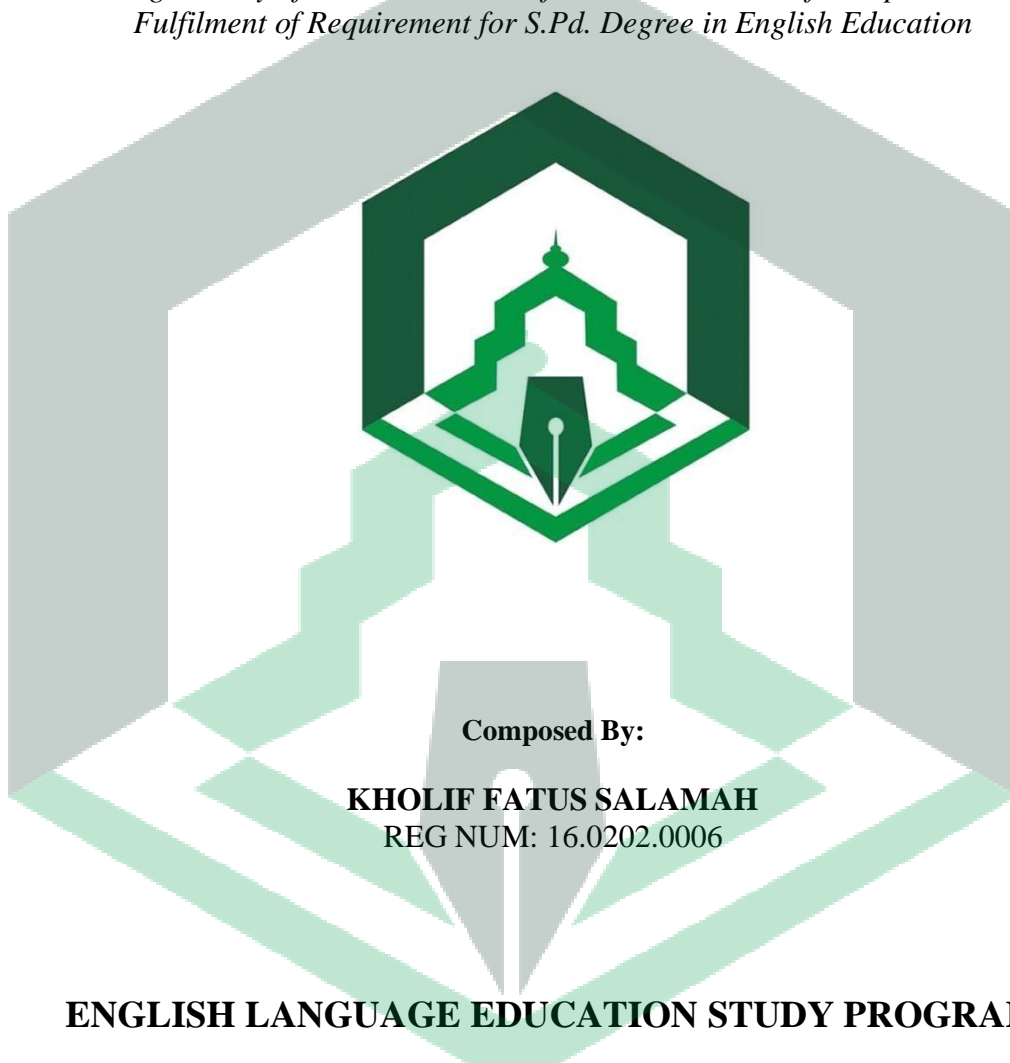


**DEVELOPING VOCABULARY HANDBOOK
FOR MARITIME STUDENTS AT THE FIRST GRADE OF
SMKN 3 PALOPO**

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher
Training Faculty of the State Institute for Islamic Studies of Palopo in Partial
Fulfilment of Requirement for S.Pd. Degree in English Education*



Composed By:

**KHOLIF FATUS SALAMAH
REG NUM: 16.0202.0006**

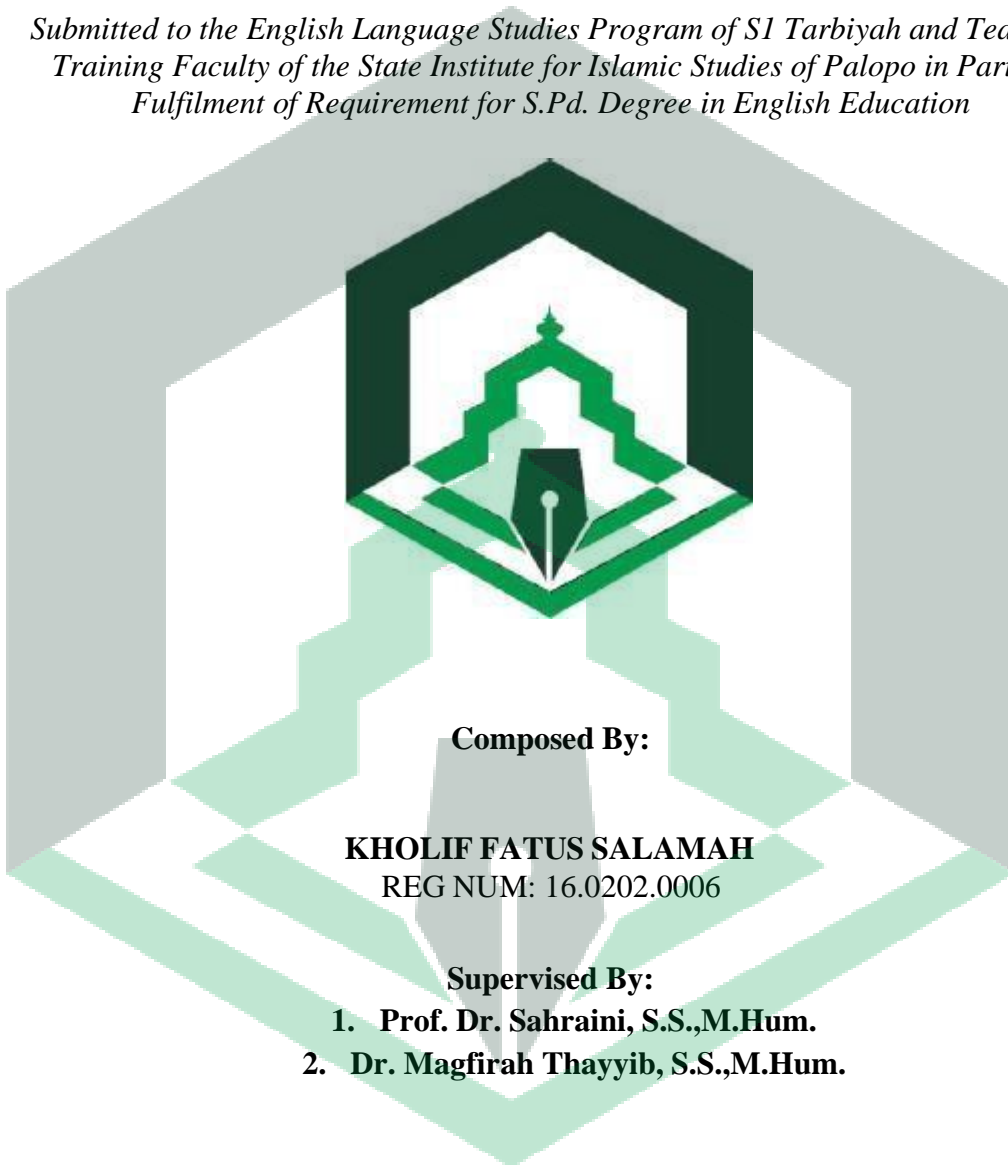
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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- 2. Dr. Magfirah Thayyib, S.S.,M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

CONSULTANT APPROVAL

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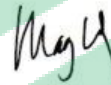
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Palopo, 2nd March 2023

The Researcher,



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Alhamdulillah Rabbil Alamin, praise and thanks to Allah swt. without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the Institute State for Islamic Studies (IAIN) Palopo. The title of this research is "Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo". To our beloved prophet, the chosen one Muhammad saw. safety and peace be upon him.

The researcher realizes that the existence of this thesis is by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

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Finally, the researcher prays to Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 01 February 2023

Researcher

Kholif Fatus Salamah

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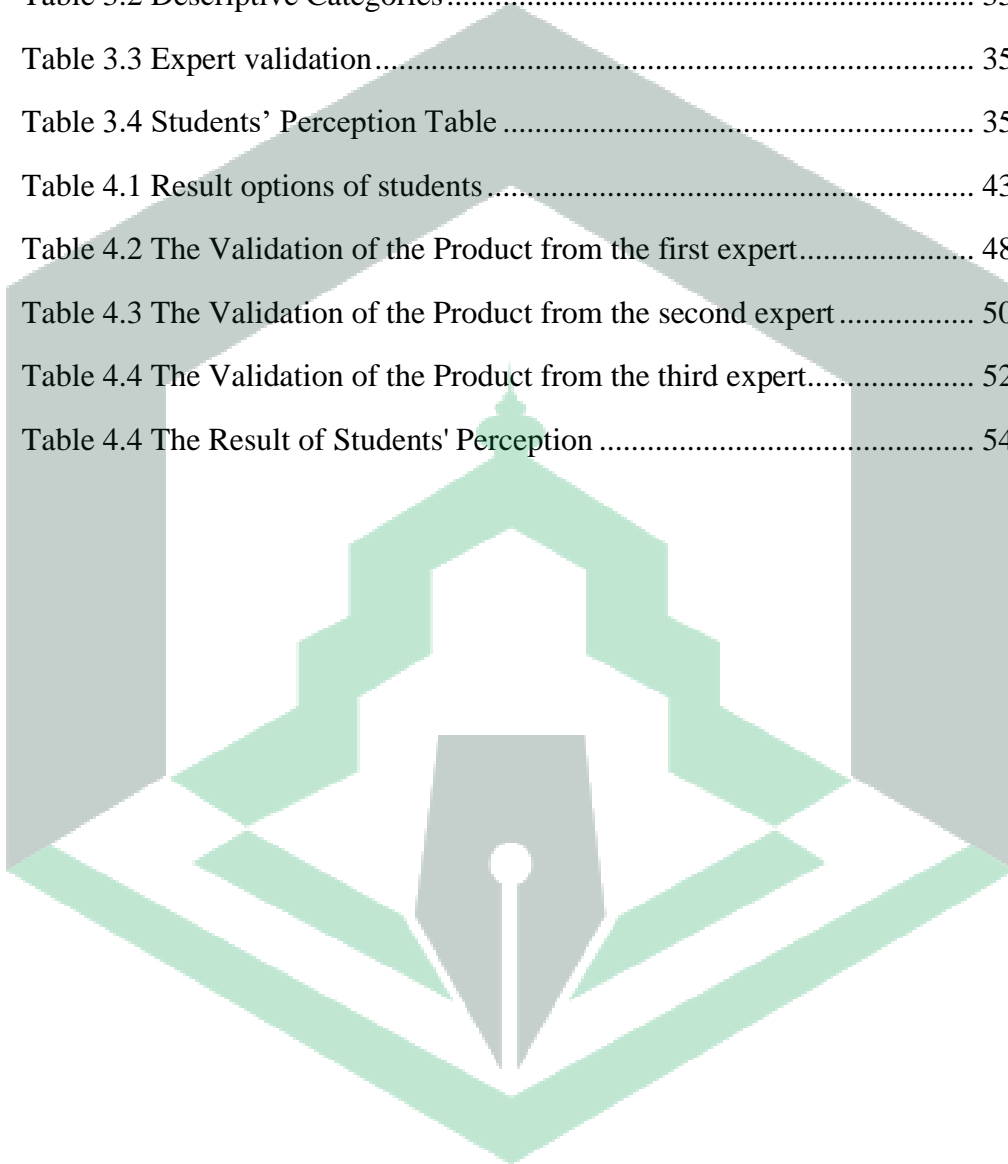
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ABSTRACT

Kholif Fatus Salamah, 2022. *“Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo”*. Thesis, English Language Education Study Program of Tarbiyah and Teacher Training Faculty at the State Institute for Islamic Studies (IAIN) Palopo. Supervised by Sahraini and Magfirah Thayyib.

This research aims to develop a vocabulary handbook for maritime students in the first grade of SMKN 3 Palopo. The question research is how to develop a vocabulary handbook for maritime students in the first grade of SMKN 3 Palopo. This research was to applied research and development (R&D) which used the 4-D model. It consisted of defining, designing, developing, and disseminating. The handbook for maritime was designed based on the results of the students' needs analysis questionnaires for two experts and students' perceptions. In this research, two experts were involved to validate the product. This research product is feasible to be applied to SMKN 3 Palopo. The designed vocabulary book of this research will be useful for maritime students, and designing English vocabulary books using the 4-D model. It consists of four steps. The first steps. The first step that the researchers took was analysis by conducting a needs analysis which was presented in the form of a questionnaire containing the needs, shortcomings, desires, and arrangements of students.

Keywords: 4-D model, handbook, maritime.

CHAPTER I

INTRODUCTION

A. Background

Vocational High School or *Sekolah Menengah Kejuruan (SMK)* is an educational institution that focuses on developing specific skills. Generally, SMK provides several study programs for students. Due to its motto, "ready to work, smart, competitive", SMK has a purpose to educate the students to be competent persons due to their study programs. During the study, the students are required to improve their knowledge and apply their soft and hard skills into practice by following an apprentice program or *Praktek Kerja Lapangan (PKL)*.¹ Later, it is expected that the students will be skillful and competitive persons to enter fields of struggle after they finish their education.

In terms of English teaching, the Minister of Education and Culture Regulation No. 68, 69, 10/2013 about the basic competencies of English states that English teaching in SMK is focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and in writing accurately and appropriately in the four languages skill to support their competence in a certain program. By mastering the four special language skills, SMK alumni are expected to be better prepared to enter the world of work, considering that language skills are very important in the social world for communication purposes.

¹<https://www.kemdikbud.go.id/main/blog/2017/05/revitalisasi-smk-untuk-produktivitas-dan-daya-saing-bangsa>

Vocabulary is an important aspect to improve communication skills. It will be difficult to know the fourth aspect without vocabulary. Without this aspect, they cannot make a sentence grammatically both in oral or written form. In other words, vocabulary mastery takes an important role in mastering the fourth basic skill of English. As stated by Nunan that vocabulary is the important key to using the second language². Without a wide vocabulary, someone cannot use structure and language functions in communication. Someone's quality in language depends on how much vocabulary she or he knows.³

Based on the research learning vocabulary is not easy for students. Most students have difficulty learning English. Especially in a maritime study program, many new vocabularies that students have to memorize. Guiding students to master vocabulary requires a lot of things including teacher learning strategies in class, learning methodology, the process of learning, a special book to make students focus to memorize the vocabulary, and conversation about maritime. There are so many subtleties, unclear rules, and exceptions that are not surprising that generations of teachers have used various approaches to teach vocabulary. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods.⁴

Unfortunately, SMKs in Indonesia still have a problem related to the availability of English learning materials that are appropriate for the students.

² David Nunan. *Language Teaching Methodology: A textbook for Teacher*, (Upper Sanddle River, NJ: Prentice Hall, 1991), p. 117.

³ Henry Guntur Tarigan. *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 1986), p. 2.

⁴ Interview with students, October 25 in the Classroom of SMKN 3, Palopo.

Materials which are provided by the government and launched by some publishers are still general. The materials are not specified in certain study programs, whereas English which is needed by the students in their future occupation will be different. This also happens in SMKN 3 Palopo. This school has one study program which is Maritime Study Program. It has two kinds of English learning materials for each grade; general English material and English Maritime material.

After observing and having an interview with the English teacher and students it was confirmed that the materials are still general.⁵The teacher uses a student worksheet that only provides explanations about some English expressions and the responses also many exercises related to grammar and vocabulary. The teacher rarely uses additional learning materials from the internet and other sources. Furthermore, the theory only focuses on grade X, and XI and grade XII are focusing on practice. According to the teacher, it is very hard to find a set of specific methods and media that is provided for developing their vocabulary. Consequently, he uses the same materials for all learning activities.

Based on the explanation above, the researcher will conduct research with the title "Developing Vocabulary Handbook for Maritime Students at The First Grade of SMKN 3 Palopo". A handbook special for maritime students will help to develop their vocabulary and make simple ways to memorize by practicing conversations based on the book. The book will also give an example of a situation in their job as a maritime so that the students can be more active and

⁵At SMKN 3 Palopo, 28 August 2021.

easy to increase their vocabulary. Teachers as an educator can make the learning process effective by using the handbook maritime vocabulary.”

To be able to take part in Maritime English learning activities at least students already understand and can do pronunciation basics (pronunciation) such as alphabetical order pronunciation, knowing several Verbs, both Regular Verbs and Irregular Verbs, as well as used in the context of present simple tense and present continuous tense. This Handbook for Maritime intended as Teaching Material for SMK Students and is oriented to participant students or students at the Vocational High School Nautika Expertise Program and Fishing Vessel Engineering, as the initial Textbook studied before studying English Maritime and Fisheries Textbooks furthermore, Students can use English as a communication tool effective and simple in colloquial form.

B. Research Question

Based on the background of the study, the researcher formulates the research question as follows: How to develop a vocabulary handbook for maritime students in the first grade of SMKN 3 Palopo??

C. The objective of the Research

The objective of this research is to develop a vocabulary handbook for maritime students in the first grade of SMKN 3 Palopo.

D. Specification of the Expected Product

What researchers expect in this product specification in the development of vocabulary handbooks are:

1. The vocabulary book is in the form handbook using A5 paper:
2. The materials in the learning English explain the meaning of vocabulary related to maritime.
3. Study materials for maritime students and sailors.
4. Handbook for maritime students is designed to be used as a student academic literature and the student's official guide in pursuing each lesson.
5. This handbook was developed to present contextual aspects of maritime first-grade students at SMKN 3 Palopo.
6. This handbook uses language that is communicative and easy to understand. So, students are guaranteed not to experience difficulty in understanding the contents of the book presented.
7. Basic theory of English Maritime so that it can follow and learn more advanced level of Maritime English learning complex.
8. Write and use numbers and the alphabet in English in the maritime world.
9. Pronunciation material basic (pronunciation) such as the pronunciation of alphabetical order, and knowledge of numbers.
10. This vocabulary book which is suitable for students at SMKN 3 Palopo includes several image components so that it is easy to understand.

E. The Significance of the Study

The main benefits of developing a vocabulary handbook are:

1. For the students

It is expected that the developed vocabulary English Maritime learning from this research can help the students to improve their knowledge, skills, and

competency in using and practicing English fluently and appropriately. Thus, it can help the students to improve their confidence and interest to use English. So that, the student can be easier work with good communication skills.

2. For the English teachers

For the teacher, the book on maritime can be used as a reference in teaching. The result of this research can be simple ways appropriate to teach English maritime learning to the students. Also, it can be a reference if the teacher wants to make a book.

3. For the other researchers

The result of this research can be used as a description for another researcher who wants to conduct other research related to developing a vocabulary for certain groups of learners

F. The Assumption and Delimitation of the Study

The researcher focuses the research on developing a vocabulary handbook. The product is used for students in the first-grade students at SMKN 3. The model of the material is based on the student's need analysis. In this study, the researcher develops the English vocabulary it will be designed with tremendous English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There is some research that relevant to this research, those are:

1. Sartika (2020) in her research entitled "*developing worksheet vocabulary of the tenth grade students of nautical department at smk samudra nusantara utama palopo*". 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."⁶ Different from the research above, this research also will develop a handbook based on the wants and needs of students, but it will focus on improving the vocabulary mastery about maritime and practicing a simple conversation without games.
2. Siti Khanifatur Rohmah (2014) in her research entitled "*Developing Handbook for Vocabulary to Seventh-grade Students of Mts Darul Huda Wonodadi, Blitar*". Developed a handbook for vocabulary that is suitable for their English e-book to make the students can enhance their vocabulary mastery and the students can appear for difficult phrases easily. The objective of improvement of

⁶Sartika "*developing worksheet vocabulary of the tenth grade students of nautical department at smk samudra nusantara utama palopo*) 2015.

this handbook is to improve the seventh-grade students of MTs Darul Huda to improve their vocabulary mastery. This is in line with the result of the questionnaire stating 64% of them can improve their vocabulary mastery and can learn English easily using the handbook. The author has developed the product with the usage of Addie's model development. Addie's mannequin consists of 5 steps in development. In this research, the author modified Addie's model.⁷ Different from the previous researcher, in this research the researcher will use the 4D Model and there were slight differences in the types of handbooks that we made. The product is more general while this research is more specific about one major

3. Agung Listyadi (2014) in his research entitled "*Development of Handbooks as Learning Media in Special Journal Material for Trading Company Accounting Cycles at SMK Ketintang Surabaya*". The author developed a handbook to help the students by use of learning media will help the effectiveness of the learning process and delivery of learning material messages. The development of this handbook is carried out with the 4D model, which has 4 steps, which are; define, design, develop and disseminate. The Booklet of Accounting pocketbook, special journal material for the accounting cycle of trading companies, was tested on students and got the percentage of student responses of 85.63% with very decent criteria, supported by the results of observations of student activities getting a percentage of 84.68% with very good criteria. The overall results of validation from experts and limited trials (users) obtained an average percentage value of

⁷SitiKhanifaturRohmah. *Developing Pocket Book for Vocabulary to the Seventh Grade Students of MTs Darul Huda WonodadiBlitar* (IAIN Tulungagung, 2014)

83.08%. So that it can be concluded that the pocketbook developed by the researcher is stated to be very feasible as a learning media for accounting learning activities on special journal material for trading company accounting cycles.⁸The research above uses the 4-D model same as the current that uses the 4-D model too. The products also have the same purpose which is to make the students a simple medium to learn effectively and efficiently by using special handbooks for their major.

4. Yuli Anggraeni (2016) in her research entitled "*Developed Handbook Based on Learning Media for Improving Students Motivation in Manual Accounting Practices (MAP) Lesson Class XI Accounting SMK YPKK 1 Sleman Daerah Istimewa Yogyakarta*" the effects obtained from 5 phases include, analysis, design, development, implementation, and evaluation. Assessing the feasibility of the handbook confirmed the following: 1) The material professional gave an average score of 4.4, which included the class of Very Good, and 2) the media expert gave a common score of 4.13, which consist of a category Good. 3) Teachers gave a common score of 3.78, which consist of a group Good. Evaluation by using students received an average score of 4.24, which includes the class Very Good. Overall the handbook is in the category of good to be used as a studying medium. The students motivate earlier than and after using media. We can conclude that handbook can enhance students' learning motivation.⁹

⁸AgungListiyadi. *Pengembangan Buku Saku Sebagai Media Pembelajaran Pada Materi Jurnal Khusus Siklus Akuntansi Perusahaan Dagang Di SMK Ketintang Surabaya* (Universitas Negeri Surabaya, Indonesia, 2014).

⁹Yuli Anggraeni, *Pengembangan Media Pembelajaran Berbentuk Pocket Book Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Praktik Akuntansi Manual (PAM*

Although the research above uses the ADDIE model and this research uses the 4-D model but both of the researchers are the same about ESP and have a special purpose for a special study program.

5. The research from Arflyan Ridwan and Siti Maria Ulfa (2018) entitled "English for Maritime in Vocational School context; a needs analysis". The objective of the research is to collect data about the student's needs to develop specific teaching materials to prepare maritime or sailing vocational high school students to be able to equip themselves with work communication competencies in English. In their research, they applied the R&D model by Yalden. The result of Arflyan Ridwan and Siti Maria Ulfa's research is the students' needs in language are mostly in the context of coordination language on board with an emphasis on speaking and reading.¹⁰

The differences between Arflyan Ridwan and Siti Maria Ulfa's research and this research are the research above focused on speaking skills at vocational school, and this research developed a handbook to help students easier to memorize the vocabulary about maritime. But in the same line with this research, Arflyan Ridwan and Siti Maria Ulfa's research also focus on analyzing the vocational high school students' needs in developing teaching materials.

)Kelas IX SMK YPKK 1 Sleman Daerah Istimewa Yogyakarta (Universitas Negeri Yogyakarta, Indonesia, 2016)

¹⁰Arflyan Ridwan and Siti Maria "English for Maritime in Vocational School Context; a Needs Analysis" 2018.

B. Literature Review

1. Vocabulary

a. Definition of vocabulary

Vocabulary is: (1) a stock of phrases used by the person classification of people, profession, etc. (2) a collection or listing of words, usually in alphabetical order and defined.¹¹Vocabulary is all the words known and used by a particular person and all the words which exist in a particular language or subject.¹²Vocabulary is a book containing a list of words used in a book, etc. used with the definition or translation.¹³Vocabulary is the vital organ and the flesh of the language. It is the thing that language activity can hardly do without vocabulary.¹⁴ The words are synonymous with vocabulary, lexicon and lexis.¹⁵Vocabulary is all the words that an individual is aware of uses and in a specific language, it is all the words.¹⁶

From the previous explanation, it can be concluded that vocabulary is the most important part of learning a language because vocabulary is containing a list of words that can explain the meaning of something. And depending on the researcher's opinion vocabulary is all things that include human communication methods such as gestures and expressions to explain something.

