Appendix 1

STUDENTS' WORKSHEET
VOCABULARY MASTERY TEST

NAME: ……………………………………….. Age : ……………
CLASS: ……………………………………....

Direction: *You will answer 58 questions from three sections. Section 1 contains of 30 items of translation. Section 2 contains of 18 items of completing the blanks. Section 3 contains of 10 multiple-choice items for definition. You have 90 minutes to do the test correctly. The total score is from the total correct answer of section 1, section 2 and section 3.*

Section 1
Translate the given words into Indonesian. Each correct answer has 2 points.

Section 2
Answer the questions correctly by filling the blanks. The first letters for the answer have been given as your clue. Complete the first letter of the blank. Each correct answer has 1 point.

Section 3
Answer the questions by crossing (x) a, b, c, or d for the correct answer. Choose the most suitable answer. Each correct answer has 1 point.

Read the questions and answer them now.

Section 1
Translate these words. (2 points)

1. Important = ……………	16. Chemical = ………………
2. Carry = ……………	17. Fertilizer = ………………
3. Tell = ……………	18. Discharge = ………………
4. Specific = ……………	19. Port = ………………
5. Replace = ……………	20. Flooded = ………………
6. Distance = ……………	21. Stern = ………………
7. Route = ……………..	22. Starboard = ………………
8. Collect = …..………..	23. Cargo holds = ………………
9. Improve = ……………	24. Hatch = ………………
10. Travel = ……………..	25. Bulk cargo = ………………..
11. Passenger = ……………..	26. Bulk carrier = ………………
12. Cargo = ……………..	27. Pallet = ………………..
13. Disaster = ……………..	28. Superstructure = ……………
14. Vehicles = ………………	29. Bridge = …………….
15. Load = ………………	30. Bow visor = …………….

Section 2

Answer the questions correctly by filling the blanks. The first letters for the answer have been given as your clue. Complete the first letter of blank. (1 point)

1. Different type of ship carries different c……………..

2. Liners t……………. on the same route back and forth between two ports.

3. RORO is short for r……………….. , designed to carry p………………. and vehicles.

4. Some tankers carry c…………………… including petroleum products.

5. The vessel stops to the next route to d……………….. her cargo. She does not load the cargo there.

6. The cargo is loaded using ship's d……………….. that lifted it into the hold of ship.

7. Do not place heavy g……………. on the top of fragile ones. It is dangerous.

8. The ship is f……………….... The water fills up the deck.

9. There are two t……………….. of merchant ships; passenger ships and cargo ships.

10. The crew s…………………. the cargo from fire on deck.

11. Naval Architect is a person who d…………………. a ship.

12. Accommodation and bridge are on s…………………... It is a construction built above the main deck.

13. A general vessel can store her cargo into the cargo h…………… or on deck.

14. A c…………….. is used for lifting or moving heavy goods from or on ship.

15. A ship can t……………….. from port to port with a fix r……………. and schedule.

16. MV. Baltic unloads her containers onto the q…………….. quickly and safe. It is the shoreline of port.

17. A ship's crew can contact port or other vessels for an i…………………. or dangerous message.

18. The Captain of a vessel will monitor the situation around the vessel from the b…………….

Section 3

Answer the questions by crossing (x) a, b, c, or d for the correct answer. Choose the most suitable answer. (1 point)

1. Specialized
   a. Relating to a particular area or designed for a particular purpose.
   b. Particularly great or important, or having an extra quality.
   c. Clear and exact
   d. To cause something to get better

2. Dry bulk
   a. Black substance dug from underground, burnt as fuel.
   b. Cargo which is carried by containers.
   c. A kind of cargo which flows easily and has the same shape as its container
   d. Loose cargo e.g sand, grain, coal and fertilizer.

3. Route
   a. The amount of space between two spaces.
   b. A way or a course where the vessel goes.
   c. Cargoes that are carried on vessel.
   d. Movement of ships.

4. Pallet
   a. A large bundle of goods packed and fastened up.
   b. A platform with or without sides on which you can load packages and crates.
   c. A large basket or a box, made pieces of wooden strips.
   d. A device for lifting or moving heavy weights in suspension.

5. Freighter
   a. Heavy weights packed in the bottom of a boat or ship.
   b. Another name of ship.
   c. A single-deck ship designed to carry dry cargo such as grain and coal.
   d. Vessel which carries both piece good and bulk cargo.

