Content in the result of expert validation

Table: 4.3. Lay out in the result of expert validation

No.	B. Lay out	Expert 1	Expert 2	Expert 3
1.	Layout of contents	4	5	5
		5	5	5
2.	Illustration	5	5	5
		5	5	5
		5	5	
3.	Material typography	5	5	
		5	5	
		5	5	
Total score		M= 39/8	M= 40/8	M= 40/8

$$\text{Mean} = \frac{39}{8} = 4,87$$

From the table above of expert validity teacher A, B, C, the score of the layout expert giving total score each equals 39,40, 40 then divided by eight which equals 4.87, 5.00, 5.00. This score means “very good”.



Picture: 4.19. Lay out in the result of expert validation

Table: 4.4. The result of evaluation the expert judgment

The evaluation results of the three experts above consist of several points:

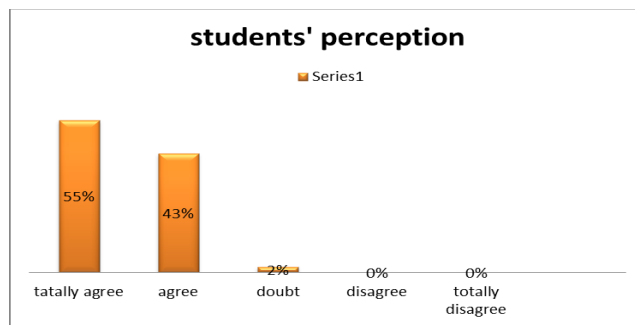
1. The meaning of the vocabulary contained in unit two parts A to match the written word.
2. Please add pictures in the form of an existing ship simulator and a shipping map.

b. Result of students perception

Table: 4.5. The results of the content eligibility component

NO.	BUTIR	SS	S	R	TS	STS
1.	Worksheets that are developed according to student learning goals.	10	4	0	0	0
2.	Worksheets were developed in accordance with the needs of Smk samudra nusantara utama palopo.	12	2	0	0	0
3.	Worksheets that are developed report enough texts relating to student activity majors.	5	9	0	0	0
4.	The developed worksheet outlines the detailed planning of student activities.	9	3	2	0	0
5.	In general, the material provides an explanation of the elements, structure of student activities related.	7	7	0	0	0
6.	The material teaches students about the alphabet, numerals, types of ships, parts of speech, types of work on board.	6	8	0	0	0
7.	The material provided inside can help students understand the structure of the word.	9	5	0	0	0

8.	Worksheets (text, images, etc.) are taken from the latest sources on the topics discussed.	4	10	0	0	0
Totally		62	48	2	0	0



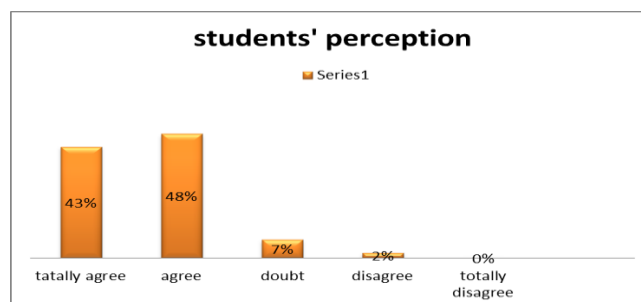
Picture: 4.20. The results of the content eligibility component

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the content eligibility component shows that as follows: 55% (Totally Agree), 43 % (Agree), 2% (Doubt), 0% (Disagree), 0% (Totally Disagree).

Table: 4.6. The results of language eligibility

NO.	BUTIR	SS	S	R	TS	STS
1.	The language used in instruction is according to the level of student development.	4	9	1	0	0
2.	The language used is in accordance with the development of students' abilities.	7	6	1	0	0
3.	The language used is clear and easily understood by students.	7	7	0	0	0

4.	The language used is in accordance with correct English language rules and is easy for students to understand.	6	5	2	1	0
Totally		24	27	4	1	0



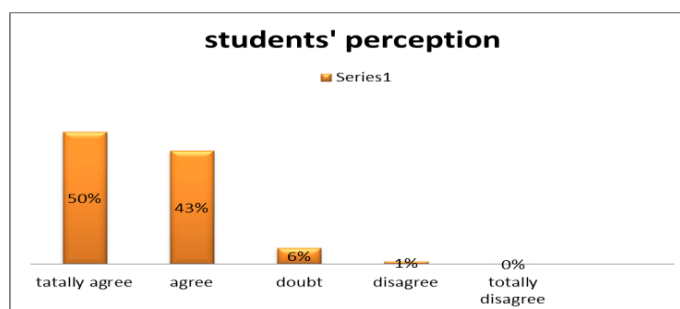
Picture: 4.21. The results of language eligibility

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the result of language eligibility shows that as follows: 43% (Totally Agree), 48 % (Agree), 7% (Doubt), 2% (Disagree), 0% (Totally Disagree)

Table: 4.7. Results of presentation eligibility

NO.	BUTIR	SS	S	R	TS	STS
1.	The material developed presents a consistent opening section and core activities for students in each unit.	5	9	0	0	0
2.	The topics are presented in a balanced manner in each unit.	11	3	0	0	0
3.	The forms of presentation of material in each of these units are presented in various ways.	4	9	1	0	0
4.	Presentation of material in the developed worksheet encourages student interaction in learning English.	5	8	1	0	0
5.	The material presented in this unit encourages students to be active in class.	9	4	1	0	0

6.	Presentation of material encourages students to be active in the process of independent learning.	8	3	2	1	0
Totally		42	36	5	1	0



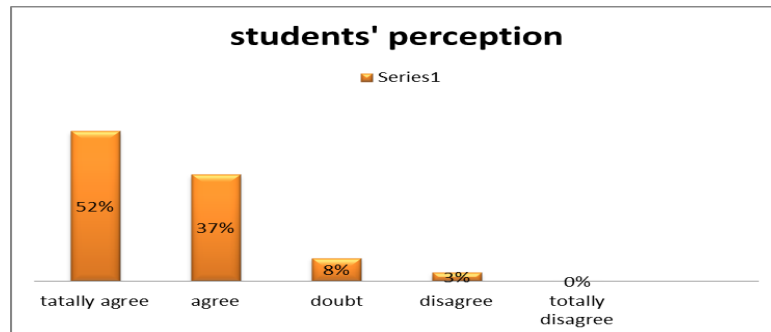
Picture: 4.22. Results of presentation eligibility

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the result of presentation eligibility shows that as follows: 50% (Totally Agree), 43 % (Agree), 6% (Doubt), 1% (Disagree), 0% (Totally Disagree).

Table: 4.8. The results of the graphics

NO.	BUTIR	SS	S	R	TS	STS
1.	Placement of elements in the location (title, preface) at the beginning of each chapter is consistent.	8	4	2	0	0
2.	The placement of the layout elements on the page follows a consistent pattern.	4	7	2	1	0
3.	The illustrations provided are able to increase students' understanding of the information conveyed.	11	3	0	0	0
4.	The illustrations provided have a	7	6	1	0	0

	professional size so as to provide an accurate picture for students about the object in question.					
5.	In general, illustrations are displayed harmoniously according to the topic of discussion so that it is easy for students to understand.	10	4	0	0	0
6.	Worksheets that are developed do not use too many fonts (fonts).	3	8	2	1	0
7.	Worksheets using letters that are easy for students to read.	9	5	0	0	0
8.	The material uses variations of letters (bold, italic, capital) to distinguish levels.	7	4	2	1	0
Totally		58	41	9	3	0



Picture: 4.23. The results of the graphics

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the results of the graphics shows that as follows: 52% (Totally Agree), 37% (Agree), 8% (Doubt), 3% (Disagree), 0% (Totally Disagree). From the presentation of the diagram above, the conclusion from the results of students' perception above is that the vocabulary products of the worksheets of the students are by following their needs.

4. Disseminate

In this stage, the researcher only conveyed to the school, teachers, and students.

B. Discussion

This part presents the discussion of the research findings. The discussion focused on four steps in the development model, namely define, design, developing, and disseminate. The four stages are steps in finding the two research questions raised. The first discussion is about the lack of teaching materials or textbooks for vocabulary. Meanwhile, the second discussion focuses on the lack of student interest in obtaining new vocabulary.

To make the teaching and learning process successful, especially in vocabulary teaching, two factors must be considered, namely (1) The students they teach, (2) the nature of the words they decide to teach.

From the research finding, the teaching strategies employed by the teacher in teaching vocabulary were so various. But researchers have four stages in developing the product and vocabulary itself through the first step, which defines this step focused to determine and to define the need analysis. It is consist of analysis the target needs and learning needs, in this step the research gave the questionnaire to the students. The questionnaire is designed to find out some information about necessities, wants and students' lack it also designed to know the information about the design, and learning activity to produce English material that related to the condition of the students of the nautical department. This step

also analyze the materials to identify, elaborate and compose the material systematically materials.