¹¹ Barnhart and A. Cynthia, "*The facts on file student's dictionary of American English*",2008.

¹²Cambridge Advanced Learner's Dictionary, (2008).

¹³*Oxford Advanced Learner's Dictionary of Current English*

¹⁴Harmer, *The Practice of English Language Teaching*. (London: Longman, 2011), page, 153.

¹⁵ H. Jackson and E. Z. Amvela, *Words, Meaning, and Vocabulary: An Introduction to Modern English Lexicology*(New York: Cromell Press,2000).

¹⁶ A S Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press,2006).

b. Function of Vocabulary

The functions of vocabulary are foreign language vocabulary and knowledge is an increasingly important area in the field of Applied Linguistics. Central to the investigation of foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types. Receptive vocabulary is understood as a passive skill that involves the perception of a word and the understanding of its meaning in listening and reading. Productive vocabulary refers to an active skill that covers word production to match the speakers' intention in writing and speaking.¹⁷

c. Types of Vocabulary

Generally, there are two types of vocabulary; they are energetic and passive vocabulary or active and passive vocabulary. Active vocabulary refers to vocabulary that student has been taught or learned and which they are expected to be able to use. Passive vocabulary refers to words that the student will recognize when they meet them but which they will probably not be able to produce.¹⁸ Vocabulary is the feature words of a language that are learned, and be in a position to understand in speaking, reading, and writing. While passive vocabulary refers to words that scholars will understand when they meet them in reading and listening, however, they will possibly no longer be in a position to produce them. Thornbury explained that there were at least 6 types of vocabulary.

¹⁷Fontecha. *Function of vocabulary*, (2014: 24)

¹⁸Harmer, *The Practice of English Language Teaching*, (London: Longman, 2011), page, 159.

There are word classes, word families, word formation, multi-word units, collocations, and homonyms.¹⁹

d. Teaching and Learning Vocabulary

There are many concepts in teaching and studying vocabulary as follows: aims, quantity, need situation presentation, meaningful presentation, presenting in context, learning vocabulary, inference (guessing) the manner in vocabulary learning, an approach in teaching, and mastery of vocabulary.²⁰

Teaching vocabulary is an important part of language and it must be done carefully, however, based on the previous study conducted by Inal English teachers should know which words are important to learn because many words will not be useful to the students. Useful words are word that occurs frequently in everyday English and are easy to remember.²¹

e. Strategies for teaching vocabulary

It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap". Consider vocabulary instruction as one way to level the playing field for all of your students. There are

¹⁹ Scott Thornbury, *How to Teach Vocabulary*(Pearson Education Limited,2002).

²⁰Dunlosky,John et al., *Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology*(January 8,2013)<https://journals.sagepub.com/stoken/rbtfl/Z10jaVH/60XQM/full>

²¹Inal, *Improving Students' Vocabulary Through Drama Games At The First Semester Of English Department at STAIN Palopo*, (Palopo, STAIN Palopo,2011), p. 20

similar strategies to classify the approach in teaching vocabulary for amateur training as follows:²²

1) Put yourself in your student's shoes

To teach your students vocabulary effectively, we will need to see things from their perspective. Because while we may have known the meanings of words like fortuitous or incremental, the students might not consider our level of education and the number of years we have had to gain exposure to literature. If you are an avid reader, it's even more likely that you have developed a robust vocabulary.

2) Make direct vocabulary instruction fun and engaging

When introducing a new term, teachers should:

- a. Supply illustrations, descriptions, examples, and anecdotes
- b. Consider ways to transition between grammatical form
- c. Have a student develop their connection, illustrations, and examples.

3) Indirect vocabulary instruction is key

Students can learn vocabulary from hearing and seeing words repeatedly in different contexts. This includes exposure to vocabulary that is encountered in an independent reading book or heard in conversation, whether that be in person, in a movie, or online. Reading aloud to students, especially those with disabilities, can indirectly instruct vocabulary as well.

4) Create quality vocabulary practices

²² Hamm, Emily, *Effective Strategies For Teaching Vocabulary*. (December 11,2018)
<https://www.classcraft.com/blog/strategies-for-teaching-vocabulary/>

There are some ways for students that can make them practice vocabulary without just copying definitions from the dictionary, which are:

- a. Sorting, guided word sorts consist of telling students the categories in which to sort a list of words. This could be adjectives, nouns, etc.
 - b. On purpose errors, the teacher or a member of a small group uses a vocabulary word incorrectly in a sentence. Students are then tasked with determining which word fixes the mistake and should replace the erroneous word in the sentence.
 - c. Word races, even older students like a good game
 - d. Mind mapping
 - e. Inquiries, sometimes allowing students to research their questions about a word can help them build a stronger connection.
- 5) Vocabulary instruction can be engaging

Vocabulary instruction is often overlooked as necessary or important in our classrooms. However, it can serve as an equalizer and an important asset for our learners. Moving away from the dictionary-copying model of instruction and toward explicit, direct instruction of vocabulary is a necessary change to empower our students for long-term academic success.

2. Materials Development

Material development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As an undertaking, it involves the production, evaluation, and adaptation of language teaching materials, by teachers

for their classrooms and by materials writers for sale or distribution. Ideally, these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.²³ Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, adaptation, design, production, exploitation, and research.

Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD, or the internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elucidative in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use.²⁴

The explanation above is relevant to this research because those principles are of paramount importance to maritime students' condition. Those principles must be considered in developing learning materials. According to those principles, materials developers must consider some factors. First, before the developer begins to develop learning materials, she or he should identify the learners' learning needs. After that, she or he should determine the possible approaches and techniques which can be used by considering the condition of the

²³[https://www.cambridge.org/core/books/Materials_development_\(Chapter_9\)_-The_Cambridge_Guide_to_Teaching_English_to_Speakers_of_Other_Languages](https://www.cambridge.org/core/books/Materials_development_(Chapter_9)_-The_Cambridge_Guide_to_Teaching_English_to_Speakers_of_Other_Languages)

²⁴ Tomlinson, Brian, *Chapter 9-Materials Development*(Cambridge University,2010)

learners and the possible situations of language use that the students will encounter.

3. Definition of Vocabulary Handbook

a. Vocabulary handbook

Vocabulary handbook is containing words with their meaning then classify into some themes to make it easier for students to understand the vocabulary. In the dictionary, Random House "Handbook" is a book of instruction, guidance, or information, for an occupation, travel, or reference. The handbook is a compilation of miscellaneous information which, in some fields, are particularly important as reference aids, e.g., in branches of engineering there are handbooks which, although prepared primarily for the practicing engineer, are useful for answering reference questions in a library. Literary, historical, and statistical handbooks are needed in libraries of all sizes.²⁵

This type of handbook is very widely used by users of information services in every library, especially in college libraries, research institutions, government agencies, and in companies. Especially in this research, the researcher tries to find out the simple alternative media by making a handbook special for maritime students that contains important points in maritime such as all things on the ship, cardinal points, important terms in maritime and simple conversation in the ship.

²⁵SujonoTrimo, Reference work and Bibliography, Jakarta: BumiAksara, 1997, hal 101-102.

b. The vocabulary of English maritime

English maritime is an umbrella term that refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry, maritime commerce, maritime law, maritime engineering, etc. English maritime aims to develop the English communication skill of seafarers. It will be implemented when they are faced with their job as seafarers. English maritime terminology and phraseology pose a real challenge due to their specialization and unfamiliarity: passenger sleep in cabins and meals are cooked in the galley; a ship does not have walls but bulkheads; smoke comes out of a funnel, not a chimney; when underway they may be overhauled, not overtaken, by faster craft. Orders such as single up to back spring forward put engines slow ahead, rudder hard-a-port, slack away on the breast line until the stern is clear of the berth or let go fore and aft.²⁶ Require not only good professionals but a competent maritime English speaker if a ship is to be handled efficiently, which remains one of the most distinctive features of the English language as currently used at sea.

Below is the example vocabulary in the handbook for maritime:

Table 2.1 Maritime Vocabulary

Vocabulary in maritime	
1. Aback	: Ketika dalam posisi untuk menangkap angin di permukaan depan (padalayar)
2. Abandon ship	: Menjauh dari kapal, seperti dalam keadaan darurat
3. Aboard	: Berada dalam kapal

²⁶[https://www.academia.edu/4762288/maritime_english_definition_in_the_encyclopedia_of_applied_linguistics-](https://www.academia.edu/4762288/maritime_english_definition_in_the_encyclopedia_of_applied_linguistics)

4. Abreast	:	Bersampingan/ sejajar
5. Abate	:	Mengurangi/ berhenti
6. Bight	:	Saat tali terlipat sendiri/ menjorok ke garis pantai
7. Backwash	:	Ombak dipantulkan kelaut dari garis pantai
8. Bitts	:	Struktur untuk mengamankan tali tambat
9. Bathometer	:	Alat yang digunakan untuk mengukur kedalaman
10 Burgee	:	Bendera kecil sebagai penunjuk atau penanda

2. Need Analysis

Needs analysis involves doing some kind of activity with a learner to find out what their learning needs are. A good understanding of learner needs can contribute to successful course planning.

The need analysis process involves; *a) target situation analysis*, which is about what the learners should know and be able to do; *b) discourse analysis*, which is about the description of the language used; *c) present situation analysis*, which is about what the learners know and do not know, and can or cannot do in learning; *d) learner factor analysis*, it is about the learner factors, such as their motivation, their perceptions of their needs, and how they learn; *e) teaching context analysis*, it is about the factors that related to the environment in which the course will run²⁷.

According to Basturkmen, the need analysis process involves; *a) target situation analysis*, it is about what the learners should know and be able to do; *b) discourse analysis*, it is about the description of the language used; *c) present situation analysis*, it is about what the learners know and do not know, and can or

²⁷<http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/download/425/274>

cannot do in learning; d) learner factor analysis, it is about the learner factors, such as their motivation, their perceptions of their needs, and how they learn; e) teaching context analysis, it is about the factors that related to the environment in which the course will run.

Need analysis is the way to get information about the learners' needs. There is such number of ways to get the information about the learners' needs, but the most popular way to be used are observation, questionnaire, data collection, interviews, and informal consultation. The most appropriate way between those ways in obtaining accurate data is the questionnaire. Through questionnaire, it is expected that the students will feel free in giving the real answer about the thing that they really need. So, the information from that questionnaire will be accurate. According to (Johns, English for Specific Purposes (ESP): Its History and Contributions, 1991), the principle of need analysis is the teachers will be able to prepare learners with the specific language they need in their course and future careers by identifying elements of students' targets.

Two basic needs of ESP students proposed by Hutchinson and Waters a) Target Needs refers to what the learners need to do in order to learn; b) Learning Needs refers to the learners' affective needs, such as their interest, wishes, expectations, and preferences. The division of learners' needs according to Hutchinson and Waters divided into necessities, it is what the learner has to know that can be used effectively, lacks, it is about the learners' knowledge (what the learner does not know and knows already), and wants, it is about the thing that the learners need. These are discovered by a variety of means: by questioning and

interviewing, testing, recalling previous performance, consulting employers, teachers and others involved, collecting data, investigating the situations where the learners will need to use the language. Ways of doing needs analysis can be evaluated by the same general criteria used to evaluate, validity and practicality.

That need analysis aims to determine the relevance of the materials to the learners' situation, to justify the uncountability of the material to all the constituents implicated in the situations, to describe and explain learners' differences in terms of needs and style, finally to produce efficient materials that will fulfill learners requirements and needs. The types of information to any specific purpose of a language course will the several questions of need analysis, they are; 1) in what situation do the learners have to use the English?; 2) who do they talk to or listen to?; 3) about what task do they have to perform?; 4) what kind of information do they have to read or write? In what form of in what purpose? (Stephen Hall and David Crabbe 1994:8).

5. Instructional Design Models

There are several models in development, they are;

a. ADDIE, this model of developing a product by Raiser & Mollenda, stands for five words. They are: Analysis, here the steps that we have to do are analyze needs, requirements, tasks, and participants' current capabilities. Design, learning objectives delivery format, activities, and exercises, Development, on this step the researcher creates a prototype, develop course materials, review, pilot session. Implementation, training implementation, tools in place and observation. Evaluation, evaluation of awareness, knowledge, behavior, and result.

b. 4-D Model is deeply appropriate to use as a foundation to develop instructional wares such as textbooks, lesson plan, syllabus, module, material. The description of this model is more complete and systematic, and in this development, there are only four steps, they are; 1) Define, in the other development model, define step seems like need analysis. The analysis could be done through study literature or observation pra research. Here, the researcher will use observation pra research through a need analysis questionnaire. 2) Design, after finding the result of the need analysis questionnaire, the next step is to make the syllabus design based on the need analysis questionnaire result. It is aimed to adjust between what the students need and how the syllabus should be. 3) Develop, there are two processes in these steps, they are; expert appraisal and developmental testing. The expert appraisal is a technique to validate or assess the properness of the syllabus design. In this process, the evaluation will be done by the experts. All the suggestion is used to correct the design before. Developmental testing is a trying process to the real subject. In this process, the researcher will find the response, reaction or comment from the research subject. The result used to improve the syllabus and will be evaluated again until gain an effective result. 4) Disseminate, the process in this step is to give socialization about the syllabus through distribution. The distribution is aim to gain response and feedback from the syllabus. If the response is positive, it can be distributed more;

c. Borg and Gall Model define Educational Research and Development (R&D) is a process to develop and validate educational products. The steps of this process consist of the findings of study research related to the product that will be

developed, developing the product based on the finding, field testing, and revising it to correct the lack found in the field testing stage

Borg and Gall divide developing models consist of 10 steps, are; 1) research and information collecting. In these steps, the thing that we should do is gain more information, such as review of literature and classroom observation; 2) Planning. This step will be defining skill, stating objectives, determining course sequence and small scale feasibility testing; 3) Develop Preliminary form of product. In this step, the instructional materials, handbooks, and evaluation devices are prepared; 4) Preliminary Field Testing. This step will done the interview, observation, give some questionnaire, collecting the data, and analyzing; 5) Main Product Revision, revise the product that suggested by the result of the preliminary field; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and Implementation.

d. Dick and Carey Model it is the process to do the summative evaluation in the end, and start with the instructional goals identification. This model is suitable for a variety of users ranging from expert to novice, a variety of context areas including secondary and primary schools, and government and business uses.

e. The Knirk and Gustafson Design Model, this model is suitable for simulation. The need analysis defines the objectives and goals of the program. The design of the program is based on the need analysis findings. The development part of stage three is about how the program will be undertaken and implementation is the actual running program. The next processes are evaluation and revision. This model can be used by the beginning instructional designer or an experienced.

f. The Gerlach and Ely Design Model, is a prescriptive model that is well suited to higher, secondary, until primary education areas. This model includes multimedia and strategies for selecting during the instruction. It is suitable for beginning instructional designers whose subject matter and expertise are in a context-specific area.

C. Conceptual Framework

Based on the conceptual framework above, first, the teacher at SMKN 3 Palopo focuses on developing a vocabulary for maritime.

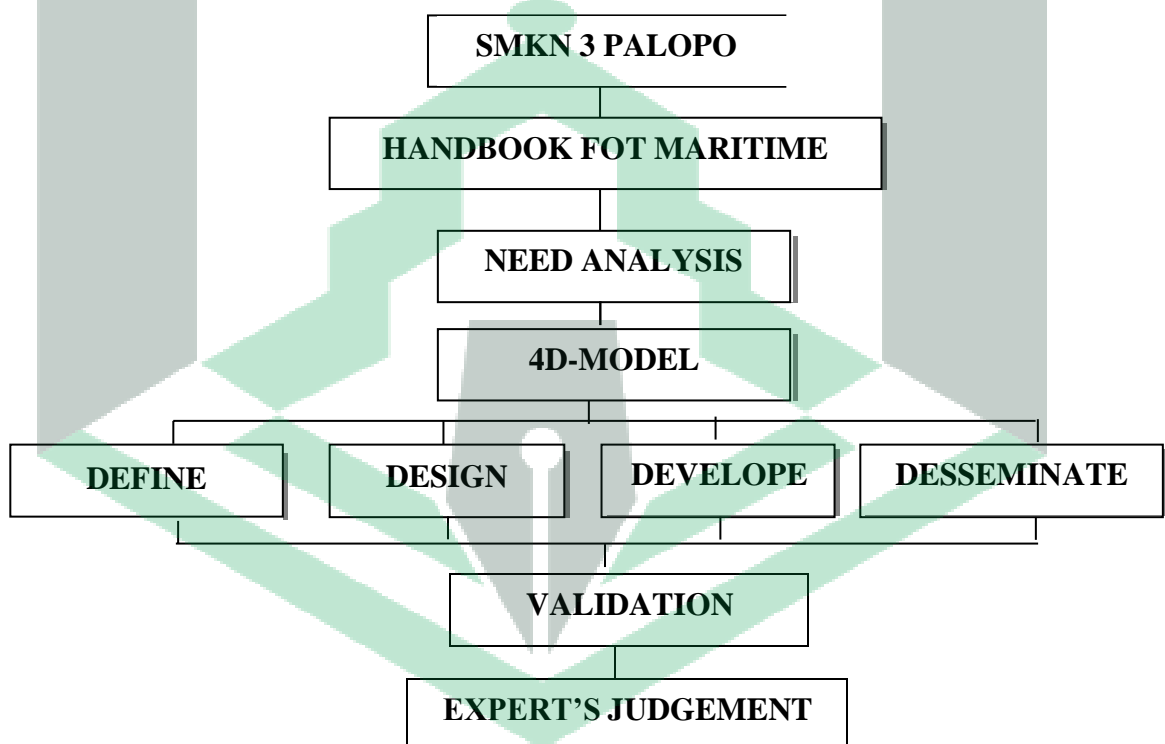


Chart 2.1 Conceptual Framework

Based on the problem that happened, the researcher chooses the target of analysis. In this research, the issue that occurred about students' mastery of the vocabulary of maritime at the first grade of SMKN 3 Palopo. By designing a vocabulary handbook the researcher expected it would be helpful for students to master the vocabulary that will they need in the future as a sailor. The vocabulary handbook will be designed based on the result of maritime students' need analysis and it again refers to suggestions from expert judgment and students' perceptions too.



CHAPTER III

RESEARCH METHOD

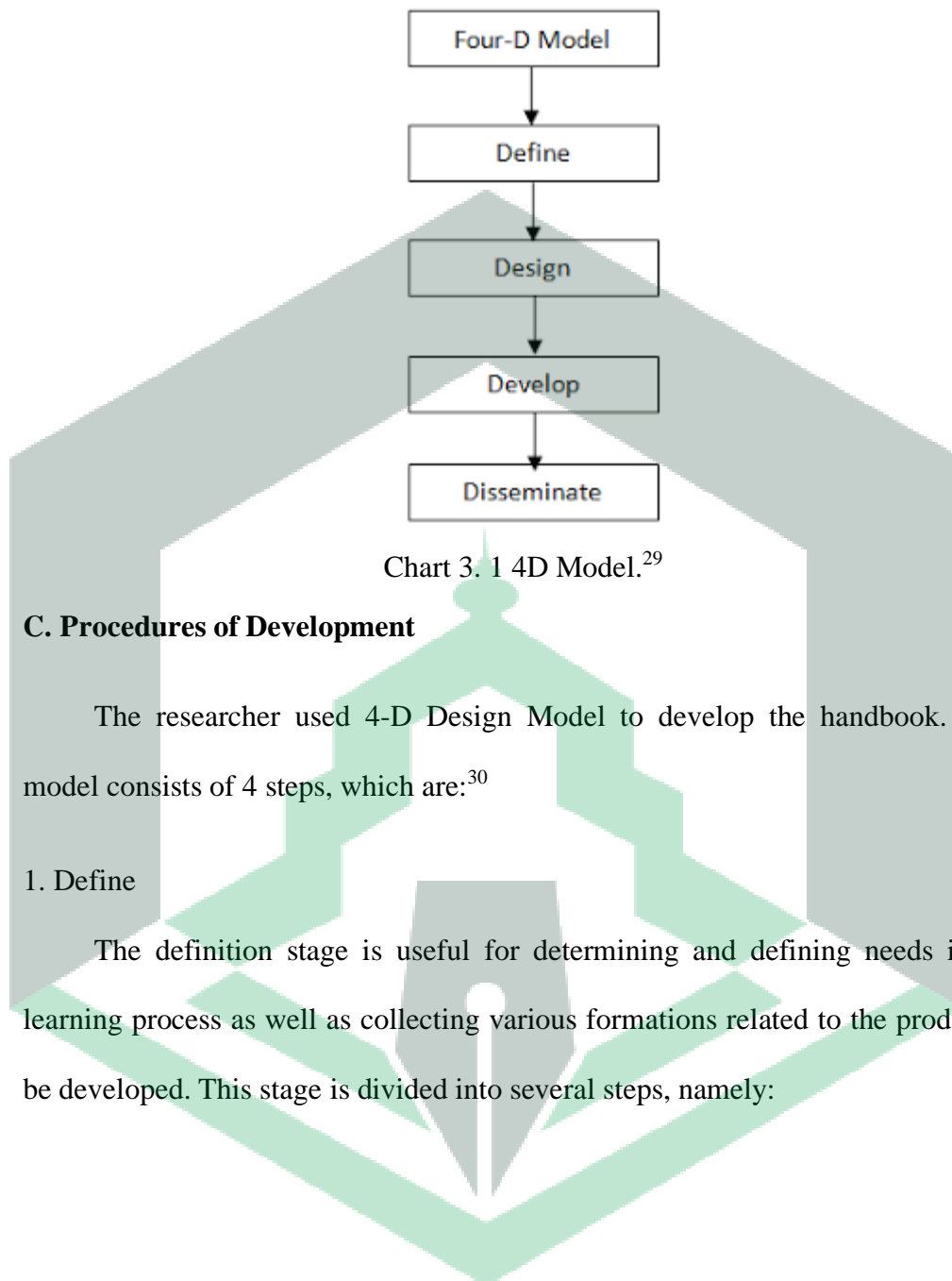
A. Model of Development

This research was conducted by using the research and development method, also called Research and development. The research and development (RnD) method is a research method used to produce a specific product, and test its effectiveness of the product. To be able to produce a specific product used in this research, it needs analysis and to test the effectiveness of the product research is done gradually/ longitudinal so that the results of this product can be useful for the wider community.²⁸

B. Development Model

The development model that the researcher used in this research is 4-D Design Model. The reason the researcher chooses this development model is that it is quite simple than other models. There are four steps in the development of the vocabulary handbook in this research, adapted from the 4d model and the guide of the researcher the development of the vocabulary handbook. That is defining, designing, developing, and delivering 4D models.

²⁸Sugiyono, *Research and Development Method RnD*, (Bandung: Alfabeta, 2015)



C. Procedures of Development

The researcher used 4-D Design Model to develop the handbook. This model consists of 4 steps, which are:³⁰

1. Define

The definition stage is useful for determining and defining needs in the learning process as well as collecting various formations related to the product to be developed. This stage is divided into several steps, namely:

²⁹Nada Shofura, "Rumus Mean untuk Menentukan Data pada Statistika", 1 June 2021, https://kumparan.com/berita-unik/rumus-mean-untuk-menentukan-data-pada-statistika-1vqjnVd1Ce1?utm_source=kumDesktop&utm_medium=copy-to-clipboard&utm_campaign=share&shareID=TVF5BuM7r1Pb, 21 August 2021.

³⁰Bustang, "Pengembangan perangkat pembelajaran matematikaberbahasainggrisberbasis realistic pada SMP Rintisansekolahbertaraf internasional Universitas Negeri Makassar" (Makassar, Universitas Negeri Makassar, 2010)

a. Front-end analysis

In this stage, the researcher aims to find out and establish the basic problems faced in learning so that teaching material development is needed. With this analysis will be obtained an overview of facts, expectations, and alternatives to solving basic problems, which facilitate the determination or selection of teaching materials developed.

b. Learner analysis

The researcher will analyze the students to get an overview of the characteristics of students, among others: (1) the level of ability or intellectual development, (2) individual or social skills that are already possessed and can be developed to achieve the established learning goals.

c. Task analysis

In this stage, the researcher aims to identify the key skills that will be studied by the researcher and analyze them into the set of additional skills that may be needed. This analysis ensures a thorough review of the assignments in the learning material.

d. Concept analysis

At this stage, the researcher would analyze to help identify possible examples and not examples to illustrate in ushering in the development process.

e. Specifying instructional objectives

In this stage, the researcher gave summarized the results of concept analysis and task analysis to determine the behavior of research objects. The collection of objects becomes the basis for compiling tests and designing learning devices that are then integrated into the learning device material to be used by researchers.