6. Travel
   a. To take or to carry (someone or something) to a place or a person.
   b. To make a journey, usually over a long distance.
   c. To get to a particular place.
   d. To make certain something is protected from danger.

7. Portainer
   a. The space between decks.
   b. A quayside container crane.
   c. The left side of ship.
   d. A large reusable box, designed for easy and fast loading and unloading of cargo.

8. Bow visor
   a. A bow door.
   b. The part of the ship from which the ship is steered or navigated.
   c. The aft end of ship.
   d. A platform or horizontal floor on a ship.

9. To store
   a. To ease off gradually (go slower and move carefully).
   b. To make fast; safe; the completion of a drill or exercise on board ship.
   c. To create and develop something over a long period of time
   d. To put something back where it was before

10. Wharf
    a. The space below decks utilized for stowage of cargo
    b. A structure of wood or stone, built at the shore of harbor for ships to lie alongside as for loading.
    c. A construction built above the main deck of vessel.
    d. An opening in a ship's deck for passage way or for handling cargo.

****** GOOD LUCK ********

Answer Key
Maritime Vocabulary Test

Section 1
1. penting
2. mengangkut
3. mengatakan
4. khusus
5. mengganti
6. jarak
7. rute/ jalur
8. mengumpulkan
9. meningkatkan/ memperbaiki
10. perjalanan
11. penumpang
12. muatan
13. bencana besar
14. kendaraan
15. memuat
16. bahan kimia
17. pupuk
18. membongkar
19. kiri/ pelabuhan
20. banjir
21. buritan/ bagian belakang kapal
22. kanan (sisi/ bagian)
23. palka muatan
24. palka luar
25. muatan curah
26. Kapal curah
27. alas muatan
28. bangunan di atas kapal
29. anjungan
30. pintu (di haluan kapal)

Section 2
1. cargo
2. travel
3. Roll On Roll Off, Passengers
4. chemical
5. discharge
6. derrick
7. goods
8. flooding
9. types
10. save
11. design
12. superstructure
13. hold
14. crane
15. travel, route
16. quay
17. important
18. bridge

Section 3
1. B
2. D
3. B
4. B
5. D
6. B
7. B
8. A
9. D
10. B

Appendix 2

STUDENTS' WORKSHEET
READING COMPREHENSION TEST

NAME   : ………………………………………….
CLASS   : ………………………………………....

Direction: You will answer 40 questions from four texts. Each text contains of two sections of 5 multiple-choice questions and 5 essay questions. You have 120 minutes to do the test correctly. The total score is from the total correct answer of section 1 and section 2.

Section 1
Answer the questions by crossing (x) a, b, c, or d for the correct answer. Each correct answer has 1 point.

Section 2
Answer the questions correctly based on the information from the text. Each correct answer has 4 points.

Read the texts now and answer the questions.

Text 1

The General Cargo Ship

During the last few decades shipping has seen a great deal of charge. Until the 20th century the most important cargo ship was the break-bulk carrier, sometimes called the general cargo ship or freighter. The cargo holds on these ships could carry almost any kind of cargo both piece goods and bulk cargo.

The cargo was packed into drums, boxes, bags, bales and crates or on pallets. The ship was loaded and unloaded using portside cranes and ship's derrick that lifted the cargo through the hatches and stored it into the holds. Cargo could also be secured by lashing and stored on deck.

Taken from software of
MarEng Learning Tools

Section 1. Cross (x) a, b, c or d for the correct answer. (1 point)

1. Another word for general cargo ship is ……..
   a. merchant vessel
   b. freighter
   c. bulk carrier
   d. cargo hold

2. A break bulk carrier carries …….
   a. dry bulk cargo
   b. piece goods
   c. drums, boxes and bags
   d. bulk cargo and piece goods

3. "Pallet" means …….
   a. a large metal plate or flat wooden frame for lifting heavy goods
   b. vessel for the carriage of palletized cargo
   c. a large basket or a box, made of a pieces of wooden strips or thin batten
   d. a device for lifting and moving heavy weights in suspension

4. The cargo of general cargo ship can be stored in ………
   a. drums
   b. hatches
   c. holds
   d. crates

5. The word 'these' in line 3 refers to ……..
   a. cargo holds
   b. cargo ships
   c. piece goods
   d. cranes

Section 2. Answer the questions correctly based on the information from the text. (4 points)

1. What is break-bulk carrier?

   ……………………………………………………………………………………
   …………………………………………..