The next step is in the development design researchers have made the initial product (prototype) or product design. In the context of the development of teaching materials, this stage is carried out to make worksheet or textbooks by following the framework of the contents of the curriculum and material analysis results. In the context of developing learning models, this stage is filled with activities preparing learning tools (material, media, evaluating tool) and simulating the use of these learning models and devices in a small scope. Before the product design continues to the next stage, the design of the worksheet needs to be validated. Product design validation is done by teachers from the maritime English language field of study and teachers in the field of expertise who are experienced in the world of shipping work in particular. An assessment is also carried out by students who are called is students' perception as the final stage. Based on the results of the validation, some product designs still need to be improved, namely the animation, shipping maps, and some additional material such as simulator deck.

The next step is it the context of developing worksheet teaching materials this development phase is carried out by testing the contents and readability of the worksheet to teachers who are experts in their fields who are also involved at the time of design validation and students who will use the worksheet.

The next step is the disseminate in the context, socialization is only done in schools, teachers, and students.

Of the four stages above, in developing vocabulary worksheets for Maritime Vocational students in Palopo, this research has been carried out in this study and the research leads to the use of special English (ESP) where the analysis of student needs in vocational maritime schools is the stage in product development. In the needs analysis process, the first thing to do is what kind of targets will we examine, and what methods should be used to find out what the target research needs are. Then three aspects must be known when we have analyzed the needs of deficiencies, desires, and needs. This research is in line with previous researchers who developed good worksheets as teaching material for students.

From the conclusion of the discussion above, the researcher concludes that the product produced is the vocabulary of student worksheets arranged based on the needs analysis and the results of field observations as well as the improvement of some experts and prospective students who will use the worksheets.

CHAPTER V

CONCLUSION AND SUGGESTION

This research aims to design an appropriate vocabulary Worksheet for the students at the tenth grade of nautical department at SMK samudra nusantara utama palopo. In designing the worksheet, this research refers to the combination of Need Analysis and English specific purpose (ESP). This chapter discusses about conclusion and suggestion on the basis of the research finding and discussion presented in the previous chapter.

A. Conclusion

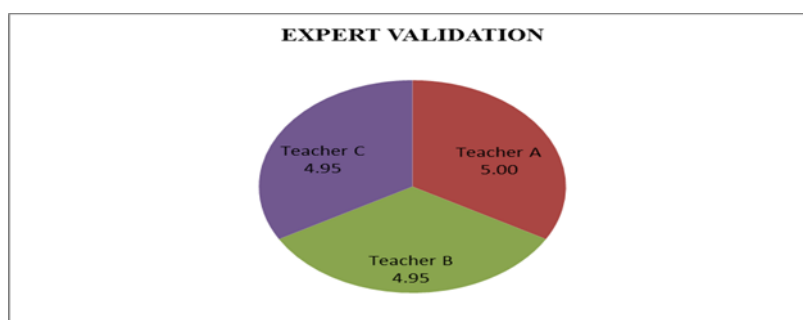
The researcher concludes that the product produced is the vocabulary of student worksheets arranged based on Thigajaran design model where the design has 4 stages namely defining, designing, developing, and disseminating. In the initial stages, the researcher conducted a needs analysis and field observations and then the results of the analysis were designed by the researcher. So that researchers get good results, then the validity test of worksheets is carried out by several experts in their fields at this stage the improvement is made from the suggestions that have been given to researchers and finally conducted another assessment of prospective students who will use vocabulary worksheets. In other side, the students of SMK Maritime need learning speaking skill to improve their basic vocabulary.

This worksheet includes three units. In each unit, the vocabulary for the nautical department is discussed. Unit 1 discusses the alphabet, unit 2 discusses numbers, unit 3 discusses of the ships and unit 4 discusses the speech section. On

the other side, the worksheet that the researcher developed already qualified to apply in the class. It is proven by the expert validation which shows the interval of the score is “very good.

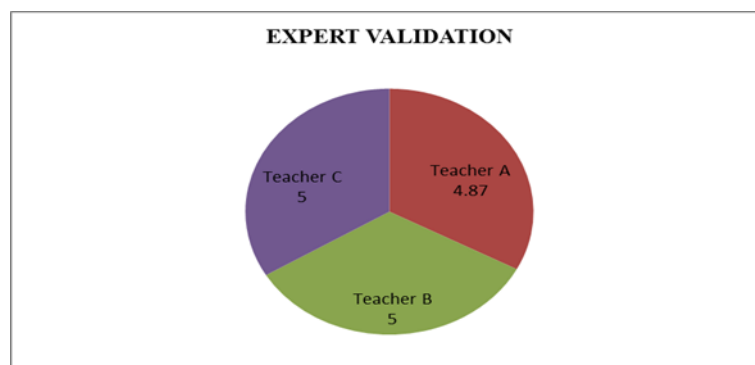
The data of the expert judgment from:

a. The content



Picture: 4.18. Content in the result of expert validation

b. The lay out



Picture: 4.19. Lay out in the result of expert validation

B. Suggestion

Based on the results of the study, the first researcher hopes this research can help students in learning English. Secondly, I hope that this worksheet can help the teacher teach in class in a good and diverse way. Also beside some teachers in

developing worksheets like that not only vocabulary worksheets but also many types of other worksheet materials that can be developed as teaching materials of course.

For the next researcher, the researcher hopes that they can create and develop worksheet in better ways, not only from the content or material, but also from activities side. Furthermore, the researcher can increase knowledge of all the readers about worksheet and also this research can become new reference for the next research.

BIBLIOGRAPHY

- Baihaki, Ibnu.2015. Developing English worksheet based on materials for the seventh grade students at Madrasah Tsanawiah Darul Amin Palangka Raya, ,(the thesis). Access on 10 june 2019.
- Borg and Gall (1983:772) Educational Research and Development. 1983.p.772 (adopted from [http://adipwahyudi.blogspot.co.id/2011/01/model-penelitian-pengembangan-birg and.html](http://adipwahyudi.blogspot.co.id/2011/01/model-penelitian-pengembangan-birg-and.html). Accessed on june 2019
- Depdiknas. (2008). Sejarah Depdiknas. file:///C:/Documents and Setting/ May 2, 2009
- Edward, David Allen and Rebecca M.Vallete. Classroom Teaching Technique. Foreign Languange and English as a second Languange, (New York: Harcout Brave Javanovich 1997), p.149
- Gordon welty, Ph.D. The ADDIE Model and Instructional Generic Design Model. Journal of GXP Compliance. 2007
[https://www.academia.edu/37029111/Analisis Kebutuhan](https://www.academia.edu/37029111/Analisis_Kebutuhan). Accessed on 4 september 2019
- Hutchinson, Tom, and Alan Waters, English for Specific Purposes: A learning centred approach. Cambridge: Cambridge University Press, 1987.
- Kaewpet, C.A framework for investigating learner needs: needs analysis extended to curriculum development. Electronic journal of foreign language teaching . 6(2) . 2009, p. 209
- Kaur, S. (2007).Esp COURSE Design Matching Lear2ner Needs to A2ims. English for specific purpose, 6(1)

Kayl, H Developing an ESL, Curriculum based on needs and situation Analysis: a case study, Journal of language and linguistic studies, 4 (1). 2008. P. 28-29

Kayl, H Developing an ESL, Curriculum Based on needs and situation Analysis : A case study, journal of language and linguistic studies, 4.(1) 2008, p 29-49

Mulyatiningsih, Endang. Pengembangan Model Pembelajaran. <http://staff.uny.ac.id/sites/default/files/dra-endangmulyatiningsihpd/7c-pengembangan-model-pembelajaran.pdf>(accessed 30 may 2018),p.1.

Pradita, Intan. 2016. "Developing student vocabulary worksheet by using affixes" (2016)" Ahmad Dahlan Journal of English Studies (ADJES) Vol. 3. Islamic University of Indonesia access 22 may 2019.

Pujiana, Nita. 2015. Developing students' worksheet for the tenth grade of Smk Karsa Mulya Palangkaraya,

Richard, Jack C "Curriculum development in language teaching"Cambrige university press, p. 14

Thiagarajan, Sivasailam, dkk. (1974). Instructional Development for Training Teachers of Exceptional Children. Washinton DC: National Center for Improvement Educational System. Accessed on 16 june 2019.

<https://www.slideshare.net/AwalAkbarJamaluddin/metode-melakukan-analisis-kebutuhan-dalam-penelitian-pengembangan> accessed on 4 September 2019.