2. Design

After getting the problem from the definition stage, next is the design stage. This design stage aims to design a product that can be used in learning. This design stage includes:

a. Criterion-test construction

At this stage, the preparation of standardized tests is carried out based on the results of the analysis of learning objective specifications and student analysis. From this compiled a grid of test learning results. The test is adjusted to the cognitive abilities of learners and the suspension of test results using evaluation guidelines that contain the suspension and key answers to questions.

b. Media selection

Media selection is based on the results of concept analysis, task analysis, characteristics of learners as users, and deployment plans using a variety of diverse media.

c. Format selection

Formatting in the development of learning tools aims to formulate the design of learning media, strategy selection, approaches, methods, and learning resources.

d. Initial design.

This design must be done before the trial is conducted and includes various structured learning activities and practices of different learning skills through teaching practices (Microteaching).

3. Develop

This development stage aims to produce a product that has been revised based on expert input and trials to users' learners. There are two steps in this stage, namely as follows:

a. Expert appraisal

By conducting an assessment by an expert and getting suggestions for improvement of learning devices developed further revised according to expert advice. Expert assessment is expected to make learning tools more precise, effective, tested, and have high techniques.

b. Development testing

The development trial is carried out to get direct input in the form of responses, reactions, student comments, and observers on learning devices that

have been compiled. Trials and revisions are repeated to acquire effective and consistent learning tools.

4. Disseminate

There are three main stages in the dissemination stage, namely validation testing, packaging, diffusion, and adoption. In the validation testing stage, the finished product is revised at the development stage and is implemented at the actual target or target. At this stage, there is also a measurement of the achievement of the goal that aims to find out the effectiveness of the product developed. Furthermore, after applying, researchers/developers need to observe the results of achieving goals. Goals that have not been achieved must be explained the solution so as not to repeat themselves after the product is disseminated.

In the packaging and diffusion and adoption stages, product packaging is done by printing an application manual that is further disseminated so that it can be absorbed (diffusion) or understood by others and can be used (adopted) in their class. Things that need to be considered in carrying out dissemination are user analysis, strategies and themes, selection of deployment time, and selection of dissemination media³¹.

³¹Hidayat,Candra,MetodePengembanganPerangkatPembelajaranModel4D.<https://ranahresearch.com/metode-pengembangan-model-4d/>

D. The subject of the Researcher

The subject of the research is the first grade of SMKN 3 Palopo. The researcher chooses students of SMKN 3 Palopo for some reasons which are: according to the result of a short interview with some students they have difficulties in learning English maritime and they need media to make learning especially memorizing maritime vocabulary easier and practical.

E. Instruments and Data Collection

The researcher obtains data in this research by the instruments namely:

1. Interview

An interview section is needed to get more information from respondents. In the preliminary research, the researcher try to get early information by respondents' explanations about various problems faced by first-grade students at SMKN 3 Palopo especially in learning vocabulary, so that the researcher can determine the variables or problems that must be solved by doing interview orally so the students can be enjoyed to answer some question from the researcher.

2. Questionnaire

The questionnaire divided into two forms. The first is used to collect information about the students' necessities, lacks, and wants. And the second questionnaire for assessment and responses about media content, product design, and attractiveness of media that have been developed. The questionnaire is intended for the expert of content, expert of media, and student attractiveness test.

3. Expert Judgment Questionnaire

The researcher is going to do an expert judgment after the product is done. In this step, the expert gives the judgments related to the product by using a questionnaire. Aside from that, the data conducted by the expert are in the form of suggestions. The expert judgments are to make sure that the product is ready to be tried out.

4. Students Perception Questionnaires

The last stage is using students' perceptions in this research to develop the product.

F. Data Analysis Technique

The technique of data analysis in this research would use two types, that are qualitative descriptive and quantitative descriptive. First, after the data is collected by quantitative method then the data analyzed in the form of qualitative data interviews and suggestions from the experts. The data that analyzed in the form of quantitative descriptive is data from the questionnaire.

1. Analyze the result of questionnaire

Data analyzed in this research from the questionnaire is representative from the students answer from each class that can

Be formulated:

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

X= value

$\sum x$ = total answer

N= total students

The analysis result was shown by the following table :

Table 3.1 Analyze Questionnaire Result

No	Question	Respond	Frequency	Percentage
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2. Analyze the validation of the product

The result of the expert validation for the product analyzed by central tendency. It can be analyzed by using the formula as follow:³²

$$M = \frac{\sum x}{N}$$

Where: M= Mean

$\sum x$ = total score

N= total items

Tebel 3. 1 Descriptive Categories

Scale	Interval	Descriptive Categories
1.	$1.0 < X \leq 1.7$	Very poor
2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very good

³²Ibid.

Table 3.3 Expert's Validation

No	Indicators	Score				
		1	2	3	4	5
1.						
2.						
3.						

Table 3. 4. Students' Perception Table

No	Indicator	Score	Categories

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. The result of the Need Analysis Questionnaire

In this need analysis, the researcher did observation about the material in the maritime school at SMKN 3 Palopo. Then, made a questionnaire and distributed it to students in the tenth grade of the nautical major, it provided the result of the need analysis students of maritime students. The diagram below would show the percentage of the student's responses.

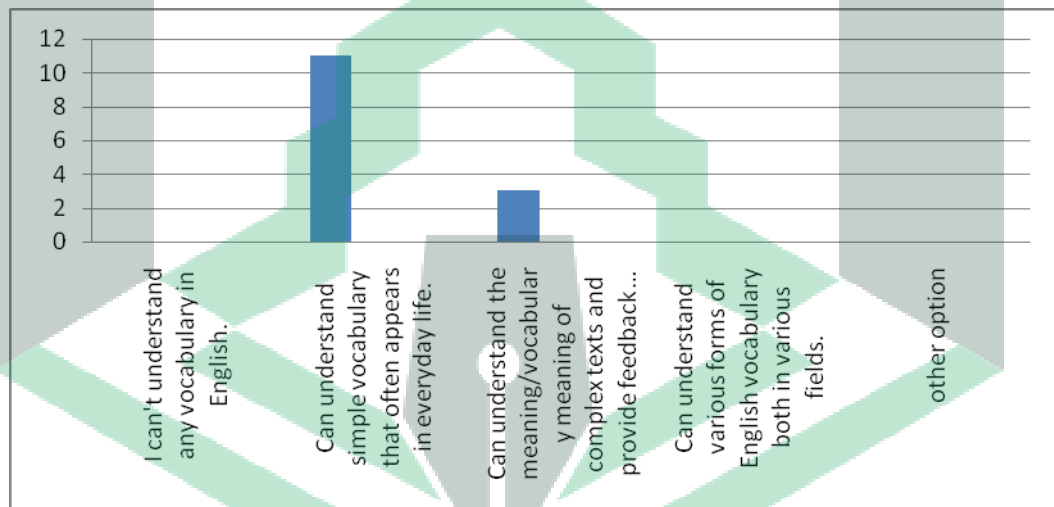


Chart 4.1 The percentage of students' understanding of English vocabulary

The bar chart explains the percentages of the student's understanding of English vocabulary based on the need analysis questionnaire, from the five options the students mostly choose option B and only three students choose option C. it means that the student's understanding of vocabulary is average about simple daily vocabulary.

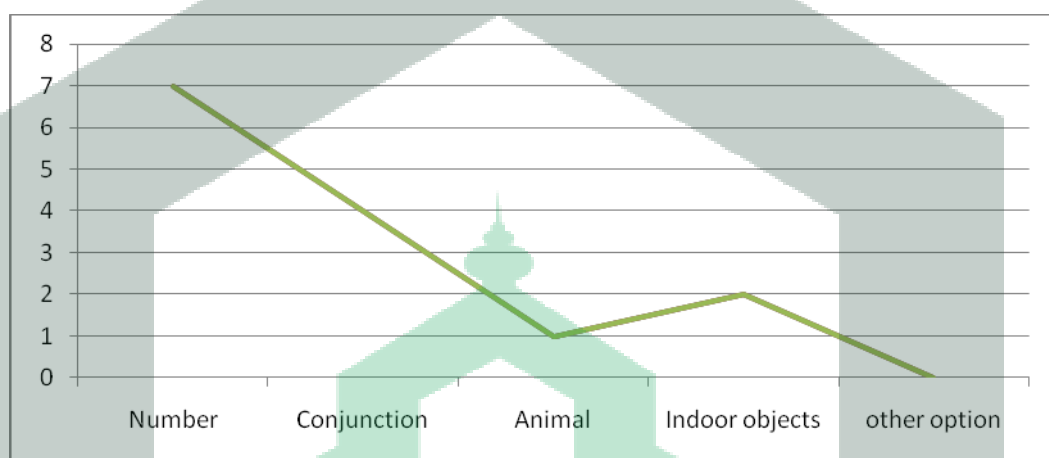


Chart 4.2 The percentage of the scope of the mastered vocabulary

The bar chart explains the percentage of the scope of the mastered vocabulary based on the need analysis questionnaire, from the five options the option that got the high percentage is to help you understand references (oral or written) about numbers material and conjunction with the percentage for option A is (50%) and eventually researcher focus more on high percentage than on a lower percentage.

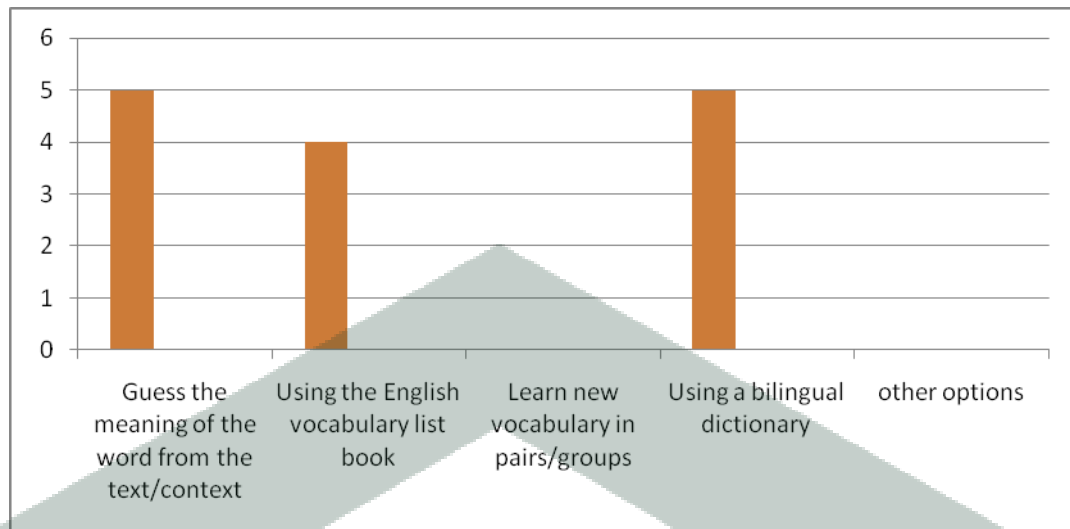


Chart 4.3 The percentage of the way to understand the new vocabulary

The bar chart explains the percentage of the way to understand the new vocabulary based on the need analysis questionnaire, from the five options the options got the same percentage between options A and D that is 50% means most students prefer using a bilingual dictionary or guess the meaning of the word and only 4 students prefer using vocabulary list book.

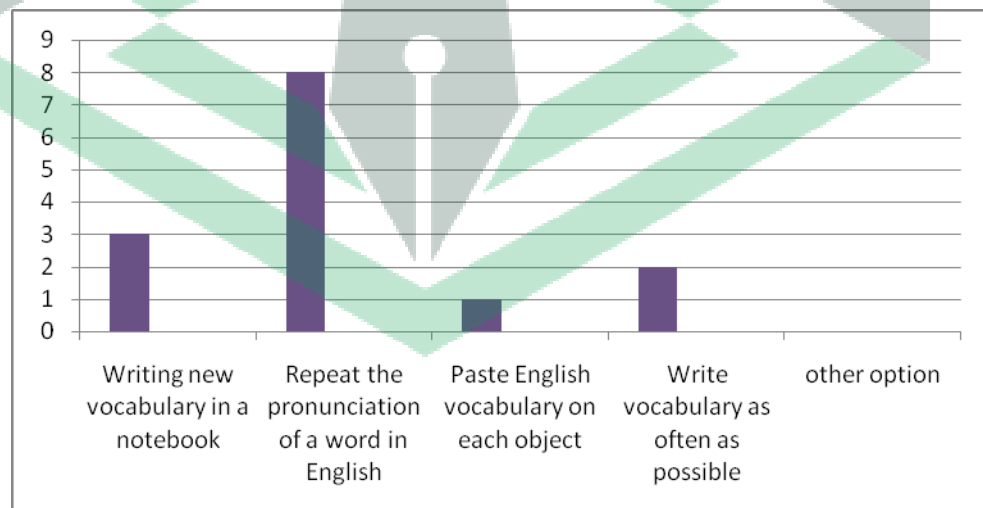


Chart 4.4 The percentage of the way to develop the vocabulary

The bar chart shows the percentage of how students improve or develop vocabulary in English, repeating the pronunciation of a word in English, sticking English vocabulary to each object, writing vocabulary as often as possible, and another option. Eventually, the students preferred option B like the one shown in the chart above, showing that option B had a high percentage (57%).

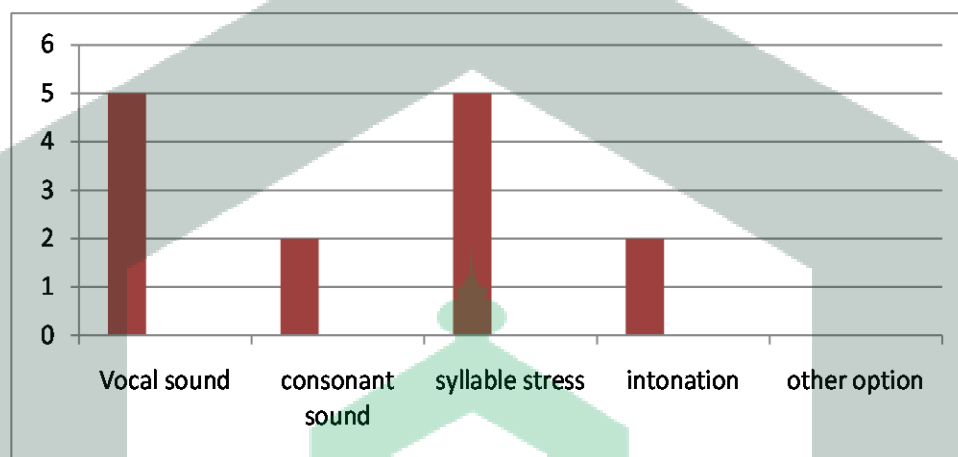


Chart 4.5 The percentage of the difficulty in pronunciation aspects

The bar chart illustrates the percentage aspects of difficult English vocabulary pronunciation, four ways are presented in the chart, namely vowels, consonant sounds, syllable stress, intonation, and other options, eventually, the answer of respondents have the same percentages in option A and C that are (35.17%) and option B and D are (14.29%).

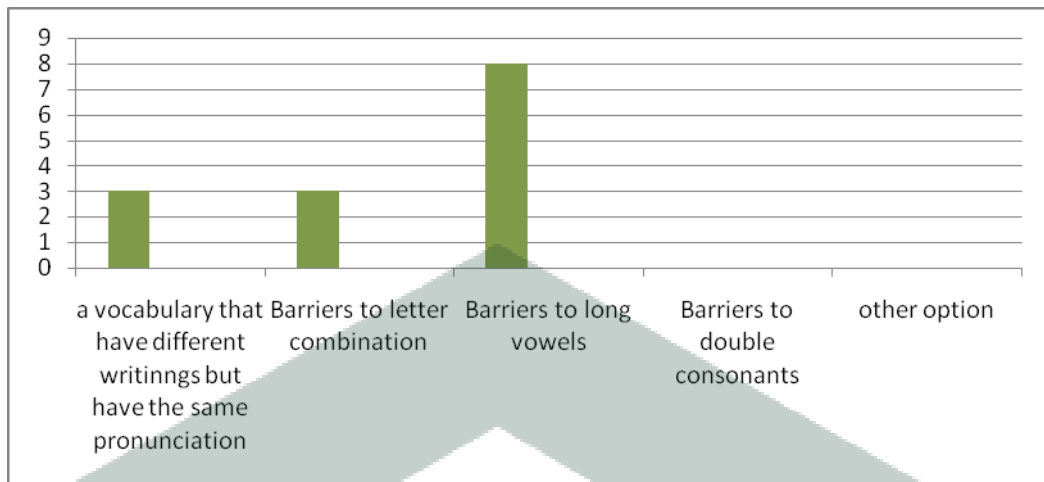


Chart 4.6 The percentage of resistance in learning vocabulary.

The bar chart explains the percentage of resistance in learning vocabulary based on the need analysis questionnaire, from the five options the options got the high percentage is barriers to long vowels for example Acquaintance Queue and beautiful with a percentage is 57% and 3 students choose option A, it is same with option B.

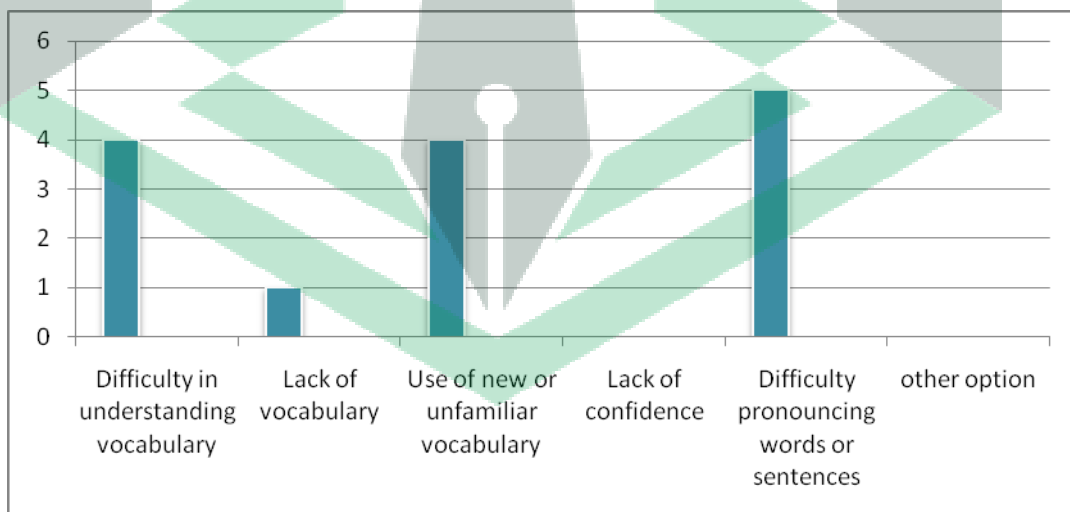


Chart 4.7 The percentage of students' difficulties while studying maritime English.

The charts explain that in studying English maritime most students have difficulties in pronouncing words and sentences there are 35.17% of students choose option E and the second option is C and A which have percentages of 28.57%. So that the difficulty in learning English maritime for respondents is to pronounce the words and sentences.

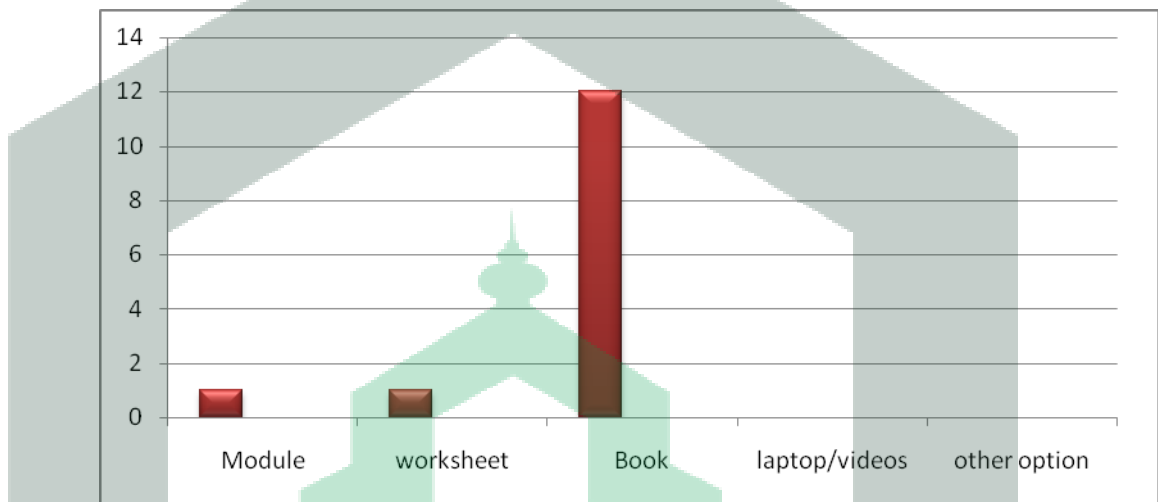


Chart 4.8 The percentage of the media that the students need

The bar chart explains the percentage of the media that the students need based on the need analysis questionnaire, from the five options the option got the high percentage is a book with the percentage is 85.71% which means the students choose to use a book as a media of learning.

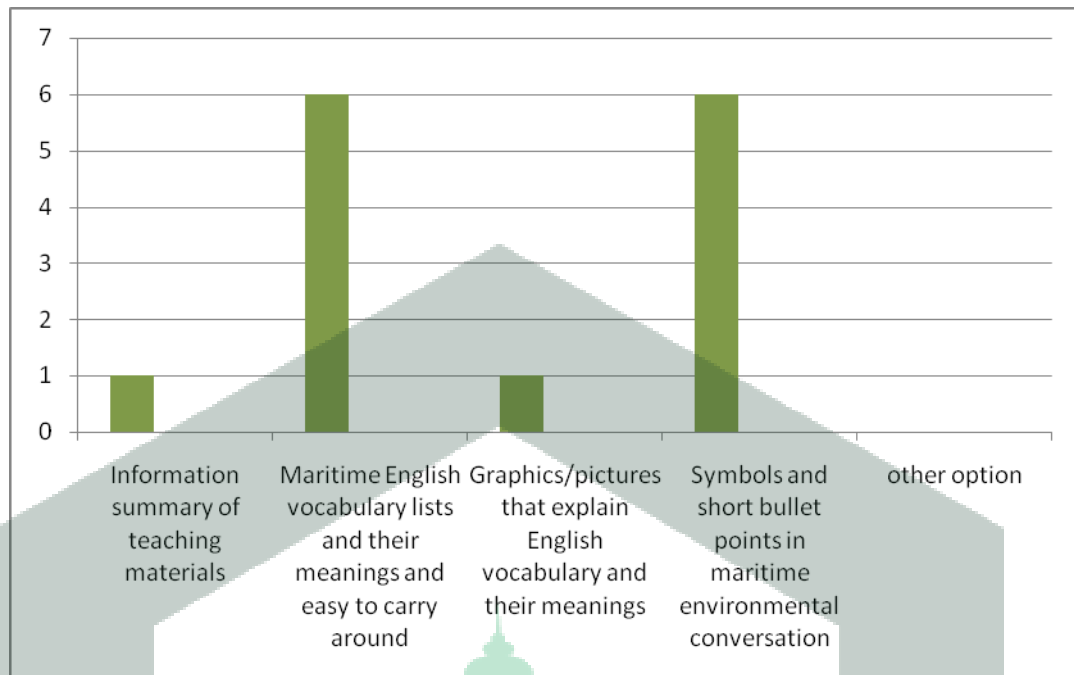


Chart 4.9 The percentage of the design maritime vocabulary handbook that the students want to

The bar chart explains the percentage of the design or contents of the maritime vocabulary handbook that the students want to be based on the need analysis questionnaire, from the five options the options that got the high and same percentage is option B and D with each the percentage is 42.86%.

The tenth questionnaire is to ask the students' priority about the maritime subject that they want in the vocabulary handbook for maritime, there are some points such as:

1. Understand the forms of messages or information on board.
2. Distinguish the characteristics of each form of message or information on the board according to the context of its use.
3. Identify the role of the crew on board.
4. Identify crew routines on board.

5. Understand the names of the ship's parts.

6. Mention the names of the ship's parts.

7. Understand the expressions to express the position of the ship.

The respondent sorted by the points they want to prioritize to be the contents of the book.

STUDENTS	THE RESULT OPTIONS OF STUDENTS	
	NEED	
1	1,3,4,6,7,5,2	
2	1,2,3,4,5,6,7	
3	5,1,6,7,2,3,4	
4	1,2,3,4,5,6,7	
5	6,5,3,4,1,2,7	
6	1,2,3,4,5,6,7	
7	2,5,3,4,1,6,7	
8	5,6,3,1,4,7,2	
9	1,3,5,6,7,4,2	
10	6,5,4,3,2,1,7	
11	1,2,6,4,7,5,3	
12	5,4,3,1,2,6,7	
13	6,5,3,7,2,1,4	
14	6,5,3,7,2,1,4	

Table 4.1 The result of the topic that students want

Based on the data, the researcher takes the mean of each selected point so that we will get the result based on the needs of the majority of respondents which are 1,5,3,4,2,6,7.