2. Where is the cargo on this ship carried?

   ……………………………………………………………………………………
   …………………………………………..

3. When the portside cranes and ship's derrick that lifted the cargo is used?

   ……………………………………………………………………………………
   …………………………………………..

4. How was the cargo packed?

   ……………………………………………………………………………………
   …………………………………………..

5. What is the function of lashing?

   ……………………………………………………………………………………
   …………………………………………..

Text 2

The Bulk Carrier

Today modern commercial vessels are highly specialized, designed to carry specific types of cargo. The names of the ships tell us what type of cargo they are designed to carry. The bulk carrier carries bulk cargo, "loose" cargo, either "dry bulk" such as coal, grain, iron ore, fertilizers or 'liquid bulk" such as a range of chemicals including petroleum products.

Bulk carriers have huge under-deck specialized holds where the bulk products are poured and stored. Bulk carriers come in different sizes, from the so-called "handysize" bulk carriers of about 25,000 DWT to very large carriers of up to 200,000 DWT.

Taken from software of MarEng
Learning Tools

Section 1. Cross (x) a, b, c or d for the correct answer. (1 point)

1. Bulk cargo means ....
   a. piece goods
   b. liquid cargo
   c. any "loose" cargo
   d. dry cargo

2. The example of dry bulk cargo, except ....
   a. petroleum products
   b. grain
   c. fertilizers
   d. iron ore

3. The right statement based on the text is ....
   a. The size of handysize of bulk carrier is 25,000 DWT.
   b. The example of dry bulk cargo is chemicals, including petroleum products.
   c. Bulk carriers are designed to carry either dry cargo or liquid cargo.
   d. The bulk products are poured on the deck of bulk carrier.

4. The bulk carrier carries bulk cargo, <u>"loose" cargo</u>.
   The underlined word means ....
   a. dry cargo
   b. bulk cargo
   c. liquid cargo
   d. bulk carrier

5. The highest size of handysize of bulk carrier is ....
   a. up to 200,000 DWT
   c. about 25,000 DWT

b. up to 25,000 DWT   d. about 200,000 DWT

Section 2. Answer the questions correctly based on the information from the text. (4 points)

1. What are the specific types of cargo for bulk carrier?
    ……………………………………………………………………………………
2. Where are the bulk products stored?
    ……………………………………………………………………………………
3. What is liquid bulk?
    ……………………………………………………………………………………
4. Is bulk cargo the same as loose cargo?
    ……………………………………………………………………………………
5. How do you differentiate bulk carriers?
    ……………………………………………………………………………………

Text 3

The Container Ship

It was in the 1960s that the first containers ship was built and since then she has revolutionized shipping. A container ship is designed to carry cargo in thousands of standard-size boxes – "containers", either 20ft units or 40 ft units. At the container terminals these ships can quickly load and discharge by means of large quay-side cranes called portainers or gantry cranes. The cranes lift the containers off or onto the quay or trucks and off or onto the ship's deck. While a conventional dry cargo vessel may take 3-4 days to load or discharge, a container ship can do the same in a matter of hours.

Today container ships are seen in ports all over the world and are gradually replacing the general cargo ships. Seen from a distance the container ship has a very characteristic "flat" silhouette. The small superstructure with the navigating bridge is at the stern of the ship and the many containers are stacked fore of the bridge along the whole length of the vessel.

Taken from software of MarEng Learning Tools

Section 1. Cross (x) a, b, c or d for the correct answer. (1 point)

1. A container ship is designed to carry cargo for about ……
   a. only 20ft units   c. either 20ft or 40ft units
   b. only 40ft units   d. no answer

2. A portainer is ……
   a. a kind of container   c. a quayside container crane
   b. a vessel carrying containers   d. a flat silhouette container

3. 'The container ship revolutionized shipping.' This means that ……
   a. The container ship led to a conflict in shipping.
   b. The container ship changed shipping very much.
   c. The container ship had a bad impact on shipping.
   d. The container ship had been designed to carry containers.