Zohra Inayah Nasir, Teaching English Based on 2013 Curriculum at Junior High

School in Gowa .Volume I, Number 02, December 2015

**A
P
P
E
N
D
I
X**

Questionnaire of English for Maritime

A. Data responden

Nama :

Usia :

Jenis kelamin :

B. Petunjuk Pengisian

Berilah tanda silang (X) pada poin yang sesuai dengan keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda butuhkan atau anda inginkan terkait dengan pembelajaran bahasa Inggris. Semua jawaban yang anda berikan di angket ini sama sekali tidak mempengaruhi nilai bahasa inggris anda.

C. Questionnaire

1. Mengapa anda belajar bahasa Inggris saat ini?
 - a. saya belajar bahasa Inggris untuk dapat mengakses informasi-informasi berbahasa Inggris yang berkaitan dengan jurusan (Nautika) saya.
 - b. saya belajar bahasa Inggris untuk dapat mempermudah saya dalam mengerjakan tugas sekolah.
 - c. saya belajar bahasa Inggris untuk dapat mengakses informasi berbahasa Inggris diluar pembelajaran bahasa Inggris (hobi,bisnis,dll).
 - d. saya belajar bahas Inggris untuk dapat berkomunikasi dalam bahasa Inggris dengan baik.
2. Apa manfaat bahasa Inggris bagi anda setelah lulus nanti?
 - a. Untuk dapa mengakses informasi-informasi berbahasa Inggris yang berkaitan dengan profesi saya.
 - b. Untuk dapat mempermudah saya dalam mengakses berita yang berbahasa Inggris.
 - c. Untuk bisa berkomunikasi dalam bahasa Inggris dengan baik di dunia kerja.
 - d. Untuk mendapat skor TOEFL yang tinggi.

3. Urutan belajar bahasa Inggris yang paling anda butuhkan menurut anda adalah.....
 - a. *listening, speaking, reading, writing*
 - b. *listening, reading, speaking, writing*
 - c. *speaking, reading, writing, listening*
 - d. *speaking, reading, listening, writing*
 - e. lain-lain
4. Keterampilan berbahasa apa yang paling sering anda butuhkan dalam jurusan (Nautika) anda saat ini.....
 - a. keterampilan *listening*
 - b. keterampilan *reading*
 - c. keterampilan *writing*
 - d. keterampilan *speaking*
 - e. Lain-lain (tuliskan bila ada).
5. Bagaimana tingkat penguasaan Bahasa Inggris Anda sekarang ini?
 - a. *Basic (lower)*: mengetahui sedikit kosa kata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
 - b. *Basic (upper)*: dapat berkomunikasi secara baik pada beberapa topik dengan dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosa kata, *grammar* dan pelafalan masih dipengaruhi oleh bahasa ibu
 - c. *Intermediate (lower)*: dapat berkomunikasi dengan baik pada beberapa topic tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar* dan pelafalan
 - d. *Intermediate (Upper)* walaupun mempunyai kesulitan dalam kosa kata, *grammar* dan pelafalan, tapi mampu terbit dalam percaakapan yang menyenangkan dan pada topik-topik yang dikenal
 - e. *Advanced*: Mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosa kata, *grammar* dan pelafalan.

6. Menurut anda, data (media) pembelajaran apa yang anda sukai dalam buku worksheet....
 - a. Informasi ringkas
 - b. Tabel-tabel
 - c. Grafik
 - d. Symbol – symbol
 - e. Persamaan – persamaan
 - f. Lain-lain
7. Hal apa yang anda lakukan dalam menghafal kosakata baru.....
 - a. Membagi kelas kata tersebut (adjective, noun, verb, adverb).
 - b. Bermain sambil belajar
 - c. Menulis kata-kata tersebut dalam sebuah kartu
 - d. Selalu mengulang-ulang kosakata yang dikuasai agar mudah dalam mengungkapkan bahasa Inggris
 - e. Belajar dan langsung praktek
8. Menurut yang anda ketahui, dalam bahasa inggris (maritime) percakapan seperti apa saja yang sering digunakan oleh pelayaran....
 - a. Kode rahasia
 - b. Nato phonetic alphabet yang berkaitan
 - c. Informasi singkat
 - d. Symbol-simbol
 - e. Lain-lain
9. Apa kesulitan anda dalam pembelajaran bahasa Inggris.....
 - a. Menemukan kata yang sulit
 - b. Kurangnya teks bacaan tentang kosakata yang dibutuhkan
 - c. Sulit memahami kosakata yang berbeda antara kata dengan arti
 - d. Malas untuk mengetahui dan mengulang terus kosakata yang sudah ada
10. Menurut anda, seberapa banyak kosakata yang anda hafal dalam menunjang penguasaan *vocabulary* anda setiap harinya?
 - a. Sebanyak 50 – 100 kata

- b.** Sebanyak 100 – 150 kata
 - c.** Sebanyak 150 – 200 kata
 - d.** Sebanyak 200 – 250 kata

- 11. Menurut anda, aktivitas seperti apa yang anda inginkan pada saat belajar Bahasa Inggris....
 - a.** Menonton siaran televisi yang menggunakan bahasa Inggris
 - b.** Mendengarkan teks bacaan dan mengulangi kembali
 - c.** Mendengarkan music
 - d.** Membaca teks yang berbahasa Inggris
 - e.** Lain-lain

- 12. Menurut anda, apakah anda perlu mengetahui posisi jabatan pekerjaan dalam jurusan nautika
 - a.** Chief officer
 - b.** Rating
 - c.** Officer/captain
 - d.** Master
 - e.** Lain-lain (tuliskan bila ada)

- 13. Menurut kamu, topik apa yang kamu sukai dalam pembelajaran bahasa Inggris.....
 - a.** Topik yang berhubungan dengan kegiatan perkapalan.
 - b.** Topik yang berkaitan dengan kehidupan social antar pelayaran.
 - c.** Topik yang berkaitan dengan pendidikan(kemaritiman).
 - d.** Topik yang berkaitan dengan ilmu pengetahuan dan tekhnologi

- 14. Menurut anda, kelas kosakata apa yang harus anda kuasai terlebih dahulu....
 - a.** *Noun*
 - b.** *Verb*
 - c.** *Adjective*
 - d.** *Adverb*
 - e.** Lain-lain

15. Menurut anda, pokok bahasan (materi) yang paling anda sukai ketika belajar mengenai kapal ialah....
- a. Jenis-jenis kapal
 - b. Bagian-bagian kapal
 - c. Urutan rantai kapal
 - d. Bagian-bagian mesin kapal
 - e. Lain-lain (sebutkan bila ada)
16. Dalam materi pembelajaran bahasa Inggris, peran siswa dalam setiap kegiatan pembelajaran adalah sebagai.....
- a. Pendengar (hanya memperhatikan setiap penjelasan guru).
 - b. Partisipan (hanya melaksanakan apa yang ditugaskan oleh guru).
 - c. Pendengar dan partisipan aktif (mendengarkan dan melaksanakan apa yang ditugaskan guru).
 - d. Ada hubungan timbal balik antara murid dan guru dalam setiap aktivitas pembelajaran.
 - e. Lain-lain
17. Penyajian materi pembelajaran bahasa Inggris yang ideal menurut saya adalah.....
- a. Halaman dan sampulnya berwarna –warni.
 - b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topic yang akan dibahas.
 - c. Banyak penjelasan tentang kata yang tidak terlalu sulit.
 - d. Lain-lain

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI WORKSHEET

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap Worksheet vocabulary.

Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini

sebagai masukan atas Worksheet yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan Worksheet vocabulary yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table.mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan :

SS : Sangat Setuju

S : Setuju

TT : Tidak Tahu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

1. KOMPONEN KELAYAKAN ISI

A. Kesesuaian Worksheet						
NO.	BUTIR	SS	S	TT	TS	STS
9.	Worksheet yang dikembangkan sesuai dengan tujuan pembelajaran					
10.	Worksheet yang dikembangkan sesuai dengan kebutuhan siswa SMK samudra nusantara utama palopo					
Saran Perbaikan						

B. Kedalaman Worksheet						
NO.	BUTIR	SS	S	TS	STS	T

							T
11.	Worksheet yang dikembangkan mengeksplorasi cukup teks yang berkaitan dengan aktivitas jurusan peserta didik.						
12.	Worksheet yang dikembangkan menguraikan perencanaan aktivitas secara rinci.						
13.	Secara umum materi memberikan penjelasan mengenai unsur, struktur aktivitas yang berkaitan.						
Saran Perbaikan							

C. Keakuratan Worksheet							
NO.	BUTIR	SS	S	TS	STS	TT	
14	Materi mengajarkan siswa tentang alphabet, numeral, types of ships, part of speech, types of work on board.						
15	Materi yang diberikan didalam dapat membantu siswa dalam memahami struktur kata tersebut.						
16	Worksheet (teks, gambar, dll) diambil dari sumber yang relevan dengan topic yang dibahas.						
Saran Perbaikan							

D. Kemutakhiran Worksheet						
NO.	BUTIR	SS	S	TS	STS	T T
1	Worksheet (teks, gambar, dll)					

	diambil dari sumber-sumber terbaru tentang topic yang dibahas.					
Saran Perbaikan:						

II. KELAYAKAN BAHASA

A. Kesesuaian Dengan Tingkat Perkembangan Siswa						
NO.	BUTIR	SS	S	TS	STS	T T
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.					
Saran Perbaikan						

B. Komunikatif						
NO.	BUTIR	SS	S	TS	STS	T T
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh siswa.					
Saran Perbaikan						

C. Akurasi						
NO.	BUTIR	SS	S	TS	STS	T T
5.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.					
Saran Perbaikan						

III. KOMPONEN KELAYAKAN PENYAJIAN

D. Teknik Penyajian						
NO.	BUTIR	SS	S	TS	ST S	TT
7.	Materi yang dikembangkan menyajikan bagian pembuka dan kegiatan inti secara konsisten pada setiap unit.					
8.	Pokok bahasan disajikan secara seimbang pada setiap unit.					
9.	Bentuk penyajian materi dalam setiap unit ini disajikan secara beragam.					
Saran Perbaikan						

E. Penyajian Pembelajaran						
NO.	BUTIR	SS	S	TS	STS	T T
1.	Penyajian materi dalam worksheet yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.					
2.	Materi yang disajikan dalam unit ini					

	mendorong siswa untuk aktif dikelas.					
3.	Penyajian materi mendorong siswa aktif dalam proses belajar mandiri.					
Saran Perbaikan						

IV. KEGRAFIKAN

A. Tata Letak Isi						
NO.	BUTIR	SS	S	TS	STS	T T
9.	Penempatan unsur pada letak (judul, kata pengantar) pada setiap awal bab konsisten.					
10.	Penempatan unsur letak pada halaman mengikuti pola yang konsisten.					
Saran Perbaikan						

B. Ilustrasi Isi						
NO.	BUTIR	SS	S	TS	STS	TT
11.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
12.	Ilustrasi yang diberikan memiliki ukuran yang profesional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
13.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topic pembahasan.					
Saran Perbaikan						

C. Tipografi Materi						
NO.	BUTIR	SS	S	TS	STS	TT
14	Worksheet yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
15	Worksheet menggunakan huruf yang mudah dibaca.					
16	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang					
Saran Perbaikan						

Penilai

Nip.

Kusioner evaluasi pengguna (siswa)

Pengantar:

Kusioner ini merupakan instrument penilaian terhadap worksheet vocabulary. Saya sangat mengharapkan partisipasi siswa/i untuk mengisi kusioner ini sebagai masukan dan uji kelayakan atas worksheet yang saya kembangkan. Atas kesediaan dan partisipasinya, saya ucapkan terimakasih.

Expert identity:

Name:

Sex: Male/ Female

Last education:

Petunjuk pengisian:

Berikut ini butir-butir pertanyaan yang berkaitan dengan worksheet vocabulary yang telah dikembangkan. Siswa/i dipersilahkan untuk memberikan tanda centang (√) sesuai bobot yang dikelompokkan sesuai berikut.

5: Sangat Setuju

4: setuju

3: ragu-ragu

2: Ragu-ragu

1: tidak setuju

2. KOMPONEN KELAYAKAN ISI

NO.	BUTIR	SS	S	R	TS	STS
18	Worksheets that are developed according to student learning goals.	10	4	0	0	0
19	Worksheets were developed in accordance with the needs of Smk samudra nusantara utama palopo.	12	2	0	0	0
20	Worksheets that are developed report enough texts relating to student activity majors.	5	9	0	0	0
21	The developed worksheet outlines the detailed planning of student activities.	9	3	2	0	0
22	In general, the material provides an explanation of the elements, structure of student activities related.	7	7	0	0	0
23	The material teaches students about the alphabet, numerals, types of ships, parts of speech, types of work on board.	6	8	0	0	0
24	The material provided inside can help students understand the structure of the word.	9	5	0	0	0
25	Worksheets (text, images, etc.) are taken from the latest sources on the topics discussed.	4	10	0	0	0

II. KELAYAKAN BAHASA

NO.	BUTIR	SS	S	R	TS	S T S
1.	The language used in instruction is according to the level of student development.	4	9	1	0	0
2.	The language used is in accordance with the development of students' abilities.	7	6	1	0	0
3.	The language used is clear and easily understood by students.	7	7	0	0	0
4.	The language used is in accordance with correct English language rules and is easy for students to understand.	6	5	2	1	0

III. KOMPONEN KELAYAKAN PENYAJIAN

NO.	BUTIR	SS	S	R	T S	S T S
10	The material developed presents a consistent opening section and core activities for students in each unit.	5	9	0	0	0
11	The topics are presented in a balanced manner in each unit.	11	3	0	0	0
12	The forms of presentation of material in each of these units are presented in various ways.	4	9	1	0	0
13	Presentation of material in the developed worksheet encourages student interaction in learning English.	5	8	1	0	0
14	The material presented in this unit encourages students to be active in class.	9	4	1	0	0
15	Presentation of material encourages students to be active in the process of independent learning.	8	3	2	1	0

IV. KEGRAFIKAN

NO.	BUTIR	5	4	3	2	1
17.	Placement of elements in the location (title, preface) at the beginning of each chapter is consistent.	8	4	2	0	0
18.	The placement of the layout elements on the page follows a consistent pattern.	4	7	2	1	0
19.	The illustrations provided are able to increase students' understanding of the information conveyed.	11	3	0	0	0
20.	The illustrations provided have a professional size so as to provide an accurate picture for students about the object in question.	7	6	1	0	0
21.	In general, illustrations are displayed harmoniously according to the topic of discussion so that it is easy for students to understand.	10	4	0	0	0
22.	Worksheets that are developed do not use	3	8	2	1	0

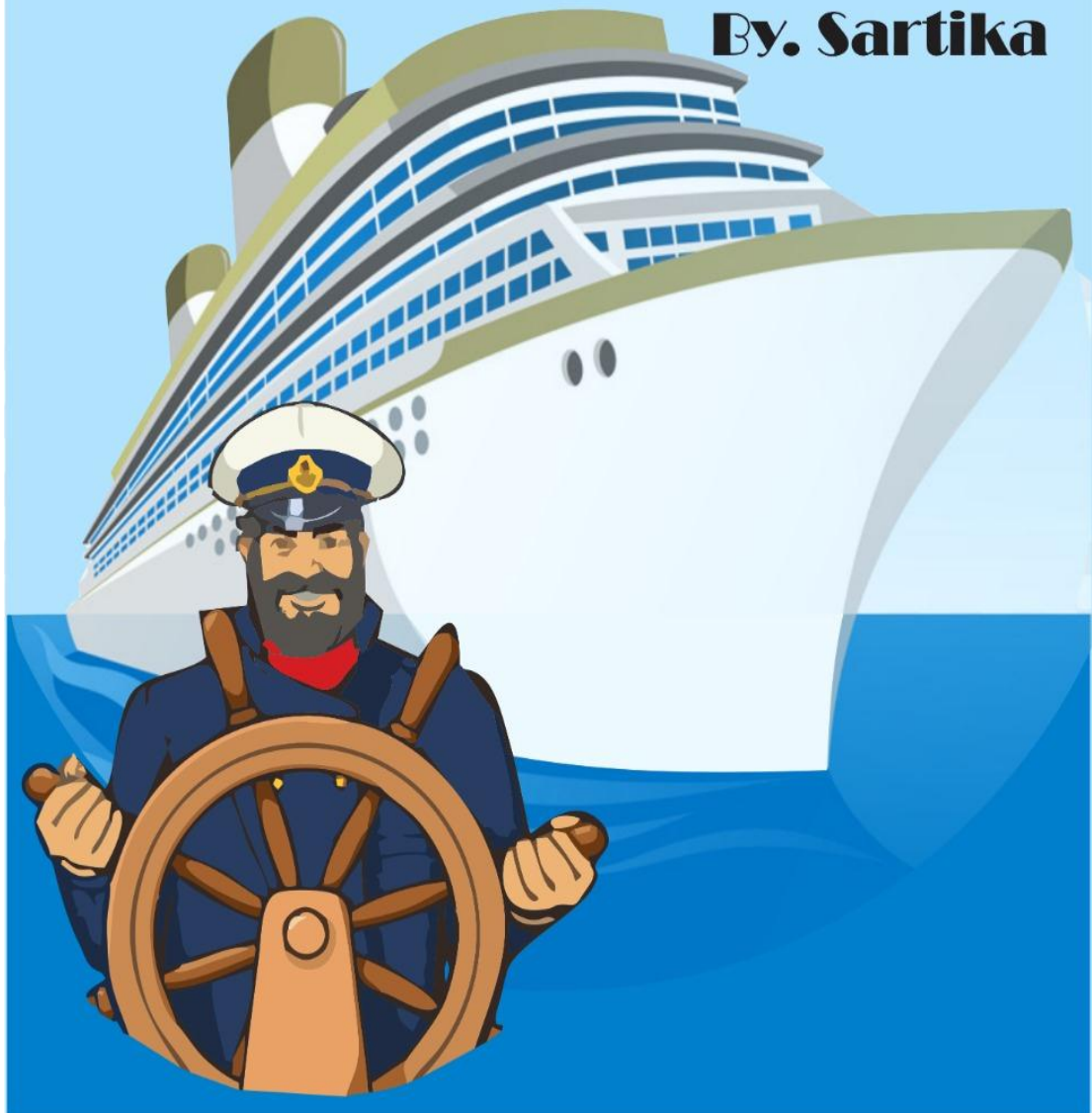
	too many fonts (fonts).					
23.	Worksheets using letters that are easy for students to read.	9	5	0	0	0
24.	The material uses variations of letters (bold, italic, capital) to distinguish levels.	7	4	2	1	0
Total		187	152	20	5	0
Improvement Suggestions						