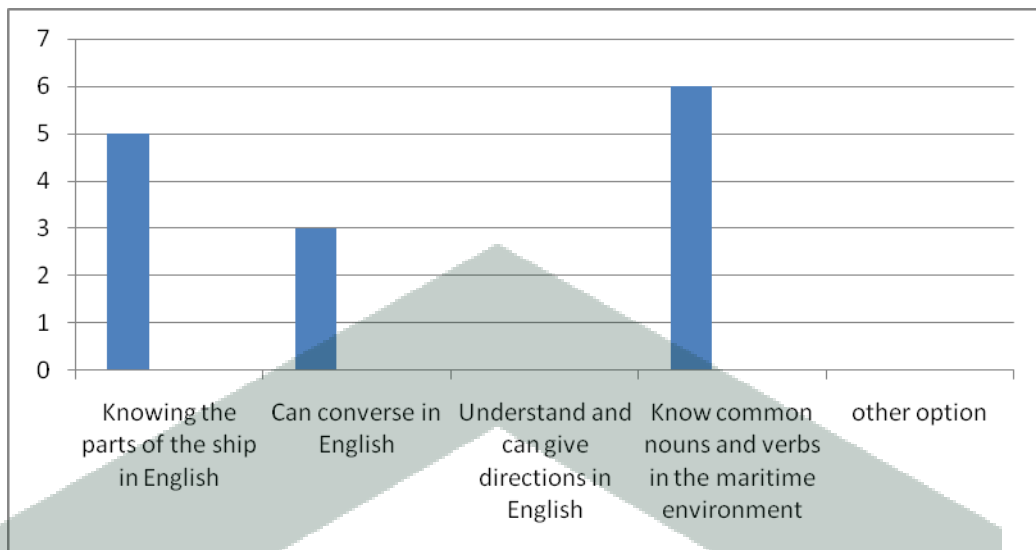


Chart 4.10 The percentage of interesting things in learning English maritime

Based on the chart, respondents were most interested to know about nouns and verbs in the maritime environment. Among the five options, the respondents who choose option D are 42.86% of students.

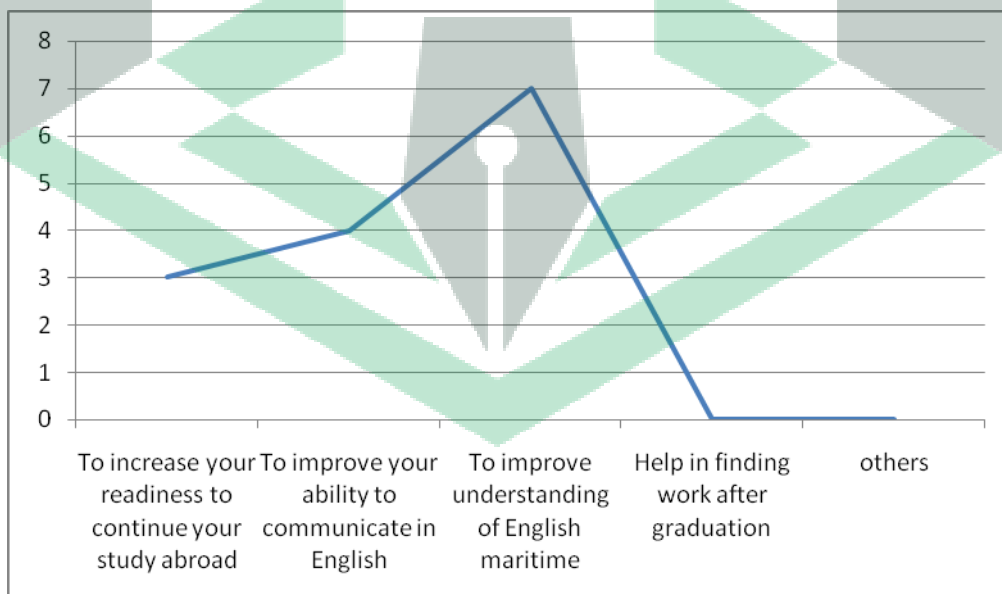


Chart 4.11 The percentage of the student's goal in studying English Maritime at this time

The line charts above explain that the students' goal in studying English Maritime is mostly to improve their understanding of English maritime (50%) and the second goal is to improve their ability to communicate in English (29%).

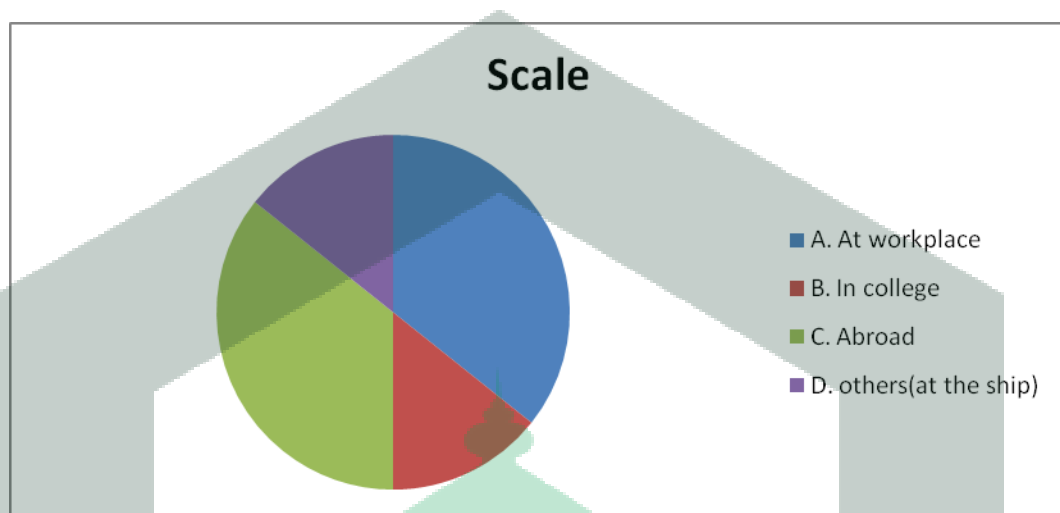


Chart 4.12 The percentage of the place that students want to use English Maritime

Based on the bar above that explains that average students at SMKN 3 Palopo want to use English Maritime at the workplace and abroad the data analysis there are 36% of students choose options A and C. And the others answer, students want to use English Maritime on the ship to work.

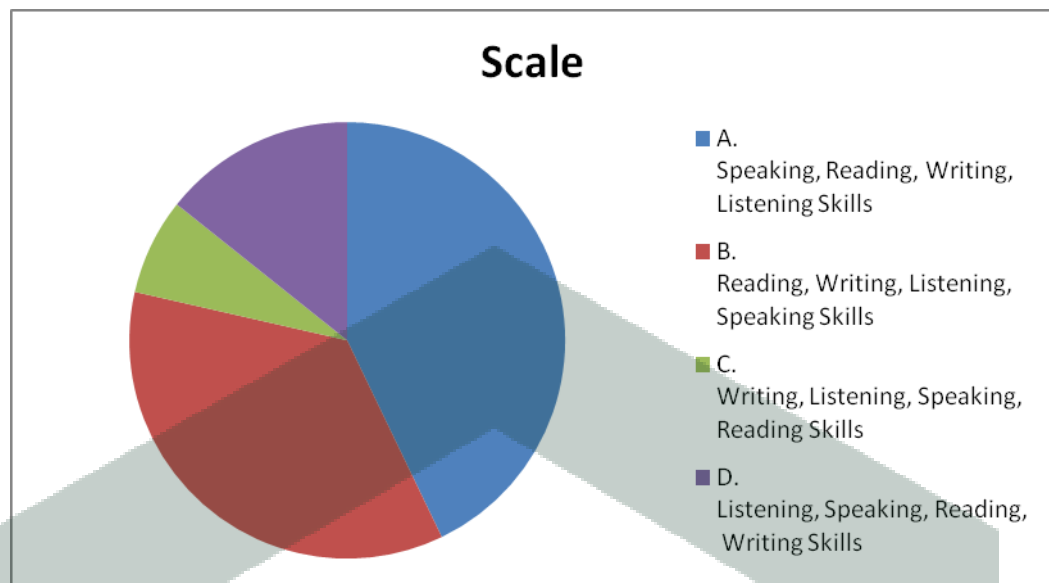


Chart 4.13 The percentage of the order of language skills that students need

The chart shows the percentage of the others skills that students need. The student preferred the first option like the one shown in the chart above, which showed that the first option had a high percentage (43%). And the second option is B which had 36%. That's why the students need to improve their vocabulary to increase their speaking skills.

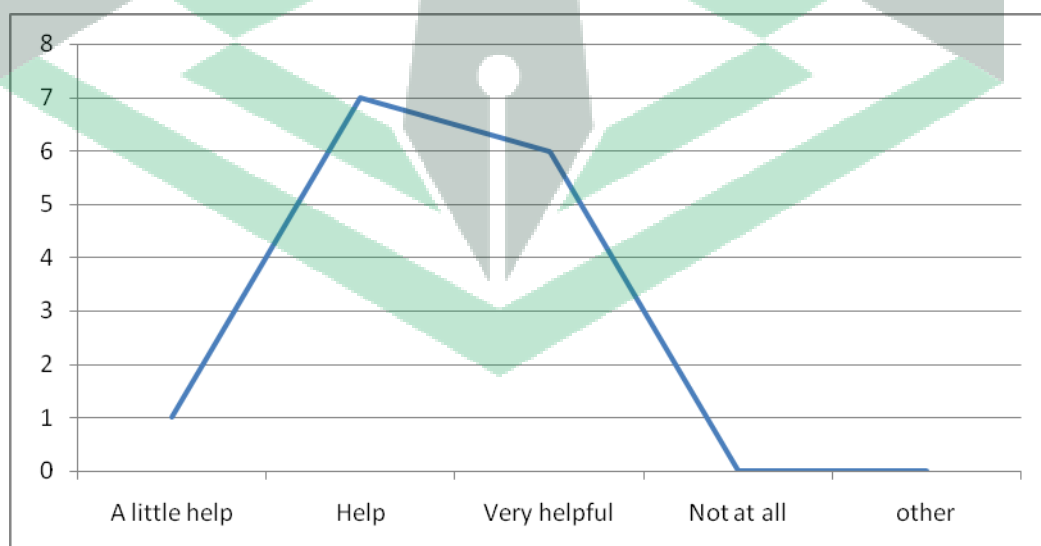


Chart 4.14 The percentage of students' opinions about the advantage of the English Vocabulary handbook.

The line chart shows the percentage of students' opinions about the question of what is when using an English vocabulary handbook can help students in English learning. And 50% of students answer it is helpful for them in learning English, especially vocabulary.

2. The First Design of Syllabus

KI-1 (Spiritual Attitude): To live and practice the teachings of the religion they adhere to

KI-2 (Social Attitude): Living and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to various problems in interact effectively with the social and natural environment and in positioning itself as a reflection of the nation in world association.

KI-3 (Knowledge): Understanding, applying and analyzing factual, conceptual, and procedural knowledge based on curiosity about science, technology, art, culture, and humanities in the perspective of humanity, nationality, statehood, and civilization related to the causes of phenomena and events in a specific field of work to solve problems.

KI-4 (Skills): Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently, and being able to carry out specific tasks under direct supervision.

3. The Validation

a. The validation of the product

The researcher validated the product by giving a questionnaire to the expert. There are two experts here, they are Dr. MagfirahThayyib., M.Hum, Ermawati, S.Pd.I., M.Hum, and Muh. MashuriDjafar, S.Pi, MM. The result of the validation is served in the table below.

Table 4. 2 The validation of the product from the first expert

No	Statement	Score	Suggestion
1	The clarity of the learning material	4	Add a bibliography to know where you get the content of your book.
2	The suitability of the selection of images, colors, and the position of the images on the cover design	4	Glossary should be put after the bibliography
3	The suitability of the prerequisite material and the material needed by the students	4	You can add some pictures to each topic of the book.
4	The nature of the linguistic communication used	4	Make acknowledgment fully in English.
5	The developed vocabulary book for maritime explains clearly in each point	4	
6	The form material in this vocabulary book is presented in a variety of ways	4	
7	The presentation of material encourages students to be active in the independent learning	4	

	process	
8	Clarity of material distribution	4
9	Space/layout arrangement	5
10	Suitability of type in the size of letters	5
11	Arrangement of illustrations/image	4
12	Illustrations provided are capable of increasing understanding of the information conveyed	4
13	Illustrations that are displayed harmoniously by discussion topics	4
14	The illustrations given are proportional in size to provide an accurate picture of the object in question	4
15	The language used in the instruction is by the level of student development	4
16	The language used in the explanation is by the level of cognitive development of the student	4
17	The language used is by the students' language skills	4
18	The language presented is clear and easily understood by students	4
19	The language used by the rules of correct English	4
20	The developed vocabulary book does not use too many	4

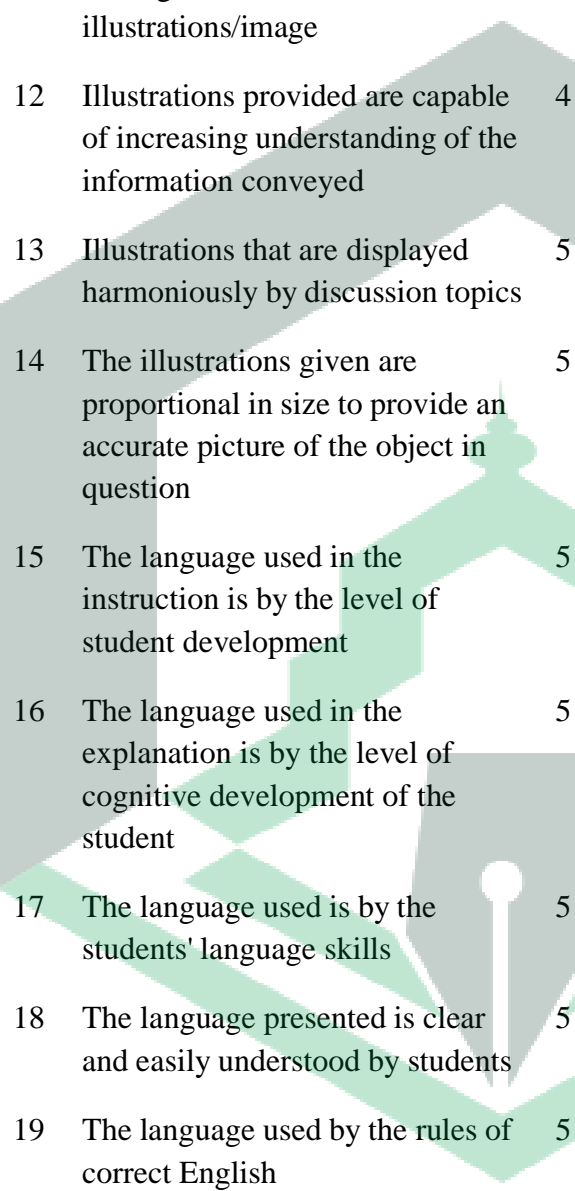
complicated words.

$$\begin{aligned} \text{Mean} &= \text{Total score/ total items} \\ &= 82/20 \\ &= 4.1 \end{aligned}$$

From that table, the average score is 4.1 in the interval, and the category gets Good. Another side, the expert gives notes as a suggestion.

Table 4.3 The validation of the product from the second expert

No	Statement	Score	Suggestion
1	The clarity of the learning material	4	Change the design cover book
2	The suitability of the selection of images, colors, and the position of the images on the cover design	4	Add bibliography
3	The suitability of the prerequisite material and the material needed by the students	4	add some pictures of maritime
4	The nature of the linguistic communication used	4	consistent style of writing and color of the writing
5	The developed vocabulary book for maritime explains clearly in each point	4	change some titles
6	The form material in this vocabulary book is presented in a variety of ways	5	Acknowledgments use only 1 language
7	The presentation of material encourages students to be active in the independent learning process	4	
8	Clarity of material distribution	5	



9	Space/layout arrangement	5
10	Suitability of type in the size of letters	5
11	Arrangement of illustrations/image	4
12	Illustrations provided are capable of increasing understanding of the information conveyed	4
13	Illustrations that are displayed harmoniously by discussion topics	5
14	The illustrations given are proportional in size to provide an accurate picture of the object in question	5
15	The language used in the instruction is by the level of student development	5
16	The language used in the explanation is by the level of cognitive development of the student	5
17	The language used is by the students' language skills	5
18	The language presented is clear and easily understood by students	5
19	The language used by the rules of correct English	5
20	The developed vocabulary book does not use too many complicated words.	5

$$\begin{aligned}\text{Mean} &= \text{Total score/ total items} \\ &= 92/20 \\ &= 4.6\end{aligned}$$

From that table, the average score is 4.6 In the interval, the category gets very good. Another side, the expert gives notes as a suggestion.

Table 4.4 The validation of the product from the third expert

No	Statement	Score	Suggestion
1	The clarity of the learning material	4	Change the design cover book
2	The suitability of the selection of images, colors, and the position of the images on the cover design	4	Font description
3	The suitability of the prerequisite material and the material needed by the students	4	Libraries list add
4	The nature of the linguistic communication used	4	Neatness of writing
5	The developed vocabulary book for maritime explains clearly in each point	4	
6	The form material in this vocabulary book is presented in a variety of ways	5	
7	The presentation of material encourages students to be active in the independent learning process	4	
8	Clarity of material distribution	5	
9	Space/layout arrangement	5	
10	Suitability of type in the size of	5	

	letters	
11	Arrangement of illustrations/image	4
12	Illustrations provided are capable of increasing understanding of the information conveyed	4
13	Illustrations that are displayed harmoniously by discussion topics	5
14	The illustrations given are proportional in size to provide an accurate picture of the object in question	5
15	The language used in the instruction is by the level of student development	5
16	The language used in the explanation is by the level of cognitive development of the student	5
17	The language used is by the students' language skills	5
18	The language presented is clear and easily understood by students	5
19	The language used by the rules of correct English	5
20	The developed vocabulary book does not use too many complicated words.	5

$$\begin{aligned}
 \text{Mean} &= \text{Total score/ total items} \\
 &= 92/20 \\
 &= 4.6
 \end{aligned}$$

From those tables, the average score is 4.6 in the interval, the category gets very good. Another side, the expert gives notes as a suggestion

a. Students' perception

Table 4.5 The Result of Students' Perception

No	Statement	Average score	Category
1	The material in the vocabulary book is according to your needs	3,5	Good
2	The developed vocabulary book can help you understand English vocabulary more easily	3,9	Good
3	The material presented is by the desired topic	3,4	Good
4	The material presented can be easily understood	3,7	Good
5	The material presented is well-organized and neat	4,1	Good
6	The material presented is diverse and interesting	4	Good
7	The language used in the vocabulary book is easy to understand	4,1	Fair
8	The vocabulary book uses attractive illustrations and pictures	4,2	Good
9.	The vocabulary handbook made my mastery of English skills improve	4,4	Very good
10.	Vocabulary handbooks can help me be active in the classroom	4,6	Very good
	Average score	4,0	Good

The average score from the student's perception result is 4,0 in the interval; it gets good which means the designed vocabulary book is appropriate for the students.

B. Discussion

This research is focused on designing English vocabulary books for maritime students of SMK 3 Palopo, and designing English vocabulary books using the 4-D model. It consists of four steps. The first steps. The first step that the researchers took was analysis by conducting a needs analysis which was presented in the form of a questionnaire containing the needs, shortcomings, desires, and arrangements of students.

After students answered the questionnaire, the next stage is designing the product. They differentiate between two group needs: (1) target needs what the learner needs to do in the target situation and (2) learning needs how the learner can acquire the language needed in such situations. These are further divided into sub-categories. Thus, needs, drawbacks, and wants are included in the target needs, while learning strategies and constraints are part of learning needs.

The next stage is product implementation and evaluation, at this stage, a revision of the vocabulary book for maritime is carried out based on the expert judgment that will be tested or student perceptions. The researcher utilized the student perception method by sharing important aspects of the vocabulary book values. Depend on the results of students' perception. Vocabulary books for maritime are not yet available at SMK 3 Palopo.

The questionnaire used consisted of 15 statements. And the student perception questionnaire used consisted of 10 statements. Student perception aims to see the quality of English vocabulary books based on the aspect of validity. The design of English vocabulary books for maritime SMK 3 Palopo resulted in no basic material, and no special English material for maritime SMK 3 Palopo. As a result, students are less proficient in communicating English for maritime SMK 3 Palopo, while students need it in the future.

Students are not good at communicating because when the researcher conducted the interview, other students said that they could not communicate well in English, therefore the researcher presented a special vocabulary book about learning English for the maritime itself. Learning English in this book is expected to develop students' knowledge and skills in using language in communication actions involving the four language skills, namely listening, speaking, reading, and writing. Integrated skills are passive perspectives that view the four language skills as one unit and fragmented.

This vocabulary book for maritime is suitable for students of SMKN 3 Palopo. This can help students to understand vocabulary in English. Understanding maritime English vocabulary is important for students because scouting is an international language. So, students have to prepare themselves with some English vocabulary. If sometimes they take part in international maritime meetings, they will easily adapt

The findings of this study are about previous research on the developing vocabulary handbook related to the findings of previous studies. The first previous research was conducted by Izzah Fijriyah (2015). The development process resulted in a draft of the teacher's handbook for teaching speaking II for nursing majors. This product has several strengths. First, this is a teacher handbook developed based on the wants and needs of students. Second, it was developed based on the ESP syllabus at UMM. This product focuses on communicative language games that encourage students to learn cooperatively. Different from the research above, this research also will develop a handbook based on the wants and needs of students, but it will focus on improving the vocabulary mastery about maritime and practicing a simple conversation without games. Likewise, the findings of Siti Khanifatur Rohmah (2014) the author has developed the product with the usage of Addie's model development. Addie's mannequin consists of 5 steps in development. In this research, the author modified Addie's model. Different from the previous researcher, in this research the researcher will use the 4D Model and there were slight differences in the types of handbooks that we made. The product is more general while this research is more specific about one major. Agung Listyadi (2014), The overall results of validation from experts and limited trials (users) obtained an average percentage value of 83.08%. So that it can be concluded that the pocketbook developed by the researcher is stated to be very feasible as a learning media for accounting learning activities on special journal material for trading company accounting cycles. The research above uses a 4-D model same to this current that uses the 4-D model too. The products also

have the same purpose which is to make the students a simple medium to learn effectively and efficiently by using a special handbook for their major. Yuli Anggraeni (2016), that handbook can enhance students' learning motivation. Although the research above uses the ADDIE model and this research uses the 4-D model but both of the researchers are the same about ESP and have a special purpose for the special study program. The differences between Arflyan Ridwan and Siti Maria Ulfa's research and this research are the research above focused on speaking skills at vocational school, and this research developed a handbook to help students easier to memorize the vocabulary about maritime. But in the same line with this research, ArflyanRidwan and Siti Maria Ulfa's research also focus on analyzing the vocational high school students' needs in developing teaching materials.

Implementation and completion of writing this thesis did not escape the various kinds of difficulties that researchers faced. The difficulties that the writer faced in this study were the difficulty of collecting data and the difficulty of analyzing data. The writer's weakness in this study is the lack of a bibliography to know where you got your book content from. The glossary is placed after the bibliography, lacking lots of pictures to each book topic.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The method of developing a vocabulary book handbook for maritime in this study was divided into 4 steps, namely defining, designing, developing, and disseminating. At the define stage, researchers analyzed the needs of maritime students by providing several questions in a questionnaire. After getting the maritime students' needs, the researcher then designed the first draft of the vocabulary book at the design stage. After that, at the development stage, the researcher developed the first draft of the vocabulary book into an appropriate book based on expert validation. Finally, at the socialization stage, the researcher distributed vocabulary books to maritime students after getting the appropriate books based on expert validation and student perceptions.

The English vocabulary book for maritime which is suitable for maritime students at SMK 3 Palopo includes several components: (1) The purpose of learning English for maritime students at SMK 3 Palopo and for communicating both orally and in writing using English at maritime SMK 3 Palopo. (2) Learning materials: English materials in maritime are maritime vocabulary, etc.).

B. Suggestion

Based on the conclusions above, the researcher would like to provide the following suggestions:

1. It is recommended to students of SMK 3 Palopo use this product as a book that can be distributed to students who want to learn English.
2. For the English Maritime teacher, it is suggested to use this product as the handbook for Maritime at the first grade students of SMKN 3 Palopo.
3. For the next researcher, it is suggested to continue this research, it is developing English Maritime materials handbook for maritime students that is referred to the English Maritime topics on this designed handbook.