4. On container ship, the containers are carried ………
   a. in holds   c. both in holds and on deck
   b. on deck   d. none in holds and on deck

5. "many containers are stacked fore of the bridge along the whole length of the vessel". The sentence means that the containers ………
   a. have the same height as bridge   c. are loaded along the bridge
   b. are placed on bridge   d. have been discharged

Section 2. Answer the questions correctly based on the information from the text. (4 points)

1. For what purpose a container ship is designed?
   ……………………………………………………………………………………
2. Where does the crane lift the cargo of container ship?
   ……………………………………………………………………………………
3. What is the characteristic of container ship?
   ……………………………………………………………………………………
4. How long does a container ship load or discharge the cargo?
   ……………………………………………………………………………………
5. What does paragraph 1 talk about?
   ……………………………………………………………………………………

Text 4

The RORO Vessel

Another special cargo vessel is known as the RORO, which means a roll-on, roll-off vessel. RORO ships have huge stern (or bow) doors which are lowered to make a bridge from the ship to the wharf. On the RORO-vessel whole trucks can roll on and off very rapidly at ports. RORO is often used to carry large numbers of cars/ motor vehicles, which are rapidly loaded via a stern ramp.

The wharf machinery can also get into the ship's interior and collect cargo to bring it ashore. The roll-on, roll off vessel comes in two main types: the passenger RORO and the cargo RORO. Modern car-passenger ferries take care of most passenger traffic on short-sea routes. It is probably the only type of cargo vessel that most people have travelled on. The vehicles are driven on and off through a stern door (sometimes a bow door) and stored on the car deck below the passenger accommodation areas. Since the Estonia disaster, when the bow visor gave way in the heavy storm and the car deck was flooded, safety regulations on board car-passenger ferried have become stricter and the door structures have improved.

Taken from software of MarEng Learning Tools

Section 1. Cross (x) a, b, c or d for the correct answer. (1 point)

1. RORO vessel can carry ....
   a. passengers and cars
   b. trucks and containers
   c. all of these
   d. only vehicles

2. The car decks on RORO vessels are usually ....
   a. at the stern
   b. above the passenger
   c. at the stern ramp
   d. below the passenger accommodation accommodation

3. A bow visor is ....
   a. a bow ramp
   b. a bow light
   c. a bow door
   d. a bow port

4. The passengers' vehicles are driven off and on through ……… door.
   The correct answer for the blank is ………
   a. the midship of vessel's   c. the deck of vessel's
   b. the aft end of vessel's   d. below the area of vessel's

5. The part of RORO that can be flooded is ……..
   a. her bow   c. her deck
   b. her stern   d. her bow visor

Section 2. Answer the questions correctly based on the information from the text. (4 point)

1. What vessel that traffic on short-sea routes?
   …………………………………………………………………………
   ………………………………………
2. How many types of RORO vessel? Mention!
   …………………………………………………………………………
   ………………………………………..
3. Why does RORO vessel have huge stern or bow doors?
   …………………………………………………………………………
   ………………………………………..
4. Why the door structures of vessel have improved?
   …………………………………………………………………………
   ………………………………………
5. How is the cargo of RORO loaded?
   …………………………………………………………………………
   ………………………………………

****** **GOOD LUCK** ******

Answer Key
Reading Comprehension Test

Text 1
Section 1 : 1. B   2. D   3. A   4. C   5. B
Section 2 :
1. another name of general cargo ship or freighter/ a ship which carries piece goods or bulk cargo.
2. into holds
3. when the general cargo ships is loaded or unloaded cargo.
4. into drums, boxes, bags, bales and cranes or on pallets.
5. to secure the cargo when it is lifted.

Text 2
Section 1 : 1. C   2. A   3. C   4. B   5. A
Section 2 :
1. bulk cargo
2. into specialized holds
3. cargo such as a range of chemicals including petroleum products which are carried by bulk cargo.
4. yes, it is.
5. from the type of cargo they are designed to carry.

Text 3
Section 1 : 1. C   2. C   3. B   4. B   5. A
Section 2 :
1. to carry cargo in thousands of standard-size boxes – "container", either 20ft units or 40ft units.
2. off or onto the quay or truck and off or onto the ship's deck.
3. has "flat" silhouette, seen from a distance
4. the same in a matter of hours while a conventional dry cargo vessel may take 3-4 days to load or discharge
5. the special things of container ship

Text 4
section 1 : 1. C   2. D   3. A   4. B   5. C
section 2 :
1. Modern car-passenger ferries
2. The passenger RORO and the cargo RORO
3. to make a bridge from the ship to the wharf when they are lowered
4. following safety regulations on board since the Estonia disaster
5. are driven on and off through a stern door (sometimes a bow door) and stored on the car deck below the passenger accommodation areas