WORKSHEET

VOCABULARY

MARITIME

By. Sartika



KATA PENGANTAR

Bismillahirrahmanirrahim

Syukur Alhamdulillah kita panjatkan kehadiran Allah Subhanallahu Wa Ta'ala. Yang senantiasa memberikan Petunjuk, Taufiq, Hidayah dan Inayah serta kekuatan, kesehatan dan terlebihnya lagi nikmat Iman dan Islam sehingga apa yang kita rasakan sekarang semua itu merupakan karunia dari-Nya kepada penulis, sehingga penyusunan worksheet ini terselesaikan. Worksheet ini disusun sebagai salah satu syarat dalam menyelesaikan penelitian pengembangan.

Penulis menyadari sepenuhnya bahwa dalam penyusunan worksheet ini masih jauh dari kesempurnaan, untuk itu penulis mengharapkan kritik yang sifatnya membangun demi penyempurnaan worksheet ini. Dalam penyusunan worksheet ini penulis mendapat bantuan dan bimbingan dari berbagai pihak, untuk itu penulis mengucapkan terima kasih kepada :

1. Bapak Moses Rombe, S.Pd. (selaku guru bahasa inggris Maritime)
2. Bapak Efreiser.T.Y ATT III. (selaku guru dan juga penasehat untuk perbaikan produk saya).
3. Ibu Mariam Pasuang, S. Pd. M. Pd. (selaku guru bahasa inggris).
4. Ibu Dr. Sahraini, M.Hum. (selaku pembimbing dan motivator dalam mengembangkan produk saya).

Semoga bantuan dan bimbingan yang diberikan kepada penulis dapat bernilai ibadah di sisi-Nya. Amin Ya Rabbal 'Alamin.

Penulis

SARTIKA

DAFTAR ISI

KATA PENGANTAR I

DAFTAR ISI..... II

Unit 1 Nato phonetic alphabet

A. Alphabet 1

Unit II Number

A. Cardinal dan Ordinal Number 4

B. Petunjuk aba-aba kemudi 5

Unit III The ship

A. Types of ship 7

B. Part of ship 13

C. Rooms of ship 14

Unit IV Part of speech

A. Verb 15

B. Adverb 17

DAFTAR PUSTAKA

UNIT I

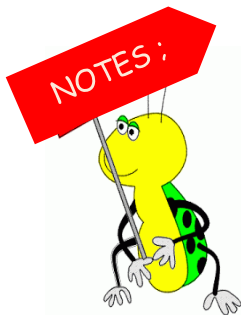
NATO PHONETIC ALPHABET

A. Aphabet

Didalam percakapan pelayaran sering juga digunakan alphabet yang disebut Nato Phonetic Alphabet (ejaan radiotel internasional) agar tidak salah dalam pengejaan sebuah nama atau sebuah kata dalam bahasa Inggris maka sering digunakan Nato Phonetic Alphabet ini, biasanya digunakan pada saat percakapan jarak jauh seperti melalui Radio atau Telephon.

No	Versi American		Versi British		Versi Indonesia	
	Alphabe t	Word	Alphabet	Word	Alphabe t	Word
1.	A	Alfa	A	Andrew	A	Ambon
2.	B	Brafo	B	Benjamin	B	Bandung
3.	C	Charlie	C	Charlie	C	Cepu
4.	D	Delta	D	David	D	Demak
5.	E	Echo	E	Edward	E	Ende
6.	F	Foxtrot	F	Fredrick	F	Flores
7.	G	Golf	G	George	G	Garut
8.	H	Hotel	H	Harry	H	Halong
9.	I	India	I	Issac	I	Irian
10.	J	Juliet	J	Jack	J	Jepara
11.	K	Kilo	K	King	K	Kendal
12.	L	Lima	L	Luci	L	Lombok
13.	M	Mike	M	Marry	M	Medan
14.	N	November	N	Nelly	N	Namlea
15.	O	Oscar	O	Oliver	O	Opak
16.	P	Papa	P	Peter	P	Pati
17.	Q	Quebec	Q	Quin	Q	Quibek
18.	R	Romeo	R	Robert	R	Rembang

19.	S	Sierra	S	Sugar	S	Solo
20.	T	Tango	T	Tommy	T	Timur
21.	U	Uniform	U	Uncle	U	Ungaran
22.	V	Victor	V	Victory	V	Viktor
23.	W	Whiskey	W	William	W	Wilis
24.	X	X-ray	X	Xmas	X	Xtra
25.	Y	Yankee	Y	Yellow	Y	Yongki
26.	Z	Zulu	Z	Zebra	Z	Zainal



Dalam komunikasi radio atau telephone, seringkali satu atau dua huruf yang terdengar mirip dalam pelafalannya. Contohnya bunyi lafal untuk huruf (D) 'de' hamper mirip dengan bunyi lafal huruf (B) 'be' dan (G) 'ge' untuk itulah dalam dunia komunikasi lewat udara, pihak yang terlibat dalam pembicaraan sering menggunakan kata/bunyi yang diawali oleh huruf yang dilafalkan. Hal ini pada awalnya dipergunakan dalam komunikasi radio antar personil militer dan untuk dunia penerbangan. Sering resmi disebut sebagai internasional radiotelephony spelling alphabet.

Contoh dialog melalui telephone



CAPTAIN : GOOD MORNING.

YOU : GOOD MORNING CAPTAIN.

CAPTAIN : DO YOU KNOW THE NAME OF THE NEW CHIEF ENGINNER?

YOU : OF COURSE, CAPTAIN.

CAPTAIN : WHAT IS THE NAME?

YOU : THE NAME IS ISMAIL.

CAPTAIN : CAN YOU SPELL IT?

YOU : CERTAINLY, PLEASE STANDBY...INDIA, SIERRA, MIKE, ALFA,
INDIA, LIMA.

CAPTAIN : THANK YOU.

YOU : YOU ARE WELCOME



UNIT II
NUMBER



A. Cardinal number and ordinal number

Penggunaan angka dalam percakapan sehari-hari dilingkup kapal juga tidak kalah penting, bentuk angka yang digunakan adalah Cardinal number dan Ordinal number. Cardinal number digunakan untuk angka-angka biasa seperti jumlah, satuan dll, sedangkan ordinal number digunakan untuk menunjukkan sebuah tingkatan/urutan seperti posisi jabatan dikapal dan urutan lantai kapal (deck).

Cardinal number	In word	Ordinal number	In word
1	One	1 st	First
2	Two	2 nd	Second
3	Three	3 rd	Third
4	Four	4 th	Fourth
5	Five	5 th	Fifth
6	Six	6 th	Sixth
7	Seven	7 th	Seventh
8	Eight	8 th	Eighth
9	Nine	9 th	Ninth
10	Ten	10 th	Tenth
11	Eleven	11 th	Eleventh
12	Twelve	12 th	Twelfth
13	Thirteen	13 th	Thirteenth
14	Fourteen	14 th	Fourteenth
15	Fifteen	15 th	Fifteenth

Note:

Khusus ordinal number apabila telah melewati angka puluhan dan bertemu angka pertama puluhan maka ia akan kembali menggunakan -1st, angka kedua puluhan -2nd, ketiga puluhan -3rd, keempat -4th selanjutnya menggunakan -th sampai bertemu lagi angka pertama dalam angka puluhan.