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APPENDIXES

Handbook for Maritime of SMKN3 Palopo



This handbook for maritime provides guidance for preparing and conducting ship inspections, completing certificates and applying as reference material for ship operators and other competent authorities charged with implementing onboard measures.



ACKNOWLEDGMENTS

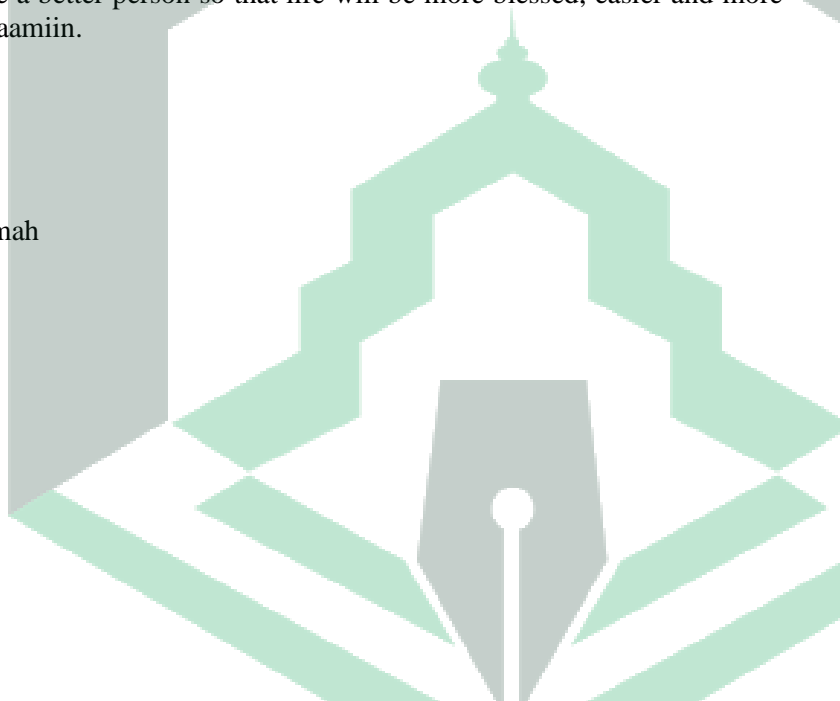
Alhamdulillah there are no other words that we can express other than gratitude to Allah SWT, God Almighty and Almighty God. For the abundance of His grace and permission so that the author can complete the teaching material in the form of a book entitled "Vocabulary Handbook for Maritime". As well as Shalawat and Greetings, we do not forget to address the Prophet Muhammad SAW, who has guided mankind from the ignorance era to the era of modern education as it is today. Hopefully the sunnahs of His Majesty the Apostle will be maintained and we will always practice them. Aamiin.

Carrying the title "Vocabulary Handbook for Maritime" the author really hopes that the community in general is engaged in the maritime field and that students (i) SMKN 3 Palopo in particular can reap the benefits and be motivated to take part in creating teaching materials that can assist the learning process of students and as a tool for educators.

Enjoy reading and absorbing the good after the good in this book, of course there are deficiencies in it that need to be corrected. Therefore we really hope for constructive criticism from readers to correct mistakes so that it becomes a better experience. May Allah SWT give us all the steps and processes to reach a good goal and reflect in order to become a better person so that life will be more blessed, easier and more useful. Allahummaamiin.

Author

Kholif Fatus Salamah





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**PARTA:
HISTORY OF MARITIME**



Maritime Law

Maritime law is a set of regulations including commandments and prohibitions related to the maritime environment in a sense area, which takes care of order in the maritime community and therefore must be obeyed by that society.

The Objectives of Maritime Law Include:

- Take care of the interests of each human being in the maritime community, so that their interests cannot be disturbed.
- Every case related to maritime affairs resolved under applicable maritime law. Those involved in the maritime legal environment It can be divided into 2 limitations, among others:

Subject of Maritime Law

Example (1): Peerson

- Ship's Master
- Crew's
- Ship's operator
- Ship's owner
- Cargo owner
- Cargo shipper

1. Safety of Life at Sea (SOLAS)

The Safety of Life At Sea (SOLAS) regulations are regulations which regulate maritime safety first and foremost. Thereby to increase the guarantee of life safety at sea started since 1914, because at that time began to be felt more and more shipwreck that devours many fatalities everywhere. At the initial stage by focusing on regulations of navigational equipment, impermeability of ship bulkheads and equipment communicate, and then progress to construction and other equipment.

SOLAS regulation modernization since 1960, replacing the 1918 Convention with SOLAS 1960 where ince then the regulations regarding the design for increasing the ship's safety factor began to be included like:

- Ship Construction Design
- Machinery and Electrical Installation

- Fire Suppression
- Safety Equipment
- Navigation Safety and Communication Tools

2. International Maritime Organization (IMO)

In order to improve work safety and shipping safety, the United Nations in its conference in 1948 has agreed to form a body International specializing in dealing with problems maritime. The agency was first formed with the name of the Inter-Governmental Maritime Consultative Organization (IMCO). Ten years later, namely in 1958 the new organization is recognized internationally. Then changed its name to International Maritime Organization (IMO) since May 22, 1982.

Four years before IMO was enforced internationally namely in 1954 Marine Pollution Convention already came into effect but it was not until 1959 officially administered and distributed by IMO. The International Maritime Organization (IMO) is domiciled in London, with address 4 Albert Embankment which is the only UN specialized agency that headquartered in England. While the IMO Plenary is called The Assembly holds an annual meeting once in a year interval of two years and usually held in the month September or October.

3. Ship Organizational Structure

The ship's organizational structure consists of a captain as general leadership on board and the ship's crew consists of ship officers and non-officers/subordinates (subordinate crew). The organizational structure of the ship above is not standard structure, because each ship can have a different structure the organization depends on the type, function and condition of the ship the. In addition to these positions in the example ship organizational structure above, there are many more types position on the ship, outside the position of the captain. For example on the ship On cruises there are Bar-tender, cabin-boy, swimming pool boy, general purpose and so on. On another ship for example there are positions of electrician (electrician), greaser and so on. Everyone who has a position in on the ship is called the Crew of the ship, including the Master, but the ship's crew or crew (ABK) are everyone who has a position on board the ship except master's position. There are still fishing vessels other positions namely fishing master, Boy-boy (bait remover, for pole and line fishing vessels (skipjack), etc.

4. Ship Vessel Manning Regulations and Certificates Marine Affairs (STCWW)

With the entry into force of the International Amendment Convention on Standards of Training Certification and Watch keeping for Seafarers (STCW) 1995 as improvement of STCW 1978, then the Minister of Transportation stipulate regulations in the form of a henteri decision Transportation No. 70 Th. 1998 date, October 21, 1998 about Commercial Ship Supervisor. In CHAPTER II Article 2 paragraph (1) and (2) that every commercial ship sailing must be manned with the composition consisting of: a skipper, a number of officers, a number of ratings. The composition of the ship's crew is based on: shipping area, gross tonnage of ships (gross tonnage/GT) and the size of the ship's propulsion (kilowatt/KW). Article 8 defines and clarifies that the ship's crew manning the commercial ship as referred to in Article 2 paragraph (1) must meet the requirements as follows:

For the Master, Chief Officer or Machinist must have certificate of seafarer expertise of the type and level the certificate is in accordance with the shipping area, tonnage gross and the size of the ship's propulsion.

5. Vessel Certificates and Letters

Vessel Certificates and Letters must be owned by the first ship where when the new ship was finished built or recently purchased. Of course it needs to be held surey to complete the required ship data issue certificates or ship documents by competent authority and in accordance with regulations and applicable laws, after all thing is done, then the ship concerned given certificates and or ship documents between other:

➤ Certificate of Tonnage and Measurement

Measurement Letter (Certificate of Tonnage and Measurement) is a certificate that is given after held measurement of ships by surveyors and agencies authorized government, which is a certificate approval and measurements and tonnage of ships according to applicable regulations. Articles 347-352 KUHD as well as article 45 of the Law. 21, 1992 regulates Letters Measuring. After taking measurements of the ship given a Measurement Letter of the Contents of a Measurement Letter.

6. Maritime Labour Convention 2006

Maritime Labor Convention (MLC) 2006 is a convention that Organized by the International Labor Organization (ILO) in 2006 in Geneva, Switzerland. MLC 2006 aims to ensure the rights of seafarers around the world protected and provide guiding standards for each country and ship owners to provide a safe working environment convenient for sailors. This was done because sailors worked cross country so that it

is necessary to regulate a work standard that applies internationally. MLC 2006 was initially only recommendations to be implemented by all parties concerned with work in the maritime world. However, as of August 20 2013, the 2006 MLC standard began to be required to be implemented although unfortunately until now Indonesia has not ratify MLC 2006. What is the content of MLC 2006? There are 5 themes (clauses) discussed in MLC 2006 which contain requirements that all are made for protect seafarers' rights. The clauses is Minimum Requirements for Seafarers Working on Ships. This clause contains the minimum requirements must be met by a seafarer such as requirements age, health condition requirements, requirements

7. Role of inspecting Officer

An extension allows a ship to reach a port at which the inspection and necessary control measures can be performed, without the necessity to travel with an expired certificate.

EXTENSION

The validity of this certificate has been extended till ___/___/___ (dd/mm/yyyy)
(max. 30 days after expiry date)
by the competent authority in the
Port of XXXXXXXXXX.

Date and signature: _____

An extension may be granted up to 30 days before the expiry date of the existing SSC. However, the SSC cannot be extended for longer than 30 days.

8. Evidence Report Form

The Evidence Report Form (see Annex 7) can be used to document evidence of public health risks found during an inspection, and also the prescribed control measures or corrective actions. The words "required" and "recommended" are used, according to the evidence found, samples tested and documents reviewed. The inspecting officer then submits the SSC and attached Evidence Report Form to the ship's master. If a re-report form is used, a note is made on the SSC. Use of an "attachment stamp" similar to that shown below is recommended to ensure a common standard among competent authorities.

SEE ATTACHMENT

A document has been attached to this certificate by the competent authority in the Port of XXXXXXXXXX.

This attachment consists of ____ pages

Date and signature: _____

Some control measures required to avoid dissemination of disease and to control LAN existing serious and direct danger should be adopted immediately. Any required control measure automatically results in the issue of anSS.





PART B:
GLOSSARY OF MARITIME
TERMS



PARTB: GLOSSARY OF MARITIME TERMS

1. Letter in English

No	Letter	Name	Phonetic	Example	Code In English
1	A	Ei	/ei/, /æ/	Say	Alpha
2	B	Bi	/bi:/	Bee	Bravo
3	C	Si	/si:/	see	Charly
4	D	Di	/di:/	deal	Delta
5	E	I	/i:/	Easy	Echo
6	F	Ef	/ɛf/	effort	Foxtrot
7	G	Ji	/dʒi:/	Gene	Golf
8	H	Eitch	/(h)eitʃ/	n/a	Hotel
9	I	Ay	/aɪ/	Eye	India
10	J	Jei	/dʒeɪ/	Jay	Juliet
11	K	Kei	/keɪ/	okay	Kilo
12	L	El	/ɛl/	Shell	Lima
13	M	Em	/ɛm/	Them	Mike
14	N	En	/ɛn/	then	November
15	O	Ou	/oo/	go	Oscar
16	P	Pi	/pi:/	Peel	Papa
17	Q	Kyu	/kju:/	Queue	Quebec
18	R	A:	/ɑ:r/	Art	Romeo
19	S	Es	/ɛs/	Assess	Sierra
21	T	Ti	/ti:/	Tea	Tango
22	U	Yu	/ju:/	you	Uniform
23	V	Vi	/vi:/	Veer	Victor
24	W	Dabelyu	/'dʌbəl.ju:/	Why	Whisky
25	X	Eks	/eks/	Excellent	x-ray
26	y	Wai	/waɪ/	n/a	Yankee
27	Z	Zet	/zi/zɛd/	lazy	Zulu

Number in English

Symbol	Word
0	Nought
1	One
2	Two
3	Three
4	Four
5	Five
6	Six

In Figures	In Words
1 st	First
2 nd	Second
3 rd	Third
4 th	Fourth
5 th	Fifth
6 th	Sixth
7 th	Seventh
8 th	Eighth
9 th	Ninth
10 th	Tenth

Symbol	Word
$\frac{1}{8}$	One eighth
$\frac{1}{5}$	One fifth
$\frac{1}{4}$	One quarter
$\frac{3}{4}$	Three quarters
$\frac{1}{3}$	One third

$\frac{2}{3}$	Two thirds
$\frac{1}{2}$	One half

Symbols	Word
+	Plus
-	Minus
X	Multiplied
:	Divided by
=	Equals
.	Point
%	Percent

Symbols	Word
+	Plus
-	Minus
X	Multiplied
:	Divided by
=	Equals
.	Point
%	Percent

2^2 we say "Two squared" = $2 \times 2 =$ Two squared equals four.

2^3 We say "Two cubed" = $2 \times 2 \times 2 =$ Two cubed equals eight.

1. When we use 0 = oh

For example:

- After a decimal point 9.02 "Nine point oh two."
- In bus or room numbers room 101 "Room one oh one." Bus 602 = "Bus six oh two."
- In phone numbers 9130472 "Nine one three oh four seven two."
- In years 1906 "Nineteen oh six."

2. When we use 0 = nought

For example:

- Before a decimal point 0.06 "Nought point oh six."

3. When we use 0 = zero

For example:

- In temperature -10°C "10 degrees below zero."

4. When we use 0 = nil

For example:

- In football Chelsea 2 Manchester United 0 "Chelsea two Manchester United nil."

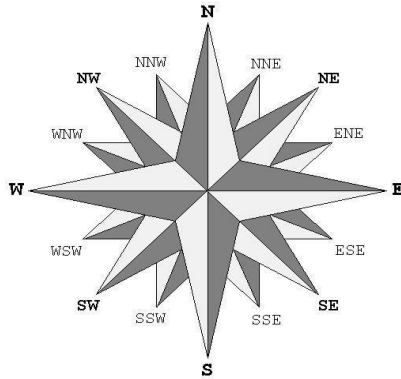
5. When we use 0 = love

For example:

- In tennis 20 - 0 "Twenty love."

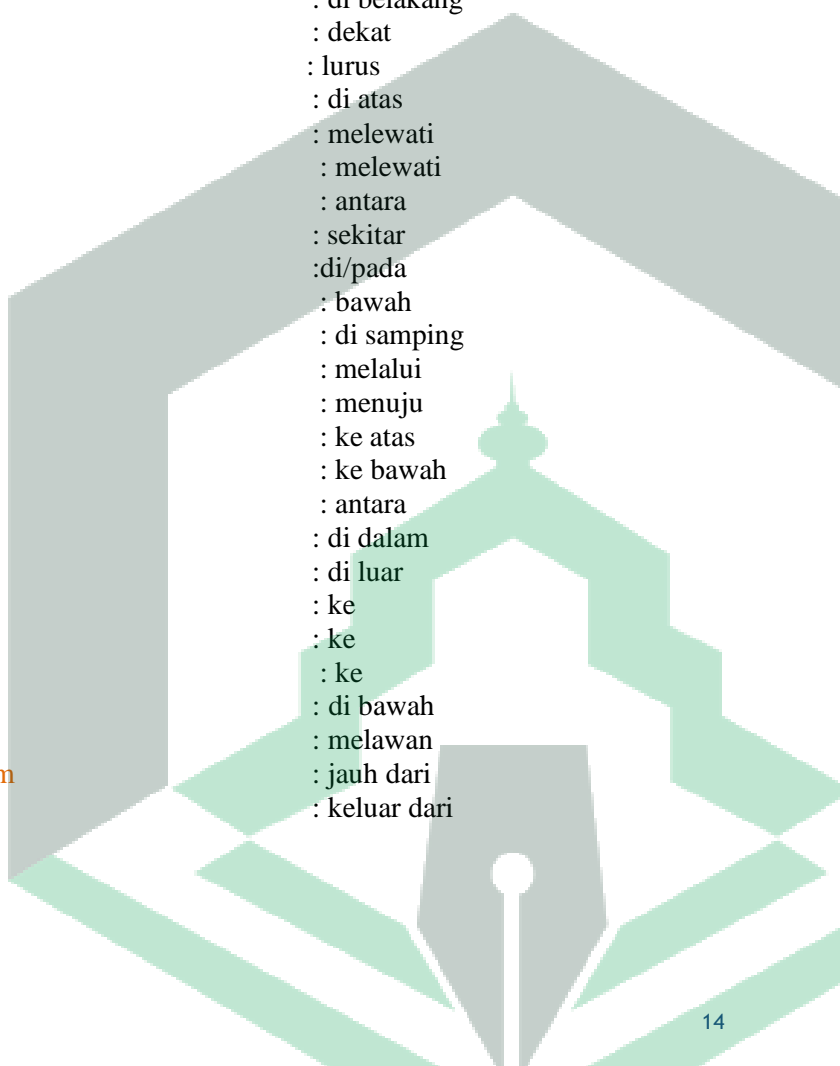


3. Cardinal Points



- North :Utara
- North-west :Barat laut
- North-east :Timur laut
- East :Timur
- South-east :Tenggara
- South-west :Barat daya
- South :Selatan
- West :Barat
- NNE / north-northeast :Utara timur laut
- ENE / east-northeast :Timur timur laut
- ESE / east-southeast :Timur menenggara / timur tenggara
- SSE / south-southeast :Selatan menenggara / selatan tenggara
- SSW / south-southwest :Selatan barat daya
- WSW / west-southwest :Barat barat daya
- WNW / west-northwest :Barat barat laut
- NNW / north-northwest :Utara barat laut
- Latitudes : Lintang
- Longitudes : Bujur

• Left	: kiri
• Right	: kanan
• Turn	:belok
• Next to	:di sebelah
• Near	: dekat
• Beyond	: luar
• Before	: sebelum
• Over	: atas
• Behind	: di belakang
• Close to	: dekat
• Straight	: lurus
• Above	: di atas
• Across	: melewati
• Along	: melewati
• Among	: antara
• Around	: sekitar
• At	:di/pada
• Below	: bawah
• Beside	: di samping
• Through	: melalui
• Toward	: menuju
• Up	: ke atas
• Down	: ke bawah
• Between	: antara
• Inside	: di dalam
• Outside	: di luar
• On	: ke
• Onto	: ke
• Info	: ke
• Under	: di bawah
• Against	: melawan
• Away from	: jauh dari
• Out of	: keluar dari



4. Examples of appropriate temperatures and conditions for foods supplied to ships

Item	Temperature on receiving	Condition on receiving
Meat and poultry	5°C(41°F)orbelow.	Obtained from an approved source(i.e.stamped with official in section stamp). Good colour and noodour. Packaging clean and in good condition.
Seafood	5°C(41°F)or below.The Code x recommends a temperature as close as possible to 0°C.	Obtained from an approved source.Good colour and fresh odour. Packaging clean and in good condition.
Shellfish	7°C(45°F)or below.The Code x recommends a temperature as close as possible to0°C.	Obtained from an approved source.Clean, shells closed, no broken shells. Shell stock tags must be readable and attached.
Crustacea(unprocess ed)	7°C(45°F)or below.	Obtained from an approved source.Clean and in good condition.
Crustacea (cut or processed)	5°C(41°F)or below.	Obtained from an approved source.Clean and in good condition.
Dairy products	5°C (41°F)or below,unless labeled otherwise.	Obtained from an approved source.Packaging clean and in good condition.
Shelleggs	7°C(45°F)or below.	Obtained from an approved source.Clean,not cracked.
Liquid eggs	5°C(41°F)or below.	Obtained from an approved source.Liquid eggs frozen and pasteurized.

5. General principles of temperature control

Process	Operation	Temperature control
Thawing	a Inrefrigerator or purpose-built thawing cabinet	4°C or below.
	b In running potable water	Not above 21°C for a period no texceeding4hours.
	c Incommercial microwave oven	Only when the food will be immediately transferred to conventional cooking units as part of a continuous cooking process, or when the entire, uninterrupted cooking process takes place in the microwave oven.
Cooking	a Rarecookedbeef	The centre of joint smustreach a minimum of 63°C.
	b Large poul try car casses	Temperature of 74°C is achieved in the deep thigh muscle.
	c Milk(Code of Hygienic Practice for Milk and Milk Products,CAC/RCP5 7,2004)	72°C for 15 seconds (continuous flow pas-teurization), or 63 °C for 30 minutes (batch pasteurization).
Portioning	a Chilled product	Completed within the minimum practicable time, which should not exceed 30minutes. In large-scale systems in which cooking and chilling of foods cannot be performed in 30 minutes, portioning should take place in a separate area in which the ambient temperature shouldbe 15°C. Serve food immediately or place in cold storage at4°C.
	a Chilling	Reduce temperature in the centre of thefood product from 60 °C to 10 °C in lessthan 2 hours. Immediately store productat4°C.

Chilling and storage of chilled food	b	Storage	As soon as the chilling is complete the products should be put into a refrigerator. Temperature should not exceed 4°C in any part of product and should be maintained until final use. Storage period between preparation of chilled food and its consumption should be less than 5 days, including both day of cooking and day of consumption.
	a	Freezing	Kept at or below -18°C.
Freezing and storage conditions for frozen food	b	Storage	Stored at or below 4°C for less than 5 days. Do not refreeze thawed or partially thawed food.



Region	Area	Rationale
Inside accommodation	Quarters	Start at the top of the accommodation
	Galley, pantry and service areas	Potentially more clean than pantry
	Pantry	Potentially more clean than stores
	Stores	Close to galley and pantry
	Child-care facilities	Usually more dirty than food areas
	Medical facilities	After food areas to avoid cross contamination
	Swimming pools, spas and saunas	Sometimes inside, sometimes on deck
	Other areas and systems	Washing, laundry usually cleaner than waste
	Waste (solid and medical)	Most dirty area in accommodation, sometimes on deck
Inside engine room	Engine room	Overview
	Potable water	Most parts in the engine room
	Sewage	Most parts in the engine room
	Ballast tanks	Access from the engine room, through the pipe duct, from open deck or cargo compartments
Outside	Cargo holds	Outside
	Standing water	On deck



PART C:
JOB AS MARITIME



JOB AS MARITIME

Machine Parts

1. Oiler : This job is responsible for loading and unloading fuel and also lubricating oil. The oiler or oilman also has the responsibility to report any problems with the ship's engine to the engineer.

2. Machinist : machinist tasks are divided into 3 namely;

Engineer 1 is in charge of the main engine

Engineer 2 is responsible for all types of ship auxiliary engines

Engineer 3 is responsible for all the pump engines on the ship

3. Chief Engine : A chief engine will be responsible for all types of engines used by the ship and will also receive reports from machinists 1 to 3 and oilers.

- Deck Section**
1. Cook : As the name implies, the responsibility of the cook is to provide food and supplies. The cook will cook food for all the sailors on board.

2. Helmsman : They have the duties and responsibilities of guarding the helm, holding the wheel, performing bridge guarding and reconnaissance.

3. Klasi : Seafarers' work as a class will work to maintain the ship's hull and help handle cargo. Besides that, the class will also carry out other work that the captain has ordered.

4. Mualim : Mualim is also divided into 3 jobs, namely;

The 1st Mate will work on cargo management, direction and fresh water supplies.

The 2nd mate will work on making the route or servant map and also managing the navigation.

The 3rd Mate works to maintain regulate and inspect the ship's safety equipment.

5. Captain or skipper : The captain will have responsibility for everything that happens to the ship. In addition, the one who leads the cruise is the skipper.