Contoh penggunaan Ordinal number dan cardinal number

1. He is second officer (dia adalah mualim 2).
2. The bridge is on the fifth deck = (anjungan berada dilantai ke 5).

1. I saw 4 ships at the dock = saya melihat ada 4 kapal didermaga.
2. 20 crews have been arrived = 20 awak kapal telah tiba.

Perintah atau aba-aba kemudi adalah komando yang bertujuan untuk merubah sudut dari pada kemudi itu sendiri. Komando yang diterima atau aba-aba yang didengar juru mudi harus diulangi penyebutannya sebelum memutar kemudi ke kiri atau ke kanan.

Capten: port ten (capten atau mualim jaga memberikan aba-aba).

Quartermaster: port ten (dalam posisi mengulangi perintah).

Contoh:

- Officer(mualim) :quartermaster...hand stering please?
- Quartermaster : yes sir, hand steering.
- Quartermaster : hand steering is ready...sir?
- Officer : thank you.
- Officer : port ten.
- Quartermaster : port ten.
- Quartermaster : port ten sir.
- Officer : thank you.
- Officer : mid-ship.
- Quartermaster : mid ship sir.



- Officer : starboard ten.
- Quartermaster : starboard ten.
- Quartermaster : starboard ten...master.
- Officer : mid-ship.
- Quartermaster : mid-ship.
- Quartermaster : mid-ship sir.
- Officer : course zero-four-five.
- Quartermaster : course zero-four-five.....sir.
- Officer : thank you.....put it back to automatic steering.
- Quartermaster : automatic steering.
- Quartermaster : now automatic steering sir.
- Officer : thank you.

Note: Jadi sangatlah jelas bahwa pengulangan-pengulangan tersebut diatas sangatlah penting untuk mencegah terjadinya kesalahpahaman antara pemberih perintah dan penerima perintah.

- Pengulangan aba-aba pertama adalah penegasan informasi yang diterima.
- Pengulangan aba-aba kedua adalah hasil pelaksanaan informasi yang diterima.
- Satu kali perintah = dua kali pengulangan

UNIT III

The Ship

A. Types of ship

1. Kapal cargo (barang).



Fungsi kapal kargo sebagai kapal pengangkut barang. Adapun daftar barang yang diangkut.

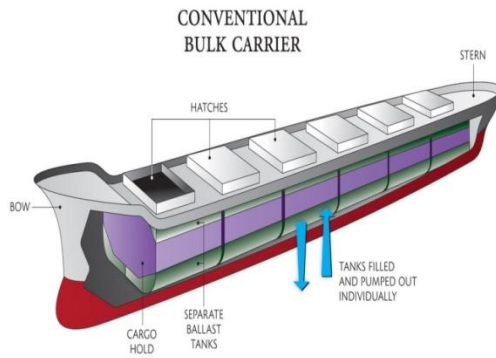
1. Bahan kimia : chemical material
2. Makanan : food
3. Furniture : mebel
4. machinery : mesin
5. motor vehicles: kendaraan bermotor
6. footwear : alas kaki
7. Clothing : pakaian.

2. Kapal container.



Kapal kontener berfungsi sebagai kapal yang memuat peti kemas, hamper mirip dengan kapal kargo, namun fungsi dari kedua kapal ini kapal ini yang membedakan.

3. Kapal curah



Berfungsi sebagai pengangkut semen, jagung, biji besi, batu bara, pupuk dan turunannya

1. Stern :buritan
2. Hatches : lubang palka
3. Bow : haluan
4. Cargo hold: palka
5. Ballast tanks: tangki ballas
6. Tanks filled

4. Kapal penumpang (cruise ship).



Kapal penumpang biasa juga disebut sebagai passenger, berfungsi sebagai mengangkut penumpang. Adapun bagian-bagian dari kapal penumpang itu sendiri:

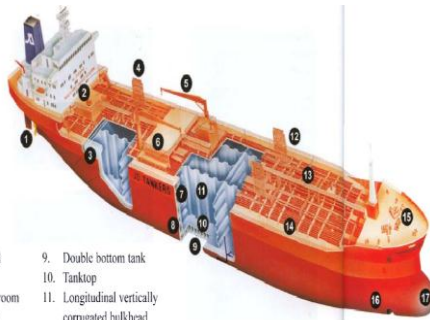
1. Cerobong : funnel
2. Buritan :stren
3. Propeller : baling-baling
4. Kulit kapal
5. Mesin :engine
6. Lampu sorot :spotlights
7. Haluan :bow
8. Geladak : deck
9. Bangunan atas superstruktur di mana ditempatkan anjungan kapal, kabin untuk awak.

5. Kapal supply.



Fungsi utama untuk sebagian besar kapal ini adalah transportasi barang dan personil dari platform minyak lepas pantai dan struktur lepas pantai lainnya. Yang membedakan dengan kapal lain yaitu anjungan berada didepan kapal.

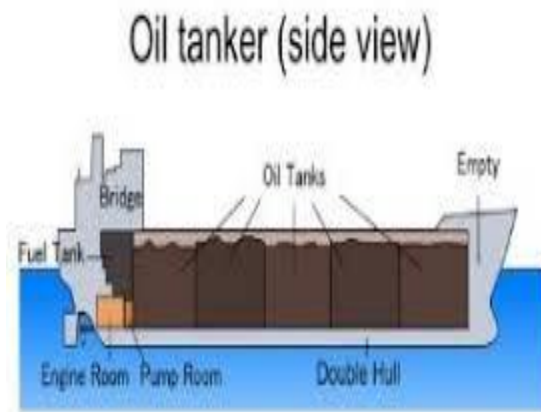
6. Kapal chemical



1. Rudder with conventional propeller
2. Tank heating / tankwash room
3. Cofferdam, empty space between two tanks
4. Vent pipes with pressure-vacuum valves
5. Hose crane
6. Manifold
7. Transverse horizontally corrugated bulkhead
8. Wing tank in double hull
9. Double bottom tank
10. Tanktop
11. Longitudinal vertically corrugated bulkhead
12. Railing
13. Catwalk
14. Deck longitudinals
15. Forecastle deck with anchor and mooring gear
16. Bow thruster
17. Bulbous bow

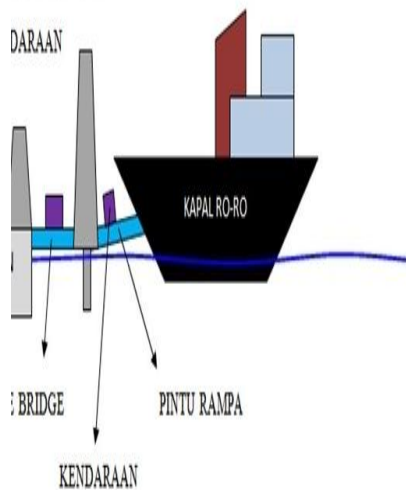
1. Propeller: baling baling
2. Tank heating:tangki pemanas
3. Cofferdam
4. Vent viva:curah pipa
5. Hose crane
6. Manifold:tekanan
7. Bulkhead:dinding pembatas palka
8. Double bottom tank
9. Tanktop: pelat penutup atas
10. Railing: pagar
11. Bulbous bow: ceruk haluan

7. Kapal tanker (VLCC).



1. Bridge :anjungan
2. Oil tank :tangki bahan bakar
3. Empty: kosong
4. Fuel tank: tangki bahan bakar harian
5. Engine room: ruang mesin
6. Pump room:ruang pompa
7. bottom hull:lambung ganda

8. Kapal ro-ro dan proses pembongkaran

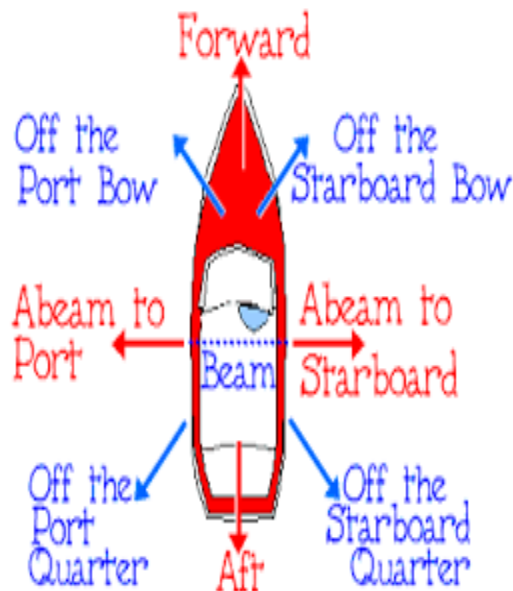


9. Tugboat.



1. Bridge ladder: anjungan
2. Life bouy: pelampung
3. Capstan: pengukur
4. Handrails: pegangan tangan
5. Masthead light: cahaya masthead
6. Mast: tiang
7. Flag: bendera
8. Siren
9. Antenna
10. Morse lamp: lampu isyarat
11. Funnel: cerobong kapal
12. Winch: mesin derek
13. Hawser: tali tambat
14. Main deck: deck utama
15. Rudder: kemudi
16. Bow: haluan
17. Gunwale: tutup tajuk
18. Kort nozzle: nozzle pendek
19. Hull: badan kapal
20. Hatch: pintu bawah