PART D:
PART OF SHIP

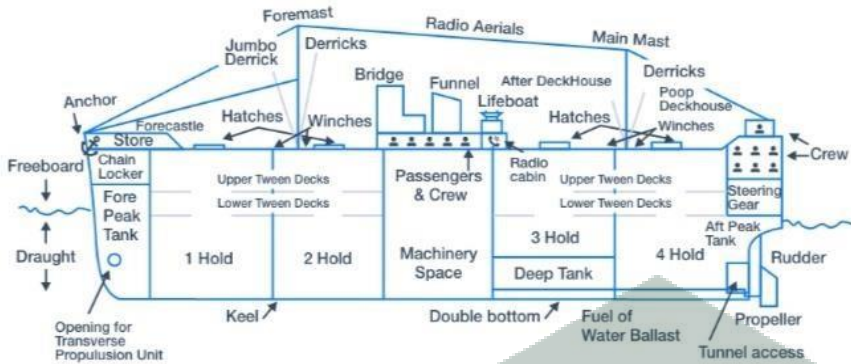


PART OF SHIP



- Hull** : watertight covering (actual shell) of a ship, which protects the cargo hold, machinery and accommodation of the ship from weather, flooding and structural damage
- Machinery** : the engines necessary to steer the ship, as well as all ancillary equipment servicing the electrical installations, winches and refrigeration plants
- Stern** : also known as the after end is the back (back) part of the ship
- Bow** : the fore of a ship's hull, the point usually at the fore when a ship is underway
- Amidship** : in or towards that part of the ship midway between bow and stern (aft of ship)
- Beam** : the overall width of the ship is measured at the widest point of the nominal waterline
- Engine room** : special parts / designated machine for propelling seawater
- Propeller shaft** : a shaft (long pole) that transmits power from the engine to the propeller.
- Bow thruster** : additional propulsion device in the bow of the ship to assist in maneuvering
- Rudder** : additional propulsion device in the bow of the ship to assist in maneuvering

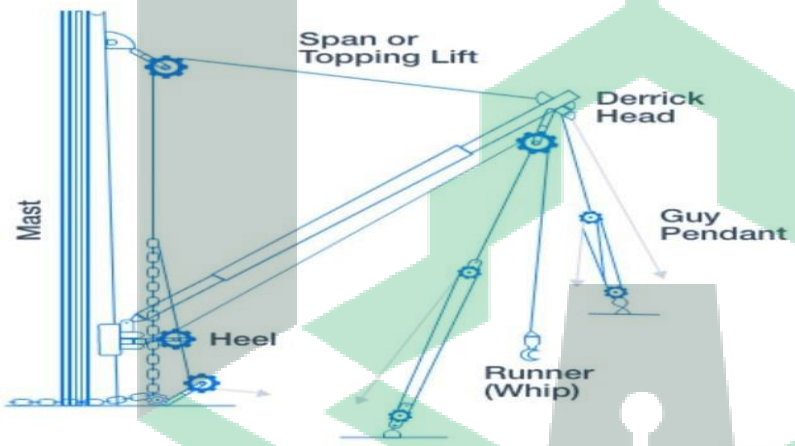
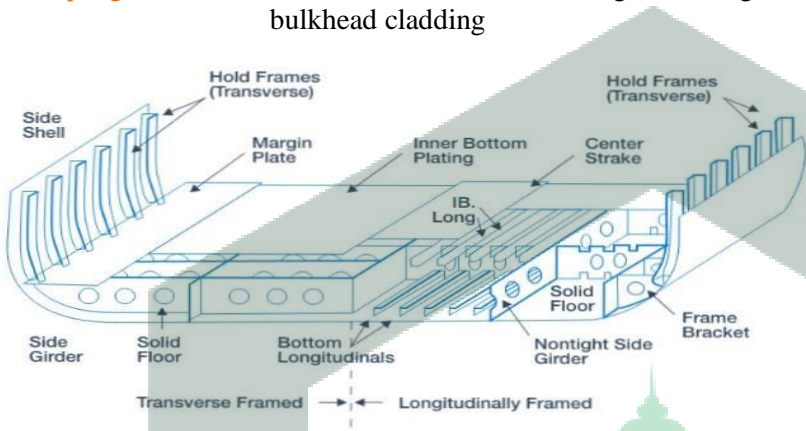
- Bulbous bow** : a bulb that protrudes ahead of the ship just below the water's surface
- Hold** : or hold or cargo hold is a space for carrying cargo



- Shell plating** : the outer structure of a steel or aluminum hull of a ship or vessel.
- Strake** : horizontal rows of hull linings
- Keel** : the lowest structural member on which the hull is built
- Deck** : permanent covering over the compartment or hull where the crew is standing (floor)
- Tank top** : the top of the bilge tanks, usually the lowest horizontal surface on the ship
- Floor** : (floor) transverse stiffeners installed vertically at the bottom of the ship as opposed to structures on land where the floor refers to the horizontal body on which we stand
- Stringer** : the fore and aft girders which run along the sides of the ship in the shell and also to the strake of the lining on any deck
- Buoyancy** : (buoyancy) the upward force from all the hydrostatic pressure on the ship's hull
- Strength** : (strength) the quality or state of being strong
- Stability** : (stability) the ability of the ship to float in an upright position and the ability to return to its initial position after an external force
- Bulkhead** : (bulkhead) a structure used to protect against the transfer of cargo or to separate cargo
- Compartment** : That part of the space within a ship defined

vertically between decks and horizontally between bulkheads.

- Stem** : (trunk) the fore part of a boat or the prow of a boat
- Frame (rangka)** : in ships, the frame is the transverse ribs bolted or welded
- Beam (balok)** : the width of the ship at its widest point
- Bracket** : plate at port and starboard end, with struts supporting the tank top to the lower shell
- Girder (gelagar)** : a longitudinal member used in the construction of the bottom of a ship
- Stern post (tiang buritan)**: the upright structural part of the mast at the stern of a ship (generally of wood) or boat
- Stiffener (pengaku)** : either one of a series of angled rods glued to the bulkhead cladding



Cargo gear : equipment used to handle cargo

Derrick/ship's crane	: a lifting device consisting of several shielded posts
Lifting capacity	: maximum weight that a person or machine can safely lift or carry
Winch	: a mechanical device used to pull (reel) or pull out to adjust the tension of the rope / wire
Shore crane	: a type of large wharf side gantry crane found in container terminals for hauling/unloading
Mast	: tall masts or vertical arrangement of masts on the centerline of the vessel
Bridge	: a room or platform from which ships can be commanded
Crew accommodation	: crew cabins on deck 0 or below sea level on decks A and B
Life-saving apparatus	: peralatan yang melindungi kru di kapal
Draught	: (from the hull) is the vertical distance between the waterline and the bottom of the hull
Waterline	: the line where the hull meets the water surface
Freeboard	: the distance from the waterline to the upper deck level is measured at the lowest point at which water can enter the ship
Samson post	: the mast that rests on the keel and supports the deck beams of the ship



PART E:
GENERAL TERM IN
MARITIME



GENERAL TERM IN MARITIME

Aback	=When in a position to catch the wind on the front surface (on the sail)
Abaft	= stern, at the rear
Abandon ship	= Move away from the ship, as in an emergency
Aboard	= Be on the ship
Abreast	= Side by side/ parallel
Abate	= Reduce/ stop
Aboard	= On (on, in), on board, on board.
Abyss	= that volume of ocean lying below 300 fathoms from surface. A section of the ocean floor that resembles a very deep canyon, usually within 300 miles.
Accommodation loatel	= Usually used for diving or as a jackup (see Jackup), equipped with cabins, food facilities and offices capable of accommodating up to 800 construction personnel or offshore platform operators. An accommodation unit is usually also equipped with a work space and storage facilities.
Adrift	=Adrift, drifting adrift. Being afloat in the sea when the wind blows strongly and at high tide, is usually used to refer to someone who is out of place; leave the workplace.
Aframax	= A tanker that loads oil with a dead weight of 75,000-115,000 tonnes. This statistical measure is used to maintain the stability of the size of the "Aframax Tanker", because in some tankers the

dead weight is more than 125,000 tons or even less than 70,000 tons.

Against the Sun

= Counterclockwise movement. The left-handed rope is wound in this way.

AHTS

= Anchor Handling Tug & Supply, an anchor handling vessel which is also combined with the function of a supply vessel.

All Risks

= Coverage for all types of loss and damage but excluding damage due to the nature of the goods themselves, loss of market opportunities and risks due to riots and wars

Alongside

= Located next to ships, docks, or harbor protective walls.

Altar

= Stairs/steps on the dry dock (shipyard), leading to the shore or lower part.

Anchor Handling Tug

= Ships carrying certain tasks for operational processes at sea such as installing and moving anchors, transporting underwater drilling installation tools, etc. The ship can also double as a supply vessel (Anchor Handling Tug & Supply / AHTS).

Anchor Ice

= Ice, in whatever form, is present at sea and can harm ships.

ANNUAL SURVEY

= Annual inspection carried out by a special officer (usually from class) to check the condition of the ship.

Apeak

= Conditions where the hook rope on the anchor has

been linked and is in a vertical condition.

A-stay

= The condition of the anchor rope when the moving end is approximately equal to the stationary forepart of the splice.

Athwart

= Cross. Transfer.

A-trip

= Conditions where the anchor rope will soon break and hit the bottom.

Avast

= Request to stop immediately, stop an action.

Awash

= Submerged in water, covered in waves.

Backwash

= Waves are reflected out to sea from the shoreline.

Ballast

= Ballast on ships that are usually used by cargo-carrying ships after the cargo is unloaded. So that the ship does not lose balance when moving without a load. Cargo ships without cargo usually enter seawater for ballast, this condition is called "ballast".

Bar Taut

= The condition of the rope under pressure is such that it becomes stiff.

Bareboat Charter

= The process of borrowing an empty vessel by the lessee based on a leasing agreement between the ship owner and the charterer, at a predetermined rental rate. When the ship is chartered, it becomes the property of the lessee and is responsible for all operational costs of the ship and crew and ship insurance until the end of the agreement..

Barque

= A sailing vessel with three or more masts, namely the masts which are attached to the bow and stern and the other masts which are attached amidships.

- Barquentine** = Sailing ships with three or more masts, namely the foremast which is attached amidships and the other mast which is attached to the bow and stern.
- Barratry** = Operational actions that are not in accordance with procedures or ethics that are carried out intentionally by the captain or crew of the ship without the knowledge of the owner of the goods or the ship, and cause harm to both the owner of the ship and the owner of the goods.
- Bathometer** = An instrument used to measure depth
- Beams Ends** = The condition of the ship when the deck line is almost in a vertical position because it has been stationary for too long.
- Bear Off** = Filter, distance; an order given to the ship's crew at the bow to keep the ship away from the wharf wall or other objects on the side of the ship; orders to keep the ship away from approaching objects.
- Before the Mast** = A term for someone who has been sailing for a long time; in front of the mast.
- Belay** = A term often used by sailors denoting the arrest, or canceling, stopping something; fasten the rope by wrapping it on a nail, or some other object.
- Bergy Bits** = Fragment of ice that is about the size of a small house, usually a fragment of a glacier.
- Berth** = a place where a ship is moored or secured; the place around the ship where the anchor is attached or the anchor will be thrown; accommodation divided in the ship; ship crew recruitment; put the ship in the

desired place.

- Beset** = Condition of ship when completely surrounded by ice
- Bleed the Monkey** = Stealing the contents of a barrel surreptitiously by making a small hole and sucking out the contents.
- Bight** = When the rope folds itself / protrudes into the shoreline
- Bitts** = Structures for securing mooring lines
- Boat** = Small ships that are usually used to transport passengers or other activities on a small scale and for a small cruising range.
- Bone** = Foam found in moving ship propellers which is usually rarely known or noticed.
- Booby Hatch** = Gliding movable enclosures commonly found in small ship cabins, holdrooms, or crew offices.
- Bound** = The process of getting to a specific goal or a specific place.
- Bouse** = Sigh or drag the rope down. Actually 'to hit' means to pull up, 'to drag' means to pull horizontally. The fusion of this word means to pull the rope down.
- Bow** = bow (front of the ship where there is an anchor and other equipment)
- Bowse** = Dropped the rope down.
- Brash** = Ice fragments that are common in the oceans are relatively small, about 6 feet in diameter.
- Breach** = The term for waves or waves that hit the ship to damage.
- Breast** = Anchor fixing line more or less perpendicular to the

bow and stern lines of the ship.

Breast Rope

= An anchor rope attached from the bow or amidships at right angles to the fore and aft line of the vessel.

Brig

= A ship with two masts.

Brigantine

= Pirate or pirate ship; two-masted ships ie fore and mainmast but with fore and aft mainsails, which existed in the 19th century; the understanding of today's ships is a two-masted ship with a foremast and mainmast.

Brow

= The small road that connects the ship with the mainland when it is at the wharf or on the side of the mooring.

Brushing

= brushing (wire), cleaning the newly knocked part

Bucko

= Bullying and mean officers/supervisors.

Bulk Carrier

= A ship with a single deck for carrying similar cargo.

Bulkhead

= Fore and aft, vertical division of the ship to separate the interior into compartments. Water permeable, increases the rigidity of the ship structure, can localize the effects of fire and water in the event of a flood.

Bulk-oil carrier

= A multifunctional ship made to transport coal or oil. These boats usually have a waterproof cover so the coal gnats don't get wet when it rains.

Bunker

=Fuel oil used to operate ship engines or generators.

Buoyage

= Conditions in which buoys are being thrown or placed in the ocean to help people or to stabilize the ship.

Burgee

= Small flag as a pointer or marker

- Burgeo** = The name of a sailor used to call Oatmeal. First mentioned in Edward Coxere's "Adventures of the Sea" (1656)
- By the Board** = On board or next to ship.
- Cable** = The term nautical unit to describe a distance that is approximately 1/10th of a mile or 608 feet or 200 yards.
- Calving** = Crushing or separating chunks of ice from glaciers or icebergs.
- Camber** = Curved sections of decks to retain water; a standard section of the outer deck about 1/50th the width of a ship.
- Camel** = A depression under a ship made of metal or wood that is filled with water. When the water is pumped out, this section will be able to lift the ship. It is an important tool for rescue action. Usually operated in pairs. Was used in Rotterdam in 1690; the term for the act of lifting the ship.
- Can Hooks** = Two flat hooks that move freely on a chain or cable. The hook is located at the bottom of the empty barrel so the weight of the barrel is only on the chain or cable which will prevent the hook from coming off.
- Capesize** = Ships that are too big to pass through the Suez Canal from the Arabian Gulf, so they are forced to pass through the Cape of Good Hope, with a deadweight of around 80,000-175,000 tonnes.
- Captain** = Rank in the Navy between Commander and Commodore; The head of a merchant ship/ordinary

ship who gives orders on the ship.

- Careen** = Adjusting the position of the boat so that most of the bottom is above the water, for the purposes of repairing or adding anti-corrosion material. Usually done on small ships.
- Carry on** = Proceeding with full sails due to worsening wind conditions.
- cast off** = off the wharf, all ropes have been removed = the ship departs
- Catching up Rope** = Light straps on buoys to hold the ship while anchoring.
- Catenary** = Long chain in the middle of the towline to reduce sudden pressure; any load attached to the ship's mine to relieve pressure; an arch formed by a chain that hangs at two points.
- Cat's Skin** = Warm breeze on the surface of the sea.
- Charter** = Boat charter at intervals and certain sailing distances or travel packages.
- Charter party** = Contract between ship owner and charterer, with terms and conditions detailing each responsibility for the transaction.
- Charterer** = The party that rents the ship from the ship owner.
- Check** = Loosen the rope a little, then untie the rope.
- Checking** = Loosen the rope a little carefully and thoroughly.
- Chemical tanker** = Tankers specially made for the transportation of chemicals. Usually equipped with several tanks lined with stainless steel material. This ship can carry several different chemicals at once, because each tank

has its own pipe and pump system for loading and unloading of chemicals.

Chipping

= knock, shed rust, part of the treatment

Chuch

= The title usually given to a fair chairman.

Classification

= Grouping, classification. Every ship must enter a certain ship type classification community for ease of insurance and freeing up the workforce on the ship. This classification community is an independent body under the supervision of shipping professionals. To maintain the classification, ships must meet the standards and be inspected by the classification concerned.

Clock Calm

= Very calm sea weather with perfect waves.

Close Aboard

= Close, side by side, very close.

Colimation

= Correct alignment of the optical part of an instrument.

Combination carrier

= Ships that can carry both liquid and powder or dry cargo. There are two types of combination carriers: ore carriers, ore carriers, and bulk-tank-ships, dry powder tankers.

Container vessel

= Ships specially designed to carry standard containers (TEU). Usually called cellular container ship. Most of the cargo carrying capacity is at the top of the deck where the containers are placed, or in certain bulkheads. Containers are transported and unloaded by special cranes. Container ships usually run quickly and on schedule.

Crack on

= Run the ship or sail at full speed and capability.

- Craft** = A ship or several ships of various types and sizes.
- Crane and Construction Vesse** = A ship, boat, or submarine equipped for the construction or repair of an installation. Sometimes also offer accommodation facilities. Other services offered are storage facilities, water supply, compressed air and electricity, office space, communications center, helipad, etc.
- Crank** = A term for ships that have low stability, which can be caused by the manufacturing process or by the shock of the cargo it carries.
- Creep** = Search for sunken objects by sending searchers to the seabed.
- Crew** = Ship crew, ship personnel other than captains who work on boats or ships. Sometimes the ship's crew is distinguished from the ship's clerk; but employees or ship officers can mean legal crew members.
- Crimp** = Someone who lures sailors from their ship and robs them, and or forces sailors to leave/move ships.
- Crude Oil Carrier** = Ships designed to carry crude oil in tanks. Examples of ships of this type include Panamax (deadweight 50,001-80,000 tons), Aframax (deadweight 80,001-120,000 tons), Suezmax (deadweight 120,001-200,000 tons), VLCC (deadweight 200,001-350,000 tons), and ULCC (deadweight 350,001 or more).
- Cruise** = Cruise ship trips with multiple destinations; sail in several directions for pleasure, quest, or training

purposes.

Cruise ship

=Cruise ships, passenger ships that carry passengers to travel between certain ports, usually start and end at the same port. The standard of accommodation and recreation on board is quite high.

Culage

= Placing the ship on the dock for repair purposes.

Customary Dispatch = Usual speed and frequently used.

Dead on End

= The name for the wind that will block the ship; or designation for other ships whose bow and stern lines are in the line of sight of observers.

Demurrage

= Compensation that must be paid by the charterer if the loading and unloading time on the chartered vessel exceeds the time specified in the charter agreement. The amount of this compensation is usually stated explicitly when entering into a rental agreement.

Deratisation

= eradication of rats on ships.

Dingbat

= A popular name for a mopping tool made of rope used to dry decks.

Discharging

= unloading

Ditty Bag

= A small canvas bag where sailors keep something small and lock it.

Ditty Box

= A small wooden box with a lock and key in which sailors kept valuables, writing materials, and assorted small items.

Diurnal

= Every day, every day. Happens once in one day.

- Diving Support Vessel** = Ship that has diving equipment, which carries out various types of diving operations. This ship can also be operated by remote control or a diving robot (Remote Operated Vehicle, ROV).
- Donkeyman** = A sailor who handles heating or auxiliary engines, and helps work in the engine room.
- Donkey's Breakfast** = A term used by merchant sailors for their mattresses or beds.
- Double bottom/double hull** = The hull of a ship or the bottom of a ship constructed with a particular technique so that it consists of an inner and outer section separated by a vacuum, usually several feet wide.
- Drift Ice** = Ice in waters containing small floating ice shards, but the total area of water is greater than the total area of ice.
- Drilling Barge** = A boat equipped with equipment for drilling operations in calm seas. Usually do not have a propulsion engine. The maximum drilling depth is about 150 meters.
- Drilling Rig** = Drill tower with a mud pump system and can be rotated. Can be installed both on offshore drilling and on offshore drilling installations such as drillships.
- Drilling Tender** = Installation of drilling tools for ships whose type depends on ships or boats for storage, accommodation, and so on.
- Drillship** = A ship equipped with a drilling rig (drill tower) and its own propulsion machine. This ship's position is

fixed with the presence of dynamic positioning equipment (Dynamic Positioning Equipment). The maximum drilling depth is about 2,000 meters.

Dry cargo

= Ships carrying dry cargo, may have one or more decks.

Dunnage

= A material of any kind, whether permanent or temporary, used to guard storage areas and protect cargo during the voyage of a ship.

DWT

= A unit of ship capacity for cargo, fuel, goods and crew, which is measured in tonnes which is equivalent to 1,000kg. The dead weight (dwt) of the ship is the total weight that can be carried by the ship during the process of loading goods.

ETA

= estimated time of arrival = estimated arrival

ETD

= estimated time of departure = estimated departure

Fair

= Set, change, or adjust the shape or size.

Fairway

= waterway that can be passed by ships, either in the form of canals, ports or rivers.

Fake

= One coil or rope loop; form coils or arrange ropes for ornaments to be flat or look flat which are usually circular or octagonal in shape. Sometimes called "cheesing down".

Fang

= Pump case valve. Pump fishing

Farewell Buoy

= Buoys to be used on a given shore from the wharf.

Fast

= Mine for mooring ships; a designation for a ship when it is moored.

Fast Ice

= Layer of ice on top of the sea that extends from the land.

- Fathom** = fathom; Size 6 feet (1.83 meters); the length that can be reached by a stretched male arm. One fathom of wood means it has a volume of $6' \times 6' \times 6' = 216$ cubic feet.
- Feather Spray** = Foamy water that rises quickly before the stern of the ship goes and the propellers spin in the water.
- Feeder Vessel** = Short distance sea vessels to pick up and carry goods and containers from or to large ships.
- Fiddles** = Adhesive for wood materials used on boat dining tables in inclement weather. This adhesive will limit the movement of plates, glasses, and other food tools or places.
- Field Ice** = Blocks of ice whose edges cannot be seen from the ship.
- Flake** = Rewinding the rope so that each of the two ends of the roll line up on the deck adjacent to the other rolled rope, so that the rope can be released more easily.
- Fleeting** = Moving a moving block on a pulley from one place to another; moving one or more people from one work area to another nearby.
- Flo-flo-ship** = A special ship that can dive so that the cargo on the ship can float or drift, for example in the transportation of a jack that can be carried by "piggy back" with a flo-flo-ship.
- Flotsam, Flotson** = Items and furniture that are still adrift after a shipwreck.
- Fly Boat** = Fast boat for the passage of passenger or cargo

traffic in safe waters.

Fothering

= Closing a small hole in the bottom of a boat that is in water by patching it up with a sail filled with heavy wood.

Founder

= Filled with water and sink.

Frazil

= small floating ice in river water. This term is also used for newly formed sea ice.

Freshen the Nip

= Bending or pulling a little part of the rope so that the part of the rope that is damaged or torn can be thrown away or replaced with a new part.

Full and By full away

= Sail with all screens expanded.

= if the maneuver is complete, the ship sails (begin of sea voyage)

Furniture

= Main furniture on ships, such as masts, davits, cranes, hoists, and others.

Galley

= galley

Gangway

= alley on the left and right access to the accommodation space. On this side there is a ladder called a gangway ladder (accommodation ladder).

Gas tanker

= Special ship for condensed gas (liquid) transportation. The main cargo for this ship is LNG (Liquefied Natural Gas) which is usually in the form of methane gas, LPG - Liquefied Petroleum Gas (propane, butane gas), ammonia, and ethylene. Onboard the gas is kept liquid by means of high-effective insulation (with the principle of a water flask), by applying high pressure or low temperature up to -163°C .

Gilliwatte	= The name given to a ship captain in the 17th century.
Glory Hole	= A hidden covered place to put trash or unwanted items when cleaning the deck.
Gob Line	= Back rope; a rope used by small boats to moor;
Growler	= Small iceberg resulting from the fragments of a large iceberg.
Handymax	= size 30,001 dwt – 50,000 dwt
Handysize	= size 10,000 dwt – 30,000 dwt
Haul	= Pulling, sighing
Hawser	= A flexible steel cable or fiber rope used for pulling or turning something, and for belay.
Hazing	= Abusive treatment by making people work over and over again, nagging, and being cruel.
Head Fast	= Mooring rope that sticks forward from the front end of the ship.
Headway	= Movement of the ship forward on the water.
Heave	= To lift.
Heavy Floe	= Floating ice chunks more than 3 feet thick.
Hoist	= Raise
Horse Marine	= Sailors who are not agile.
Hove	= To be lifted
Hove To	= A ship that is almost through the wind, but then stops, and remains in this position with sails in full swing or engines kept running.
Hoveller	= A person who helps save lives and goods from a ship that has crashed near the coast. If necessary, often in a small boat in shallow water to wait for the

shipl.

HSS

= Highspeed Sea Service = The concept of a fast ferry with a double or multi-hull hull with a carrying capacity of up to 1500 passengers and around 400 cars.

Hull Down

= The name for a ship that is at a great distance when the hull is on the horizon and the mast and top can be seen.

Hulling

= Floating in calm wind and sea conditions; sailing in calm conditions; penetrate the ship with projectiles.

Idle time

= The time period from when the ship starts operating but has not yet made a profit.

Idler

= Members of the ship's crew who work during the day but do not take part in guarding at night, for example carpenters and sailmakers.

Indulgence Passenger

= A person who is given a free boat ticket, usually out of pity or to entertain.

Intermediate survey

= Inspection of ships by surveyors of ship classification classes which are usually held about two and a half years before and after special inspections. These inspections are usually more thorough than annual inspections and are aimed at assuring the conformity of the ship's standards within a particular class of classification.

Jack Nastyface

= Nickname for an unpopular sailor, derived from the name of a sailor who once wrote a pamphlet on the condition of the British Navy in the early 19th

century.

Jackup

= A movable installation consisting of a large deck on jacked legs. When operating, jack legs are mounted on the seabed and the ship is jacked up. When the operation is completed, the lifting leg is retracted and the device floats. Usually this tool is not equipped with a separate propulsion machine (maximum water depth of 110-120 meters). Usually used as a drill.

Jerque

= Search for a ship by a certain agency because the materials carried by the ship are also missing.

Jetsam

= Items that have come out of the ship and sunk.