10. Posisi kapal



11. Life jacket (jaket pelampung)



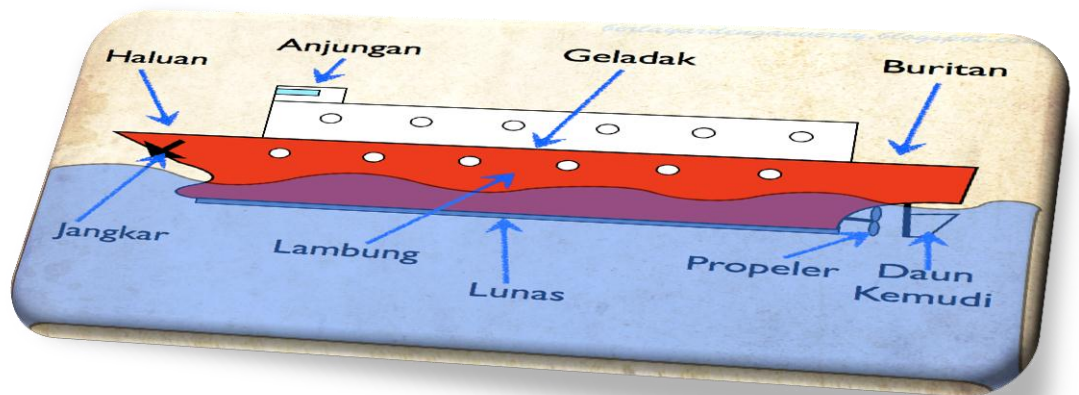
12. Life buoy (pelampung)



13. Line throwing gun (senjata pelempar tali)



B. Part of ship



1.	Bow	Haluan
2.	Bulbous bow	Ceruk haluan
3.	Starboard	Sisi kanan kapal
4.	Port	Sisi kiri kapal
5.	Hatches	Lubang palka
6.	Cargo hold	Palka
7.	Load line	Batas muatan
8.	Forecastle	Bagian depan kapal
9.	Poop	Bagian belakang kapal
10.	Bulkhead	Dinding pembatas palka
11.	Galley	Dapur
12.	Saloon/mess	Ruang makan
13.	Funnel	Cerobong asap
14.	Mast	Tiang
15.	Deck	Geladak
16.	Keel	Lunas
17.	Stern	Buritan
18.	Cabin	Kamar
19.	Bridge	Anjungan
20.	Anchor	Jangkar
21.	Rudder	Daun kemudi
22.	Propeller	Baling-baling

C. Rooms of the ship (ruangan dalam kapal).

Setiap lantai mempunyai tingkatan untuk masing-masing petugas (officer).

1.	5 th deck	Ruangan pengendali kapal
----	----------------------	--------------------------

2.	4 th deck	Radio room, master's cabin (kamar kapten), chiefs engineer's cabin.
3.	3 rd deck	Chief officer's, cabin officer's, mess room, pilot's cabin.
4.	2 nd deck	Hospital, rating's mess room.
5.	1 st deck	Laundry, galley, store room, engine room, pump room (deck paling bawah).

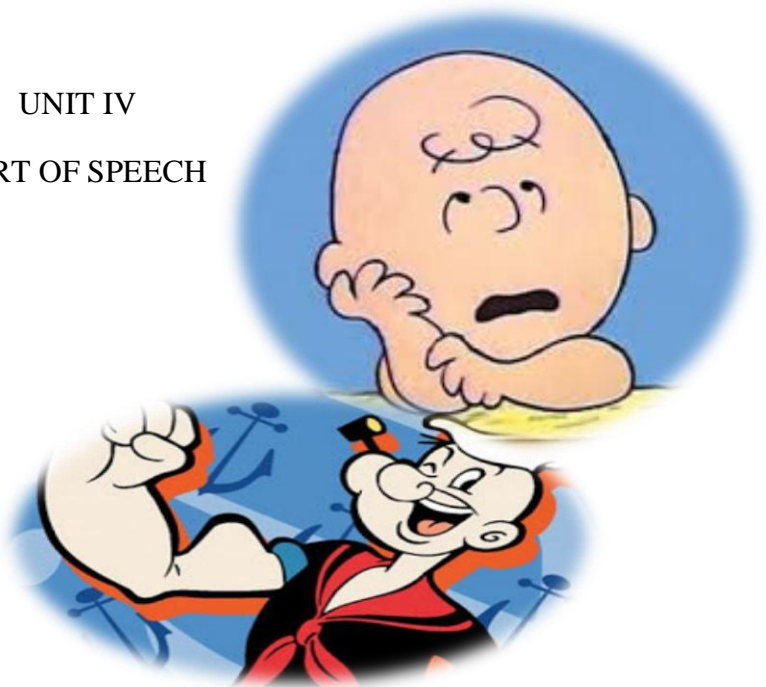
Contoh:

1. The galley is above the engine room (dapur kapal berada diatas ruangan mesin).
2. The office is to the left of rating's mess room (kantor disebelah kiri para rating).
3. The office is to the right of rating's mess room (kantor disebelah kanan kamar para rating).
4. The ratings' room is next to the hospital (kamar para rating disebelah ruangan kesehatan).
5. The officers' mess room is between the pilot's cabin and the chief officer (kamar-kamar officer diantara kamar pilot dan chief officer kesehatan).
6. The bridge is on the 5th deck (ruangan pengendali dilantai kelima).

UNIT IV PART OF SPEECH

A. Verb

No.	Present (verb 1)	Past (verb 2)	Past participle (verb 3)	Meaning
1.	Adjust	Adjusted	Adjusted	Menyetel



2	Complete	Completed	Completed	Melengkapi
3	Check	Checked	Checked	Mengecek
4	Control	Controlled	Controlled	Mengisi/ memuat
5	Charge	Charged	Charged	Membersihkan
6	Clean	Cleaned	Cleaned	Membersihkan
7	Change over	Changed over	Changed over	Mengganti
8	Color	Colored	Colored	Mendinginkan
9	Cause	Cause d	Cause d	Menyebabkan
10	Do	Did	Done	Mengerjakan
11	Decrease	Decreased	Decreased	Mengurangi
12	Discharge	Discharged	Discharged	Membonngkar muatan
13	Drill	Drilled	Drilled	Mengebor
14	Examine	Examined	Examined	Menguji
1	Fi	Fin	Fin	Menyele

5	nis h	ish ed	ish ed	saikan
1 6	Fi nd	Fo und	Fo und	Menemu kan
1 7	Fit	Fitt ed	Fitt ed	Memasa ng
1 8	Fi x	Fix ed	Fix ed	Memper baiki
1 9	Gi ve	Ga ve	Giv en	Memberi kan
2 0	Gr eas e	Gre ase d	Gre ase d	Meluma si/mengg emuki
2 1	Gri nd	Gri nde d	Gri nde d	Mengger inda
2 2	He ar	He ard	He ard	Menden gar
2 3	Ho ist	Hoi ste d	Hoi ste d	Menaikk an
2 4	He at	He ate d	He ate d	Memana skan
2 5	Ha ndl e	Ha ndl ed	Ha ndl ed	Menang ani
2 6	Ins tru ct	Inst ruc ted	Inst ruc ted	Memerin tahkan
2 7	Ins pec t	Ins pec ted	Ins pec ted	Memerik sa
2 8	Inc rea se	Inc rea sed	Inc rea sed	Meningk atkan
2 9	Lis ten to	Lis ten ed to	Lis ten ed to	Menden garkan
3	Lo	Lo	Lo	Menurun