Jimmy Bungs

= A popular name for a ship's partner.

Jolly Boat

= Small ship which is part of a large ship for certain purposes.

Keckling

= Tying a small rope around a cable or rope to prevent damage from eroding the cable or rope.

Kedging

= Moving the ship by throwing the anchor and pulling the ship towards the anchor.

Kelter

= Good command and alertness.

Kenning

= Term used in the 16th century for the distance land can be observed from ships at sea. this distance varies from 14 to 22 miles depending on the atmospheric conditions in the area.

Kentledge

= Permanent ballast made of iron ore, which is specially formed and placed on each side of the ship. This name is sometimes also given to any ballast made of iron.

Key of Keelson	= Counterfeit goods which are usually sent to inexperienced sailors.
Killick	= Marine term for anchor. Derived from the name of the rock used as an anchor.
Kippage	= The name that was once used to refer to ship equipment, including its personnel.
Knots per Hour	= A unit symbol that is never used by careful sailors, because it is unclear and illogical.
Krake	= Famous sea monster that is thought to have been seen in the American and Norwegian seas.
Laden	= Loaded, laden. A ship is called laden/loaded when it is carrying cargo.
Lading	= Goods loaded onto the ship. Activities loading cargo on the ship.
Lagan	= sunken items that have been saved for the next repair process.
Lanyard	= Rope or rope used for rescue or belay.
Large	= The name for a ship sailing with the wind blowing behind the mast, not on the right side of the stern.
Lascar	= East Indian native tribe employed as sailors.
LASH-Lighter Aboard Ship	= Barges, namely ships that can carry barges on it.
Lask	= Sail in wide sail, with wind strength against the mast by about 4 points.
Lay Aboard	= Move closer, line up.
Lay Out	= Orders to the crew members to line up; keep the ship in a certain position for some time.
Lay the Land	= Leaving the mainland by sailing until the land

appears to sink under the sky.

Laying on Oars

= Holding the oars at right angles to the fore and aft of the ship in a horizontal position and parallel to the surface of the water. Also used as a satirical term for lazy or incapable of propelling a boat with oars.

Lay-up

= Mooring the ship temporarily with a protected anchorage, turning off all critical operating systems and checking the condition of the ship. Usually the ship experiences a lay-up for some time when the owner thinks that the ship's journey at that time is unprofitable.

Lazarette, Lazaretto = Place for storing ship supplies; a ship or building where a person is quarantined.

League

= Measures the distance of three miles. Equivalent to 1/20 degree latitude.

Lee Lurch

= A heavy roll to face the wind that hits the mast.

Lie

= Stay in a place or position.

Lie By

= Silent next to other ships.

Lie To

= Buying a ship and letting it stand in the wind.

Light Hand

= A young but smart sailor.

Light Port

= Tub or window that is equipped with glass.

Limber Holes

= Holes in wooden floors or tank side shields where dirty water enters the ship's hull.

Line

= Light rope or rope; a small rope for a particular use.

Liner

= Ship sailing with a predetermined route and travel time, with published sailing schedules.

Lipper

= Small sea whose water rises above the bow or lip of

	the ship.
Loading	= Loading
Lobscouse	= The usual soup for food on ships made from ready-to-eat meat and vegetables.
Lo-lo-ship	= Lift on-lift off-ship. Containers or other goods that are lifted onto the ship by means of a crane.
Lop	= Sea that is shallow but very wavy
Lubber	= Someone who is clumsy or unskilled.
Lumper	= Someone who works on an unladen ship at the wharf, or who carries ships from one wharf to another.
Lurch	= Another ship that appears suddenly at sea.
Lying to	= The name for a ship when it stops or stops near the wind in bad weather.
M/T-Motor Tanker	= Tankers driven by diesel engines.
Mariner	= Generally means someone who works on a ship. Sometimes it is also interpreted as a sailor working on the deck.
Marry the Gunner Daughter	= A popular term used by early Marines for the act of whipping, usually when dealing with firearms.
Master	= Officer who gives orders on commercial ships. Usually for the designation of navigation officers on ships.
Mate	= Master's assistant officer; head employee; a person who has long been responsible for the storage and maintenance of cargo and the organization of the work of seafarers and navigation.
Middle Ground	= Sea area between two navigational canals.

Moor	= Keeping the ship in a certain position with two or more anchors and cables; installing one or more buoys on the ship; securing the ship by attaching ropes.
Narrow Channel Rule	= Rules regarding the regulation of collisions that require ships to navigate in narrow lanes to keep the right lane empty.
Newbuilding	= New ships are being built.
Nipped	= The name for a ship that is pressed by blocks of ice on both sides.
Nog	= A wooden nail on the beach to help a ship slip.
Nunatak	= Rocky peak that is on land ice.
OBO carrier	= carrier ship; Vessels are built to be able to carry different types of cargo (oil/dry/ore-Oil/Bulk/Ore).
Off and Fair	= Order to dispose of dangerous parts of the ship, return them to their proper condition and shape, or replace them.
Off-hire	= Period of time when the ship is temporarily unable to operate due to maintenance, repair or demolition needs.
Offing	= The area of sea between the visible sky and the median line between the sky and the observer at the shore. Staying offing means keeping your distance from the sea.
Offshore service vessels	= General term for special vessels used for the exploration, development and production of oil and gas found in the sea.
Oil tanker	= Ship carrying crude oil or refined products. If the

ship has the equipment to carry several types of cargo simultaneously, this type of ship is called a Parcel Tanker. Shuttle tankers are tankers that carry oil from offshore oil fields to terminals. Oil tankers made specifically for the transportation of refined products, sometimes equipped with tanks that are given special paint or coating on the inside, are called product carriers.

- OSV** = Offshore Support Vessel. Offshore support vessels.
- Overhaul** = Checking for repairs or adjustments; follow; expanding the pulleys so that the distance between the decks is getting bigger.
- Pack-Ice** = several large floating ice blocks that have become one and become more difficult or easier to reach.
- Paddy's Purchase** = A sailor's term to refer to a very easy installation of ropes without any difficulty.
- Painter** = A rope on the ship's hull to keep it in position during the dragging process; chain to secure the anchor in a certain place.
- PANAMAX** = Ships that have a dead weight of around 50,000-75,000 dwt with a maximum width and length (32.2 m width) and can pass through the Panama Canal.
- Pancake Ice** = Small, newly formed sheet of ice in the shape of a circle that doesn't get in the way of the ship.
- Parclose** = A bending hole in a ship.
- Parting Strop** = Skin that is inserted between two ropes and is weaker than the rope, so it will protect the rope from excessive pressure; Special skin for holding mines.

- Pay Off** = Lowering the crew and closing the commercial vessel agreement; demotion on military ships; a designation for the bow of a ship when it avoids the wind.
- Peggy** = A popular name on military/commercial ships for sailors whose overtime obligation is to clean/clean up messy parts of the ship.
- Petty Officer** = Rank between officers and sailors, and is the leader of the sailors. Usually has privileges related to his rank.
- Piggin** = A very small wooden bucket with one handle. Used as a dipper on small boats.
- Pinnacle** = Previously a designation for a two-masted sailing ship, sometimes equipped with oars. The current term means a small ship with sails or engines belonging to the Navy of 36 feet in length.
- Pool** = Pool of water that is closed or almost closed; fluctuating association consisting of people who can crew the ship, and can add members.
- Pooping** = A designation for a ship or sea, when successive waves sweep the ship and enter the deck through the stern.
- Popple** = Short sea.
- Port Hole** = A small opening, usually circular in shape, in the side of a ship. Used for lighting, ventilation and other functions.
- Primage** = Money paid by the ship owner to the master/leader of the ship because of his tenacity in handling cargo.

Sometimes it's not in the form of money, but additional cargo. The amount is about 1% of the total cargo.

- Procuration** = Actions carried out by someone on behalf of another person; a document that authorizes someone to do something on someone else's behalf.
- Production Ship** = Special ship that can pump oil through flexible pipelines from the seabed.
- Production Unit** = Building required for oil and gas production.
- Products Tanker** = Ship designed to carry refined oil in tanks. The types include: Coastal (approximately 3,001 dwt – 10,000 dwt approx), Small (approximately 10,001 dwt – 19,000 dwt), Handy (approximately 19,001 dwt – 25,000 dwt), Medium (approximately 25,001 dwt – 45,000 dwt), LRI (Long Range One) (approx. 45,001 dwt – 70,000 dwt), LR II (Long Range Two) (approx. 70,001 dwt – 100,000+ dwt).
- Propagation** = Movement of the crest of a loud wave.
- Protest** = A statement under oath made before going to a notary general regarding loss, damage or disturbance that occurred during the voyage.
- PSV** = Platform Supply Vessel. Offshore Building Supply Vessels.
- Punt** = Small boat propelled by pushing a pole with the lower end at the bottom of the water; propel the ship by driving a pole into the bottom of the water; pole boat.
- Puoy** = a fixed pole used to propel a raft or ship by resting

	its end on a stationary object.
Purser's Grin	= Critical smile, grin.
Quarter	= The part of the ship between the mast and the stern.
Quarter Boat	= Small ship that is carried in the quarter of the ship, and arranged to be ready for sudden use while at sea.
Quarter Spring	= A rope stretched forward from the quarters of a ship to prevent turning of the stern or to pull the ship forward.
Quay	= Wharf is a building that juts into the sea for processing facilities for loading and unloading of goods, landing and departure of passengers, repair or recovery of ships.
Radome	= A circular shield placed on the radar scanner to prevent the risk of shock and to protect the radar from weather effects.
Rafting	= Piling up the edges of chunks of ice, so that part of one chunk is on top of another.
Reach	= Straight stream of water that is between two river bends or canals.
Rector	= The name given to the Master of ships in the 11th and 12th centuries.
Reefer Vessel	= Ship that has cooling facilities for cargo storage.
Refit	= Replacement of used or damaged machine gears with new teeth.
Return Port	= Place for disembarkation or return of sailors who have been relieved of their duties.
Rooming	= Water conditions that support the course of the

ship.

Ro-ro-ship(Rollon–Rolloff) = Cargo ship where loading and unloading of cargo is done by vehicle, either by car/trailer or special truck. There are three types of ro-ro ships, namely: ro-ro ships operating to carry containers, slabs or other general cargo that can be transported by vehicle, ro-ro ships for new car transportation (this type is called PCC-Pure Car Carrier). or it can also transport other movable goods, and ro-ro ferries which can transport a combination of movable cargo (cars and trucks) with passengers.

ROV = Remote Operated Vehicle - Machine/Vehicle with remote control.

Rummage = Previously interpreted as the activity of unloading cargo. Now it means careful and meticulous search for ships.

Run Out = Throwing anchors or ropes from the ship to a certain point outside the ship.

Sailing Ice = Small mass of ice in waterways that can still be traversed by ships.

Sailor = Seaman someone who works on ships for deep waters. Sometimes also interpreted as someone who goes to sea. Officially defined as a seafarer working on the deck. It used to mean someone who had experience at sea.

Sallying = Turning a ship trapped in permafrost to destroy the surface of the ice that surrounds the ship. Sometimes it is also done when the ship is stuck on land.

Saloon	= dining room
Scrap	= Old ships or used ships that can no longer operate which are sold to collectors to strip the ship parts and resell the iron that forms them. When the boat rental price goes down, the sales value of the rest of the ship will be higher than the sale value of the ship itself, especially if the ship requires a high fee for a special survey process.
Scuttle Butt	= Bark with a cover that is covered at the top as a place to bring clean water.
Sea Battery	= Attack on sailors by the Master of the ship while at sea.
Sea Boat	= Boat on a ship that is guarded so that it is ready to be launched at any time while at sea, sometimes also called an emergency/accident ship; small ships that accompany the passage of large ships to assess the performance of these large ships at sea.
Sea Captain	= Master of ships. Competent and qualified certified officers to become ocean liner masters.
Sea Dog	= 1. Old experienced sailor; 2. seals; 3. Queen Elizabeth's warrior.
Sea Lawyer	= Marine term for people who like to argue.
Sea Smoke	= Gas that rises like steam or smoke from seawater caused by cold air blowing above sea level. can also be interpreted as frozen smoke, steam mist, warm water mist, or water smoke.
Seafarer	= Someone who earns from working at sea.
Seamanlike	= Imitating the attitude or way of dressing a sailor.

Second Greaser

= Old popular name for a second class sailor.

Seiche

= Short-period oscillations in enclosed or partially enclosed waters, which are not caused by the motion of the ship.

Seismic ship

= A ship that can map geological structures on the seabed by firing air rifles which transmit sound waves to the seabed. The echoes of the shots were captured by a hydrophone/louwer attached to the stern of the ship. Seismic vessels can produce data which is the intrinsic factor of a material that requires drilling testing.

Semisubmersible

= A movable installation consisting of a deck on several masts, which is attached to two or more pontoons. When operating, the pontoon will be filled with water and sink. The installation position is stabilized with several anchors, but also with DPE-dynamic positioning equipment. Generally has its own propulsion engine, the maximum is in the water depth of 600 – 800 meters.

Sewed

= A designation for a ship when the water depth is too shallow for the ship's voyage. Also as a term for receding water that causes ships to be anchored.

Shallop

= 1. a small boat with one or two oars. 2. a small fishing boat that has sails. 3. lifeboat.

Sheet

= Rope used to adjust or control the sails on a sailing ship in operation.

Shelf-Ic

= Land ice, either floating or on land, which is formed from snowflakes that have formed layers but

have not formed icebergs.

Shellback

= seasoned and experienced sailor.

Ship

= 1. ship; 2. a ship that has a registration certificate. Technically means a sailing ship having three or more masts. In Victorian times this meant a ship that had at least two masts fore and aft. Going to sea/sailing means using a ship.

Shipmaster

= 1. Someone who gives orders on the ship. 2. A certified competent person to lead the ship. 3. Marine experts.

Shoot Ahead

= Going fast. Get ahead of other ships quickly while cruising.

Short Stay

= A designation for a ship's anchor or mine, when the length of the outstretched mine is less than half of the depth of the water.

Sighting

= Observation with the eye; examine and sign documents as proof of authenticity.

Sighting the Bottom

= Lifting, turning or tilting the ship and inspecting the bottom carefully for damage.

Signed Under Protest

= Signing something on coercion and actually disagreeing with the document he signed, after expressing his disagreement.

Singling Up

= Storing unnecessary ropes, so that only a small amount of damaged rope has to be disposed of when the ship leaves the dock.

Sixteen Bells

= The sound of the ship's bell 16 times, which is usually rung at midnight on New Year's Eve. Eight

times is sounded for the 24th hour of the end of the year, and eight times for the 00th hour of the new year.

- Slob** = A break of ice in a bay, or on the edge of a large ice floe.
- Slop Chest** = A box or compartment for storing crew members' clothes.
- Slop Room** = Compartment for storing clothes for crew members.
- Small Tanker** = Tankers with a dead weight of less than 50,000 dwt.
- Smelling the Ground** = The name for a ship whose bottom is very close to the seabed and almost touches it.
- Snorter** = 1. grunt, person who snorts; 2. Very strong wind.
- Snub** = Stopping a rope or cable that is being stretched suddenly.
- Snubber Line** = Rope used to check the course of the ship when turning into a pier or valley.
- Soft Tack** = Fresh Bread.
- Son of a Gun** = A sailor who was born on a warship, which was once believed to be one of the important factors for being a good sailor. Is a term of praise for sailors who work perfectly.
- Soogee Moogee/Sujee-mujee** = Cleaning powder for cleaning wood or painted surfaces.
- Spanking** = Fast and agile movements made by speeding ships or gusts of wind.
- Special survey** = Inspection of ships by ship classification surveyors conducted every four or five years. Ship owners

sometimes have to pay a lot of money to repair the ship so that it passes the fourth or fifth inspection, or another option is to dismantle the ship before inspection. Small hole in the barrel for air to enter when ejecting the contents of the barrel.

Spindrift

= A sweep of water separated from the crests caused by strong winds.

Splice Main Brace

= Spills extra rum on food distribution. A restraint, sometimes in the form of a tapered rope to which it is attached at certain times.

Spooning

= Riding straight against the wind and sea.

Spot market

= Market for chartering boats for single trips.

Spray

= Water splashing in the air as particles.

Spring

= 1. The rope that extends from the back of the ship to a point outside the ship. By pulling this rope the ship can move forward. Sometimes anchor cables are used to propel the ship forward; 2. the inclination of the forward part of the ship towards the wind; 3. coating opening; 4. Partially broken mast.

Spume

= Sea foam.

Staith

= Tool to raise cargo onto the ship. Also a designation for a landing or loading place.

Stanch

= The term for a ship that is sturdy, strong, and looks unlikely to leak.

Stand-by vessel

= A ship centered around an offshore installation with the task of evacuating the installation's crew in an emergency, and keeping other ships from

approaching the installation.

Staves off

= To release something with a stick, boat hook, long pole, etc.

Stemming

= 1. stabilizing the position when passing through a river or tidal stream; 2. report the arrival of the ship at the wharf to the wharf supervisor.

Stern Sheets

= Parts of the ship at the stern aft barge, or between the aft barge and the aft deck.

Storage

= Storage/warehousing. The function of the ship is sometimes more inclined to storage than to transport cargo. When market demand decreases, ships can generate more profit from the storage function.

Storis

= A large moving chunk of ice, more than two years old, that slides off the southeast coast of Greenland.

Storm Bound

= Anchored or unable to continue due to stormy weather.

Stow

= Pack compactly and safely.

Stretch Off the Land

= An old term for a sailing ship to dock for a while.

Submersible

= Mobile installation built for drilling operations in shallow waters, lowered to the seabed with a maximum water depth of 30 – 40 meters.

Suck the Monkey

= 1. suck the rum from the coconut, where the rum is put into the coconut from a small hole; 2. to suck out the contents of a cask from a small hole, usually using a straw.

Suezmax

= Ships with a dead weight of about 115,000 – 200,000 dwt with a maximum length and width and are designed to be able to pass through the Suez

Canal.

Sujee; Suji-muji

= Soap or cleaning powder mixed with clean water; cleaning paint with sujee.

Sun over Foreyard

= Marine term meaning "time to drink".

Supply ship

= Ship for the transportation of equipment and supplies for offshore oil mines or installations that are under construction or in the production process. Sometimes also called Straight Supply or Platform Supply Vessel (PSV).

Swab

= A seaman's mop for drying the deck. It is made from worn rope that is snared about 4 feet long. sometimes made smaller and tied to a wooden handle for use with lye to clean boats.

Swallow the Anchor

= Leaving the sea and preparing to dock.

SWATH

= Small Waterplane Area Twin Hull. Ship hull design that is economical and can go fast, usually used for fast ferries or other fast boats.

Sweat Up

= Pulling the rope to roll it up to the end.

Swell

= A series of large and strong waves that are not caused by the surrounding meteorological conditions. Usually caused by the wind blowing away from the position of the waves.

Tally Board`

= Instructions on board to approach the wrecked ship by launching rescue rockets.

Tally Book

= Book to include a list of cargo received by or removed from the ship.

Tanker

= Ship designed to carry liquid cargo in several tanks. Tankers can carry a wide variety of products

including crude oil, refined petroleum products, liquid chemicals, liquefied gas, and wine. Tankers load their cargo by flowing it with pumps.

Tanky

= Marine officer in the Navy whose job is to take care of clean water tanks. Occasionally this duty is performed by a navigation officer, who may also be called a 'tanky' when performing this task.

TCE

= time charter equivalent = time charter equivalent. A measure of the rental price of a vessel based on market price levels calculated in units of \$/ton, adjusted for charter time calculated in units of \$/vessel/day. TCE is calculated as the charter price minus certain expenses that were not incurred by the ship owner when the ship was chartered, divided by the number of charter days.

Teem

= Pouring. Empty.

Tension Leg Platform

= Floating structures or loaded buoys attached to the seabed by vertical chains, supports, etc. This building maintains its stable position with its own buoyancy.

Tenth Wave

= The tenth wave, which is believed to be higher than the previous nine waves. While it is true that the effect of the wind will make the waves overlap one another so as to form larger waves, it is never said that there is a larger eleventh wave, but rather a tenth wave. In some places, the fifth wave is consistently larger than the others.

Thole, Thole Pin

= A peg made of wood or iron that is inserted into the

lip of a rowing boat that has no supports or paddle locks.

Three Sheets in the Wind = A term for someone who is under the influence of liquor. Or for the ship to staggering like a drunken man.

Ticket = Everyday conversational language to refer to competency certificates. It is generally considered a disparaging name, but with the right pronunciation it will show this term well.

Time charter = Renting a ship for a certain period of time. The ship owner provides the crew, equipment and supplies necessary for the process of transporting cargo while the ship is in transit. The lessee is obliged to pay warehousing costs and travel costs including canal toll fees and port fees.

Tom Cox's Traverse = Work completed by someone who normally does nothing.

Ton-miles = Size for the weight of tankers. Is the ton weight of a ship multiplied by the distance traveled.

Touch and Go = Touch the ground in a balanced state for a few moments then return to continue the journey.

Trice = Lifting by lowering the rope centered on a pole or bond bundle.

Trick = The term for tasks related to ship navigation, especially in steering.

Turn = Tie/play the rope on a nail or pin.

Turn up = Strengthen the rope by turning it around the nail.

ULCC = Ultra Large Crude Carrier (carrier of extra large

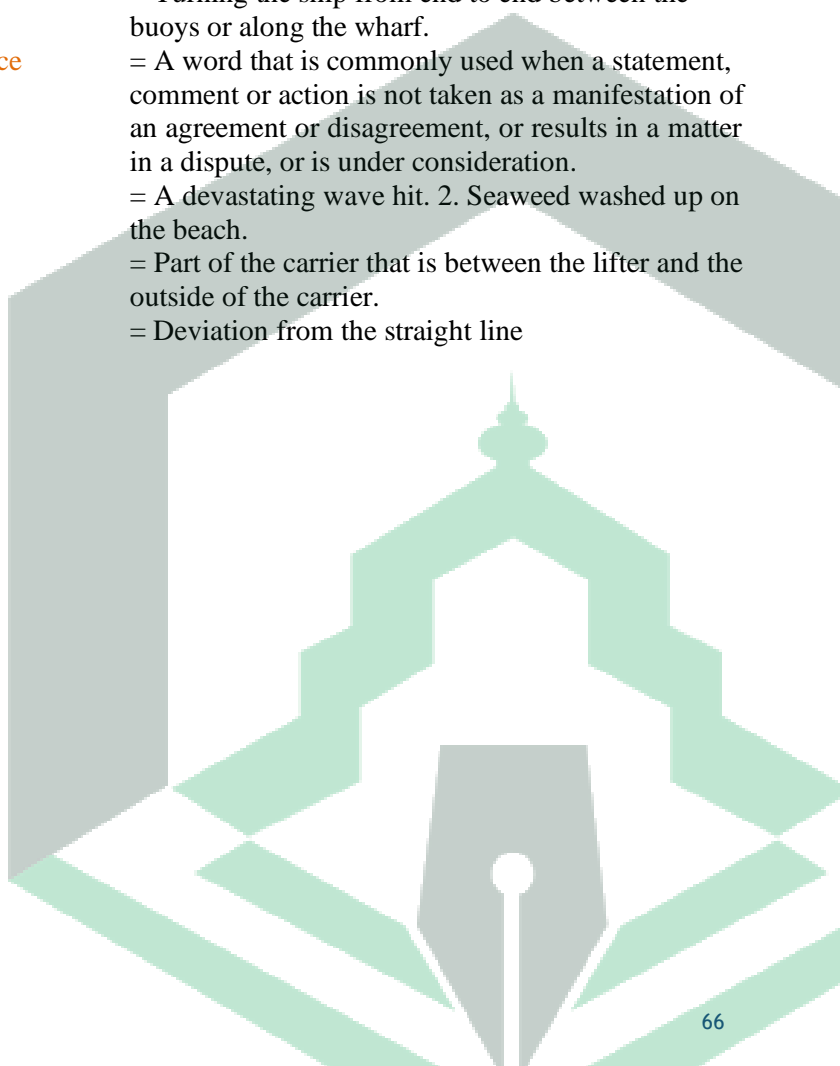
crude oil). Marine tankers with a dead weight of more than 320,000dwt, and are designed to be able to carry cargo in the form of crude oil.