0	we r	wer ed	wer ed	gkan
3	Lif t	Lift ed	Lift ed	mengang kat
3	Lu bri cat e	Lu bri cat ed	Lu bri cat ed	Meluma si
3	Le ak	Lea ked	Lea ked	Bocor
3	Ma na ge	Ma nag ed	Ma nag ed	Mengatu r
3	Ma int ain	Ma inta ine d	Ma inta ine d	Memelih ara
3	Or der	Or der ed	Or der ed	Memelih ara
3	Ov erh aul	Ov erh aul ed	ove rha ule d	Membon gkar/me mperbai ki (turun mesin)
3	Pu ll	Pul led	Pul led	Menarik
3	Pu sh	Pus hed	Pus hed	Mendoro ng
4	Pr ote ct	Pro tect ed	Pro tect ed	Melindu ngi
4	Pai nt	Pai nte d	Pai nte d	Mengeca t
4	Pri me	Pri me d	Pri me d	Memanc ing
4	Pic k up	Pic ked up	Pic ked up	Menjem put/men gambil
4	Re	Re	Re	Membac

4	ad	ad	ad	a
4 5	Re du ce	Re duc ed	Re duc ed	Mengura ngi
4 6	Re pai r	Re pai red	Re pai red	Memper baiki
4 7	Re fill	Ref ille d	refi lled	Mengisi kembali
4 8	Re mo ve	Re mo ved	Re mo ved	Memind ahkan
4 9	Ru n	Ra n	Ru n	Berlari
5 0	Re fus e	Ref use d	Ref use d	Menolak
5 1	Su per vis e	Su per vis ed	Su per vis ed	Mengaw asi
5 2	Sw itc h on	Sw itc h ed on	Sw itc h ed on	Menghid upkan
5 3	Sw itc h of	Sw itc h ed of	Sw itc h ed of	Mematik an
5 4	Sta rt	star ted	Sta rte d	Memulai , menyala kan
5 5	St op	Sto ppe d	Sto ppe d	Menghe ntikan
5 6	St ow	Sto we d	Sto we d	Menata/ memadat kan
5 7	Sl ow do wn	Slo we d do	Slo we d do	Berjalan lambat

		wn	wn	
58.	Scrape	Scraped	Scraped	Menyisik
59.	Turn on	Turned on	Turned on	Menyalakan/menghidupkan
60.	Turn off	Turned off	Turned off	Mematikan
61.	Tighten	Tightened	Tightened	Mengencangkan
62.	Unhook	Unhooked	Unhooked	Menurunkan



B. Penggunaan adverb untuk menunjuk lokasi-lokasi dalam kapal



1. Above = diatas
2. Below = dibawah
3. To the left of = disebelah kiri
4. To the right = disebelah kanan
5. Next to = disebelah
6. Between = diantara
7. On = di(atas)

Dialog antara kapten dan second engineer.

Silahkan dibuka link youtube dibawah ini.!

<https://www.youtube.com/watch?v=IJCKZh>

KV198)

Contoh prosedur untuk berkomunikasi lewat percakapan radio ketika kapal berlabuh jangkar.

- C. Officer : Quarter master...bridge calling...do you read me over.
- D. Q/M : bridge this is quarter master, I read you loud and clean sir.
- E. Officer : quarter master chain direction please?
- F. Q/M : repeat again sir?
- G. Officer : chain direction please?
- H. Q/M : roger I copied that chain direction.
- I. Q/M : bridge quarter master calling coming please?
- J. Officer : quarter master go ahead.
- K. Q/M : chain direction is one o'clock long and tide.
- L. Officer : roger one o'clock long and tide thank you.

Additional vocabulary list

- In charge of : bertanggung jawab
- Qualified : berkualifikasi
- Experienced : berpengalaman
- Addressed : disebut
- Divide : membagi
- Head : mengepalai, kepala
- Operate : mengoperasikan
- Assist : membantu
- Maintain : memelihara, merawat
- Pull out : mencabut/menarik keluar
- Pull down : turunkan
- Stability : stabilitas
- Sinking : tenggelam
- Assistance : bantuan
- Tension : tegangan
- Drift : hanyut
- Alert : berjaga-jaga
- On duty : bertugas
- Crack : retak





Rank and position on the ship

Officer	Perwira
Rating	ABK
Master	Nahkoda
Captain	Kapten
Chief officer (mate)	Mualim satu
Second officer	Mualim dua
Third officer	Mualim tiga
Chief engineer	Kepala kamar mesin
Second engineer	Masinis dua
Third engineer	Masinis tiga
Electrical officer	Perwira listrik
Boatswain (bosun)	Serang
Carpenter	Tukang kayu
Helmsman/quarter master/able seaman	Juru mudi
Oiler	Juru minyak
Greaser	Juru lumas
Pump man	Juru pompa
Fireman	Pemadam kebakaran
Steward	Pelayan
Cook	Juru masak/koki

C. Safety

Abandon	Meninggalkan kapal
Alarm	Tanda bahaya
Apparent	nyata
Axe	kapak

Belt	sabuk
Davit	Dewi-dewi(Derek u/menurunkan perahu penyelamat)
Distress	bahaya
Drill	Latihan/bor
Emergency	darurat
Extinguisher	Pemadam api
Fire	api
Fire detection equipment	Alat penunjuk kebakaran
Fire hose	Selang kebakaran
Fire nozzle	Pipa penyomprot
Foam	busa
Hydrant	Pipa air(sambungan untuk keperluan kebakaran)
Life jacket	Pelampung penyelamat
Lifeboat	Sekoci penolong
Live saving equipment	Alat-penyelamat

D. Navigation

Abeam	Arah melintang	Cloudy	Berawan
Ahead	Maju	Compass	Kompas
Altitude	Ketinggian	Course	Arah
Azimuth	Asimut	Current	Arus
Backwards	Mundur	Degree	Derajat
Beacon	Lampu isyarat	Depth	Kedalaman
Binoculars	Teropong	Deviation	Penyimpangan
Brackish water	payau	Fog	Kabut
Equator	Khatulistiwa	Hail	Hujan es
gale	Angina kencang	lighthouse	Mescusuar

E. Hull (badan kapal)

Deck	Dek/gelandak	Deep tank	Tangki dalam
Main deck	Dek utama	Cofferdam	Tangki kosong
Shelter deck	Dek dindung	Forepeak	Ceruk haluan
Tween deck	Dek antara	Chain locker	Bak rantai
Stem	haluan	Hawse pipe	Ulu
Akin	forecastle	Sterling pipe	Pipa bak rantai
Bow	Haluan	Anchor chain	Rantai cangkar
Soft nose	Hidung lunak/pelat tinggi	Aft peak	Cerut buritan
Bulbous bow	Haluan berumpi	Manhole	Lobang
Plum bow	Haluan lurus	Hatch	Petak

Raked bow	Haluan miring	Hold	Palka
Ice breaker bow	Haluan pemeca es	Twendeck	Dak tengah
Forecastle	Akil/agil	Hatch cover	Tutup palka
Midship section	Bagian tengah kapal	Hatch becks	Boyo-boyo
Camber	Lengkungan melintang	Hatch coming	Bibir palka
Sheer	Lengkungan membujur	Hold ladder	Tangga palka
Stern	buritan	Sweat battens	Batang keringat
Counter stern	Buritan conter	Bilges	Got
Cruiser stern	Buritan penjelajah	Well	Sumur
Flat stern	Buritan rata	Watertight bulkhead	Sekat kedap air
Elliptical stern	Buritan elips	collisionbulkhead	Sekat tubrukan
Poop	kimbul	Aft peak bulkhead	Sekat cerut buritan
Double bottom	Dasar ganda	Engine room bulkhead	Kamar mesin
Vertical keel	Lintas tegak	Hatch coming	Ambang paka
Flat keel	Lunas daftar	Hatch cover	Tutup palka
Strake	Lajur	Deck beam	Balok geladak
Garboard strake	Lajur pengampit lunas	Ship's skin	Kulit kapal
Bilge strake	Lajur samping	Butt lap	Dampit
Sheer strake	Lajur bingkai	seams	Kampuh
Bulwark	Pagar	joggled	Di tekuk
Kubu	Kubu	deckhouse	Rumah galadak
Floor	Ruang	superstructure	Bangunan atas
Bilge keel	Lunas samping	Bridge deck	Dek anjungan
Frame	Gading ²	Boat deck	Dek sekoci
Tank	Tangki	Port hole	Jendela
Double bottom tank	Tangki ganda	Escape tunnel	Terowongan darurat

Peta Pelayaran



Peta laut



Arah angin



Gambar simulator deck



Gambar ilustrasi



DAFTAR PUSTAKA

BUKU

1. Yeddy Ombuh, S.Sos, M.Eng, *Strategi menguasai kompetensi pelaut*, penerbit cv. Asia makmur, 2012

Source: www.google.com

1. Tipe-tipe kapal laut, en. Wikipedia.org/wiki/tipe-tipe kapal laut.
2. Peta pelayaran, <https://www.google.com/search?client=firefox-b-d&q=peta+pelayayaran>