- Under Foot** = The name for the anchor that is under the ship, and the cable sometimes goes up and down.
- Under Way** = Not moored to a wharf or land in any way. Usually interpreted as moving speeding on the waters / sea.
- Unmoor** = Untying a ship mooring at a buoy or pier. Unloading one anchor while anchored with two anchors. Untying one tether while tethering two cables.
- Unship** = Unload something from the ship. Move something from its place.
- Up and Down** = A term for a cable stretched vertically from the anchor to the eyelet of the anchor chain.
- Van** = The main ship that leads several groups of other ships.
- Venture** = A company that bears the risk of losing something.
- Vessel** = Another term for ships that are often used in navigation.
- Vigia** = Reports of a danger to ship navigation but the truth has not been investigated.
- Vise** = Endorsement of a document whose validity has been checked by an authorized party.
- VLCC** = Very Large Crude Carrier. The term for very large vessels carrying crude oil, usually having a deadweight between 200,000 and 320,000 tons.
- Voyage charter** = Contract regarding the cost of chartering a ship

based on the vessel's capacity to carry cargo on one or more trips. Under such charter contracts, the ship owner pays all operating costs of the ship, including warehousing, canal and port fees, driver, loading and unloading fees and ship agency fees. While cargo maintenance costs are paid by the party specified at the time of the agreement. Shiploads are paid per unit of cargo, for example tons, or depending on the agreed units.

- Wake** = A sudden retreat of water from a moving vessel. This backward flow is caused by the movement of the ship splitting the water so that the water will move to fill the resulting void.
- Warming the Bell** = Ringing the bell eight times before and after a certain time.
- Wash** = 1. the flow of water that breaks when it is passed by the ship's hull; 2. the flow of water is disturbed by the ship's propeller; 3. a dagger on an oar.
- Washing Down** = The name for a ship that approaches and wets the pier and immediately moves away via the port exit.
- Watch Bell** = A bell that is rung every half hour to mark the time.
- Water Breaker** = Small barrel to bring drinking water on board.
- Waveson** = Items that float on the surface of the sea after a ship accident.
- Way** = Inertia of the ship as it moves through the water.
- Way Enough** = An order given to the crew when in a rowboat, stating that the boat can run smoothly, and that the oars be placed in the boat.
- Weather Board** = The part of the ship facing the wind direction.
- Well Found** = The condition of the ship when it was repaired, stored or when it was painted.
- Wetted Surface** = Holes on the outer surface of the ship that are in direct contact with water when at sea.
- Wharfinger** = A person who owns or manages a wharf.

Where Away?	= report given to someone regarding the direction of an object precisely that has been researched before.
Whistling for Wind	= An old tradition anecdote that blowing the whistle will cause the wind to blow harder.
Whistling Psalms to the Taffrail	= A sailing term meaning good advice but not implemented.
White Horses	= Very fast moving waves with white foam in the air.
Wholesome	= Usually said when the condition of the ship is very good even though it is in bad weather.
Wind Dog	= An imperfect rainbow, or the part of a rainbow that indicates an impending storm.
Winding	= Turning the ship from end to end between the buoys or along the wharf.
Without Prejudice	= A word that is commonly used when a statement, comment or action is not taken as a manifestation of an agreement or disagreement, or results in a matter in a dispute, or is under consideration.
Wrack	= A devastating wave hit. 2. Seaweed washed up on the beach.
Yard Arm	= Part of the carrier that is between the lifter and the outside of the carrier.
Yaw	= Deviation from the straight line



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QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOKBOOK FOR MARITIME STUDENTS AT THE FIRST GRADE OF SMKN 3 PALOPO

“English for Maritime”

A. Data Responden :

Nama :

Usia :

Jenis Kelamin :

B. Petunjuk Pengisian

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku pemandu.

1. Pemahaman kosa kata Bahasa Inggris saya saat ini ...
 - a. Saya tidak dapat memahami kosa kata apapun dalam bahasa Inggris.
 - b. Dapat memahami kosa kata sederhana yang sering muncul dalam kehidupan sehari-hari.
 - c. Dapat memahami arti/makna kosa kata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.
 - d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang.
 - e. Lainnya (tuliskan bila ada).....
2. Penguasaan kosa kata Bahasa Inggris saya hanya berada pada lingkup ...
 - a. Angka
 - b. Kata penghubung
 - c. Hewan
 - d. Benda dalam ruangan
 - e. Lainnya (tuliskan bila ada).....

3. Bagaimana strategi yang Anda inginkan untuk memahami kosa kata baru dalam Bahasa Inggris ...
 - a. Menebak arti kata dari teks/konteks
 - b. Menggunakan buku daftar kosa kata Bahasa Inggris
 - c. Mempelajari kosa kata baru secara berpasangan / kelompok.
 - d. Menggunakan kamus dua Bahasa
 - e. Lainnya (tuliskan bila ada).....
4. Bagaimana cara anda meningkatkan/ mengembangkan kosa kata dalam Bahasa Inggris,?
 - a. Menulis kosa kata baru dibuku catatan
 - b. Mengulang pengucapan suatu kata dalam Bahasa Inggris
 - c. Menempelkan kosa kata Bahasa Inggris pada setiap object
 - d. Menulis kosa kata sesering mungkin
 - e. Lainnya (tuliskan bila ada).....
5. Aspek pengucapan kosa kata Bahasa Inggris yang sulit bagi saya adalah.....
 - a. Bunyi vokal
 - b. Bunyi konsonan
 - c. Tekanan suku kata
 - d. Intonasi
 - e. Lainnya (tuliskan bila ada).....
6. Hambatan apa saja Anda temui dalam mempelajari pengejaan kosa kata?
 - a. Hambatan pada kosa kata yang memiliki penulisan yang berbeda namun memiliki pelafalan yang sama contohnya *Than / Then dan Weather / Whether*
 - b. Hambatan pada Kombinasi huruf, Misalnya, CH, EI, IE yang terdapat pada kata *Receive dan perceive*
 - c. Hambatan pada huruf vokal yang Panjang .misalnya *Acquaintance Queue, Beautiful*
 - d. Hambatan pada Konsonan ganda misalnya *Address Accessible dan accommodation .*
 - e. Lainnya (tuliskan bila ada).....
7. Kesulitan apa yang Anda jumpai saat belajar dalam Bahasa Inggris Maritime?
 - a. Kesulitan dalam memahami kosakata

- b. Kurangnya kosakata
 - c. Penggunaan kosakata baru atau tidak familiar
 - d. Kurang percaya diri
 - e. Sulit mengucapkan kata atau kalimat
 - f. Lainnya (tuliskan bila ada).....
8. Dalam proses belajar mengajar di kelas anda biasanya menggunakan media seperti ...
- a. Modul
 - b. Lembar kerja
 - c. Buku
 - d. Laptop/video
 - e. Lainnya (tuliskan bila ada).....
9. Jika saya menggunakan English Maritime Vocabulary Handbook sebagai media, saya menginginkan desain seperti...
- a. Informasi ringkasan materi ajar
 - a. Daftar-daftar kosa kata bahasa inggris maritime beserta artinya dan mudah dibawa-bawa
 - b. Grafik/gambar yang menjelaskan kosa kata bahasa inggris dan artinya
 - c. Simbol-simbol dan poin-poin singkat dalam percakapan lingkungan maritime
 - d. Lainnya (tuliskan bila ada).....
10. Topik-topik apa yang anda ingin prioritaskan dalam buku vocabulary maritime?
- 1. Memahami bentuk-bentuk pesan atau informasi di atas kapal.
 - 2. Membedakan ciri setiap bentuk pesan atau informasi di atas kapal sesuai dengan konteks penggunaannya.
 - 3. Mengidentifikasi peran kru di atas kapal.
 - 4. Mengidentifikasi rutinitas kru di atas kapal. 70
 - 5. Memahami nama dari bagian-bagian kapal.
 - 6. Menyebutkan nama dari bagian-bagian kapal.
 - 7. Memahami ungkapan-ungkapan untuk menyatakan posisi kapal.
 - 8. (tuliskan berdasarkan urutan nomer yang ingin anda prioritaskan).....
11. Apakah hal yang paling menarik dalam belajar bahasa inggris maritime?
- a. Mengetahui bagian-bagian kapal dalam bahasa inggris

- b. Dapat bercakap-cakap dengan menggunakan bahasa inggris
 - c. Memahami dan dapat memberi arahan dalam bahasa inggris
 - d. Mengetahui kata benda dan kata kerja yang umum dalam lingkungan maritime
 - e. Lainnya (tuliskan bila ada).....
12. Sebagai siswa, apa tujuan Anda belajar Bahasa Inggris Maritime saat ini?
- a. Untuk meningkatkan kesiapan Anda untuk melanjutkan studi ke luar negeri
 - b. Untuk meningkatkan kemampuan Anda berkomunikasi dalam Bahasa Inggris
 - c. Untuk meningkatkan pemahaman tentang Bahasa Inggris maritime
 - d. Membantu dalam mencari kerja setelah lulus nanti.
 - e. Lainnya (tuliskan bila ada).....
13. Dimana Anda akan menggunakan Bahasa Inggris Maritime?
- a. Di tempat kerja
 - b. Di tempat kuliah
 - c. Di luar negeri
 - d. Lainnya (tuliskan bila ada).....
14. Urutan keterampilan berbahasa yang Anda butuhkan saat ini adalah...
- a. Keterampilan Speaking, Reading, Writing, Listening
 - b. Keterampilan Reading, Writing, Listening, Speaking
 - c. Keterampilan Writing, Listening, Speaking, Reading
 - d. Keterampilan Listening, Speaking, Reading, Writing
 - e. Lainnya (tuliskan bila ada).....
15. Apakah ketika menggunakan English vocabulary handbook dapat membantu dan mendukung pembelajaran bahasa inggris Anda?
- a. Sedikit membantu
 - b. Membantu
 - c. Sangat membantu
 - d. Tidak sama sekali
 - e. Lainnya(tuliskan bila ada).....

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *vocabulary handbook*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

Expert Identity:

Name : Ermawati, S.Pd.I., M.Hum.

Sex : Female

Last Education: S2

Expertise : Language Expert/ Material Expert

A. Petunjuk pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *vocabulary handbook for maritime students in SMKN 3 Palopo* yang telah dikembangkan. Bapak/ibu dipersilakan untuk member tanda centang(√) sesuai bobot yang dikelompokkan berikut :

Keterangan skala penilaian

1= sangat tidak baik

2= tidak baik

3= cukup baik

4= baik

5= sangat baik

Mohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian

No.	Aspek yang dinilai	Bobot				
		1	2	3	4	5
I	Intructional material					
	1. Kejelasan materi pembelajaran				√	
	2. kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design				√	
	3. Kesesuaian materi prasyarat dan materi yang dibutuhkan siswa				√	
	4. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris					√
	5. Materi yang diberikan dalam vocabulary handbook for maritime ini mampu membantu mahasiswa untuk meningkatkan kosakata					√
	6. Kesesuaian sumber belajar					√
	7. Vocabulary handbook for maritime students yang dikembangkan memberikan penjelasan secara jelas pada setiap poinnya				√	
	8. Materi diambil dari sumber-sumber terbaru tentang topik yang dibahas		73	√		
	9. Bentuk materi dalam vocabulary handbook for maritime students ini disajikan secara beragam				√	
	10. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri					√
II	Initial Design					

	1. Kejelasan pembagian materi					√
	2. Kejelasan sistem penomoran					√
	3. Pengaturan ruang/tata letak					√
	4. Kesesuaian jenis dan ukuran huruf					√
	5. Pengaturan ilustrasi/gambar				√	
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				√	
	7. Ilustrasi yang ditampilkan secara serasi sesuai dengan topic pembahasan				√	
	8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud				√	
III	Aspects of Language					
	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 kemampuan berbahasa siswa				√	
	4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa				√	
	5. Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar			74	√	
	6. Vocabulary handbook yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit				√	

C. Penilaian Umum

Simpulan penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/Ibu)

<p>a. Instructional material ini:</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik 3. Cukup baik 4. (Baik) 5. Baik sekali 	<p>b. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Belum dapat 2. Dapat digunakan dengan revisi banyak 3. (Dapat digunakan dengan beberapa revisi) 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi
--	---

D. Komentar dan Saran Perbaikan

1. Add bibliography to know where you get the content of your book.
2. Glossary should be put after bibliography
3. You can add some pictures in each topic of the book.

Palopo, 4 Desember 2022

Penilai Kelayakan



Ermawati, S.Pd.I., M.Hum.

NIP.199111172020122019

PERNYATAAN EXPERT JUDGMENT

Setelah memeriksa produk berupa buku kosa kata maritime dari penelitian yang berjudul "Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo" yang disusun oleh :

Nama : Kholif Fatus Salamah
NIM : 1602020006
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini saya :

Nama : Ermawati, S.Pd.I., M.Hum.
NIP : 19911117202012019
Jabatan/Instansi : Dosen Bahasa Inggris IAIN Palopo

Menyatakan buku saku tersebut valid dengan memberikan saran :

1. Add bibliography to know where you get the content of your book.
2. Glossary should be put after bibliography
3. You can add some pictures in each topic of the book.
4. Make acknowledgment fully in English.

Palopo, 30 November 2022



76

Ermawati, S.Pd.I., M.Hum.

NIP 199111172020122019

The Blueprint of Students' Perceptions Result

STUDENTS	STATEMENT NUMBER									
	1	2	3	4	5	6	7	8	9	10
1	3	4	3	4	5	4	3	3	4	5
2	4	4	3	4	3	3	3	4	5	4
3	4	4	4	4	4	4	3	3	5	5
4	4	4	3	4	4	3	4	4	4	4
5	3	4	4	3	5	4	4	4	4	4
6	3	5	4	4	3	5	5	4	4	4
7	4	4	3	4	4	5	4	5	3	3
8	4	5	3	4	5	3	4	4	4	5
9	4	5	3	4	5	4	3	5	4	4
10	4	4	4	3	4	4	4	3	5	4
11	3	4	3	3	3	4	4	4	3	4
12	5	3	4	3	4	4	4	4	4	4
13	4	3	4	4	4	3	5	4	4	5
14	3	4	4	4	4	4	5	4	5	5
STUDENTS SCORE	52	57	49	52	57	54	55	55	58	60
AVERAGE SCORE	3.5	3.9	3.4	3.7	4.1	4	4.1	4.2	4.4	4.6

STUDENTS' PERCEPTION

1. Petunjuk pengisian

1. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan terhadap vocabulary handbook yang dikembangkan oleh peneliti.

2. Pedoman skala penilaian adalah sebagai berikut:

1= sangat tidak setuju

2= tidak setuju

3= cukup setuju/ragu-ragu

4 = setuju

5= sangat setuju

NO	PERNYATAAN	NILAI				
		1	2	3	4	5
1	Materi dalam Vocabulary handbook sesuai dengan kebutuhan Anda					
2	Vocabulary handbook yang dikembangkan dapat membantu anda untuk lebih mudah memahami kosakata Bahasa Inggris					
3	Materi yang disajikan sesuai dengan topick yang diinginkan					
4	Materi yang disajikan dapat dengan mudah dipahami					
5	Materi yang disajikan tersusun dengan baik dan rapi					
6	Materi yang disajikan beragam dan menarik					
7	Bahasa yang digunakan dalam vocabulary handbook mudah dipahami					
8	Vocabulary handbook menggunakan ilustrasi dan gambar yang menarik					
9	Vocabulary handbook membuat penguasaan skill Bahasa Inggris saya meningkat					
10	Vocabulary handbook dapat membantu saya aktif dalam kelas					

(Ratih Hardianti, Developing Vocabulary Pocketbook for the Seventh Grade of SATAP Students at SMPN 02 Baebunta,2020)

SURAT PERMOHONAN EXPERT JUDGMENT

Hal : Permohonan Kesiediaan Expert Judgment

Lampiran : 1 Rangkap

Kepada Yth.,

Magfirah Thayyib, S.S., M.Hum.

Di

Tempat

Dengan hormat,

Sebagai salah satu syarat dalam penyelesaian tugas akhir skripsi, dengan ini saya:

Nama : Kholif Fatus Salamah

NIM : 1602020006

Judul penelitian : Developing Vocabulary handbook for Maritime Students
at the First Grade of SMKN 3 Palopo.

Memohon kesiediaan Bapak/Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Buku Saku Kosa Kata untuk Maritim terkhusus kelas X SMKN 3 Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan Bapak/Ibu, saya sampaikan terima kasih.

Palopo, 30 November 2022

Pemohon,



Kholif Fatus Salamah

NIM: 1602020006

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *vocabulary handbook*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

Expert Identity:

Name

Magfirah Thayyib

Sex

~~Male~~ Female

Last Education:

Ilmu Linguistik

Expertise

Language Expert Material Expert

A. Petunjuk pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *vocabulary handbook for maritime students in SMKN 3 Palopo* yang telah dikembangkan. Bapak/ibu dipersilakan untuk member tanda centang (✓) sesuai bobot yang dikelompokkan berikut.

Keterangan skala penilaian

1= sangat tidak baik

2= tidak baik

3= cukup baik

4= baik

5= sangat baik

Mohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian

No.	Aspek yang dinilai	Bobot				
		1	2	3	4	5
1	Intruactional material					
	1. Kejelasan materi pembelajaran					✓
	2. kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design					✓
	3. Kesesuaian materi prasyarat dan materi yang dibutuhkan siswa					✓
	4. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris				✓	
	5. Materi yang diberikan dalam vocabulary handbook for maritime ini mampu membantu mahasiswa untuk meningkatkan kosakata					✓
	6. Kesesuaian sumber belajar				✓	
	7. Vocabulary handbook for maritime students yang dikembangkan memberikan penjelasan secara jelas pada setiap poinnya					✓
	8. Materi diambil dari sumber-sumber terbaru tentang topik yang dibahas					✓
	9. Bentuk materi dalam vocabulary handbook for maritime students ini disajikan secara beragam					✓

	10. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri					✓
II	Initial Design					
	1. Kejelasan pembagian materi					✓
	2. Kejelasan sistem penomoran				✓	
	3. Pengaturan ruang/tata letak					✓
	4. Kesesuaian jenis dan ukuran huruf					✓
	5. Pengaturan ilustrasi/gambar					✓
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				✓	
	7. Ilustrasi yang ditampilkan secara serasi sesuai dengan topic pembahasan					✓
	8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud					✓
III	Aspects of Language					
	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 kemampuan berbahasa siswa				✓	
	4. Bahasa yang disajikan jelas dan mudah					✓

dipahami oleh siswa					
5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar				✓	
6. Vocabulary handbook yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit				✓	

C. Penilaian Umum

Simpulan penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/Ibu)

<p>a. Instructional material ini:</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik 3. Cukup baik ✓ 4. Baik 5. Baik sekali 	<p>b. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Belum dapat 2. Dapat digunakan dengan revisi banyak ✓ 3. Dapat digunakan dengan beberapa revisi 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi
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D. Komentar dan Saran Perbaikan

Lihat Komentar & saran dlm naskah

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Palopo, ... 5 Des 22

Penilai Kelayakan

Magfirah
Magfirah Thayyib

PERNYATAAN EXPERT JUDGMENT

Setelah memeriksa produk berupa buku saku kosa kata maritime dari penelitian yang berjudul "Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo" yang disusun oleh :

Nama : Kholif Fatus Salamah
NIM : 1602020006
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini saya :

Nama : Magfirah Thayyib
NIP : 198507192018012001
Jabatan/Instansi : Dosen PBI

Menyatakan buku saku tersebut valid dengan memberikan saran :

Lihat komentar dan saran di naskah

- Konsisten kan format penempatan
- tambahkan daftar pustaka
- cek bahasa dan perbaiki judul bagian
- tambahkan gambar di bagian 3 yg diperlukan
- pertimbangkan 4/ menghilangkan glossary

Palopo, 30 November 2022

Magfirah Thayyib
NIP: 198507192018012001

SURAT PERMOHONAN EXPERT JUDGMENT

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 Rangkap

Kepada Yth.,

Muh. Mashuri Djafar, S.P; M.m.

Di

Tempat

Dengan hormat,

Sebagai salah satu syarat dalam penyelesaian tugas akhir skripsi, dengan ini saya:

Nama : Kholif Fatus Salamah

NIM : 1602020006

Judul penelitian : Developing Vocabulary handbook for Maritime Students
at the First Grade of SMKN 3 Palopo.

Memohon kesediaan Bapak/Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Buku Saku Kosakata untuk Maritim terkhusus kelas X SMKN 3 Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya sampaikan terima kasih.

Palopo, 30 November 2022

Pemohon,



Kholif Fatus Salamah

NIM: 1602020006

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *vocabulary handbook*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

Expert Identity:

Name : MUH. MASHURI DJAFAR, S.Pi.MM.
Sex : Male Female
Last Education: S2 MANAJEMEN
Expertise : Language Expert / Material Expert

A. Petunjuk pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *vocabulary handbook for maritime students in SMKN 3 Palopo* yang telah dikembangkan. Bapak/Ibu dipersilakan untuk member tanda centang(✓) sesuai bobot yang dikelompokkan berikut :

Keterangan skala penilaian

- 1= sangat tidak baik
- 2= tidak baik
- 3= cukup baik
- 4= baik
- 5= sangat baik

Mohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian

No.	Aspek yang dinilai	Bobot				
		1	2	3	4	5
I	Intructional material					
	1. Kejelasan materi pembelajaran					
	2. kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design				✓	
	3. Kesesuaian materi prasyarat dan materi yang dibutuhkan siswa					✓
	4. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris				✓	
	5. Materi yang diberikan dalam vocabulary handbook for maritime ini mampu membantu mahasiswa untuk meningkatkan kosakata					✓
	6. Kesesuaian sumber belajar				✓	
	7. Vocabulary handbook for maritime students yang dikembangkan memberikan penjelasan secara jelas pada setiap poinnya					✓
	8. Materi diambil dari sumber-sumber terbaru tentang topik yang dibahas				✓	
	9. Bentuk materi dalam vocabulary handbook for maritime students ini disajikan secara beragam					✓

	10. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri					✓
II	Initial Design					
	1. Kejelasan pembagian materi					✓
	2. Kejelasan sistem penomoran				✓	
	3. Pengaturan ruang/tata letak				✓	
	4. Kesesuaian jenis dan ukuran huruf				✓	
	5. Pengaturan ilustrasi/gambar					✓
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan					✓
	7. Ilustrasi yang ditampilkan secara serasi sesuai dengan topic pembahasan				✓	
	8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud					✓
III	Aspects of Language					
	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 kemampuan berbahasa siswa				✓	
	4. Bahasa yang disajikan jelas dan mudah					✓

dipahami oleh siswa						
5. Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar						✓
6. Vocabulary handbook yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit						✓

C. Penilaian Umum

Simpulan penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/Ibu)

<p>a. Instructional material ini:</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik 3. Cukup baik 4. Baik 5. Baik sekali 	<p>b. Instructional material ini:</p> <ol style="list-style-type: none"> 1. Belum dapat 2. Dapat digunakan dengan revisi banyak 3. Dapat digunakan dengan beberapa revisi 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi
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D. Komentar dan Saran Perbaikan

1. ilustrasi Gambar / cover
2. Kecepatan Font
3. Bibliografi & tambahkan
4. Keapian penulisan
- 5.

Palopo,

Penilai Kelayakan

PERNYATAAN EXPERT JUDGMENT

Setelah memeriksa produk berupa buku saku kosa kata maritime dari penelitian yang berjudul "Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo" yang disusun oleh :

Nama : Kholif Fatus Salamah
NIM : 1602020006
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan


Dengan ini saya :

Nama : Muh. MACHURI DJAFAR, S.Pi, MM.
NIP : 19731031 200502 1001
Jabatan/Instansi : Wakil Kepala Sekolah / smkn 3 palopo

Menyatakan buku saku tersebut valid dengan memberikan saran :

- Segera menambahkan dan memperbaiki beberapa hal
temuan untuk lebih baik -
- cover & sampulnya

Palopo, 30 November 2022


Muh. MACHURI DJAFAR
NIP : 19731031 200502 1001



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI PALOPO
UPT SMK NEGERI 3 PALOPO**

Jl. Dr. Ratulangi KM 11 Salugan Kel. Marangin Kes. Tottowana Kota Palopo

Website : <http://www.smkpelajarannegeri3palopo.sch.id>

Email : info@smkpelajarannegeri3palopo.sch.id

SURAT KETERANGAN
No:421.5/167/UPT-SMKN.3/PLP/Disdik

Yang bertanda tangan di bawah ini, Kepala SMK NEGERI 3 Palopo menerangkan bahwa:

N A M A : K HOLIF FATUS SALAMAH
N I M : 16 0202 0006
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
FAKULTAS : TARBIYAH DAN ILMU KEGURUAN
PERGURUAN TINGGI : INSTITUT AGAMA ISLAM NEGERI (IAIN)
PALOPO

Adalah Benar telah melaksanakan penelitian di SMK Negeri 3 Palopo dengan Judul :

**"DEVELOPING VOCABULARY HANDBOOK FOR MARITIME STUDENTS
AT THE FIRST GRADE OF SMK NEGERI 3 PALOPO"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 29 November 2022

A.n Kepala UPT SMKN 3 Palopo



MUH. MASRURI DIAFAR, S.Pi, MM
NIP. 197710312005021001

Tembusan Kepada Yth,

1. Kepala Cabang dinas Pendidikan Wilayah XI Palopo Luwu
2. Yang bersangkutan
3. Arsip