SURVEY OF READING STRATEGY

(Adapted from: Kouider Mokhtari and Ravi Sheorey, 2002)

No	Statement	Never		Always		
1.	I have a purpose in mind when I read.	1	2	3	4	5
2.	I take notes while reading to help me understand what I read.	1	2	3	4	5
3.	I think about what I know	1	2	3	4	5
4.	I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
5.	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6.	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
7.	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
8.	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
9.	I try to get back on track when I lose concentration.	1	2	3	4	5
10.	I underline or circle information in the text to help me remember it.	1	2	3	4	5
11.	I adjust my reading speed according to what I am reading.	1	2	3	4	5
12.	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13.	I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14.	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15.	I use tables, figures, and pictures in the text to	1	2	3	4	5

	increase my understanding.					
16.	I stop from time to tome and think about what I am reading.	1	2	3	4	5
17.	I use context clues to help me better understand what I am reading.	1	2	3	4	5
18.	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19.	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20.	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
21.	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
22.	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23.	I check my understanding when I come across new information.	1	2	3	4	5
24.	I try to guess what the content of the text is about when I read.	1	2	3	4	5
25.	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26.	I ask myself questions I like to have answered in the text.	1	2	3	4	5
27.	I check to see if my guess about the text are right or wrong.	1	2	3	4	5
28.	When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
29.	When reading, I translate from English into my native language.	1	2	3	4	5
30.	When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

Interview Guide

The questions of interview are adapted from Qian's (1998) questions. The questions are stated below:

1) How do you explain this sentence in your own words?

2) What is the meaning of - (certain maritime English words) in this sentence?

3) Why did you think this was the meaning of the word here?

4) Did you consider other meanings before deciding on this one?

5) You have indicated you did not know this word. So how did you work out the meaning of this word?

6) What helped you understand this sentence?

7) Is there anything else that helped you understand this sentence?

Additional questions:

1) Did you make any preparation during the reading task?

2) Could you tell me your experience in doing the reading comprehension task?

3) What do you think of your vocabulary mastery toward your ability in conducting reading Maritime texts?

4) How would you explain about the relation between your vocabulary mastery and your reading ability in maritime English?

5) What problems do you frequently meet in applying your vocabulary knowledge to comprehend reading maritime English texts?

6) Do you check your work before submitting it?

Appendix 5

Observation Guide for Students' Behavior during Reading Comprehension

No	Statement	Yes	No	Doubt	Note
1.	Read the direction				
2.	Scan the test				
3.	Takes notes on reading				
4.	Finish reading before taking note				
5.	Develop a plan				
6.	Make correction orally				
7.	Demonstrate smooth and clear oral reading				
8.	Ask others				
9.	Consult the dictionary/ notes				
10	Look confused before doing the reading				
11.	Look confused during answering the questions				
12.	Restate the difficult sentences using their own words				
13.	Pay attention to reading material				
14.	Look anxious during answering the questions				
15.	Take relaxation				
16	Check the work after finishing test				

Appendix 6

MARITIME ENGLISH – SUPPORT LEVEL
CORE SYLLABUS

	Content	Time
1.	Ask for the give personal data	6 hours
2.	Describe crew roles	6 hours
3.	Name type of vessels	6 hours
4.	Describe the location/ purpose of safety equipment	6 hours
5.	Understand commands	6 hours
6.	Name position on board. direction	6 hours
7.	Express personal likes and dislikes/ leisure time on board	6 hours
8.	Describe crew members on board	6 hours
9.	Review 1	6 hours
10.	Review 2	6 hours
	total	60 hours

Course title   : Maritime English I

Course objectives   :
- The main objectives of the syllabus are:
- to expand students' proficiency in Maritime English, and in General English
- to reinforce English skills by applying them directly to maritime training
- to develop students' competence to understand and interpret information presentedin verbal
- numerical and graphical form, and also to do the information transfer
- to make valid inferences from the presented material
- to provide material for students to revise, consolidate and extend their commandof English grammar
- to develop students' reading skills to enable them to skim the text for the mainidea, to scan the text for the specific information, to interpret the text and to deduce the meaning from the context
- to develop students' listening skills to enable them to understand and apply specific information
- to develop students' writing skills for a range of writing activities such as short reports, and interpretation of data
- to develop students' speaking skills to a level that enables them to use Maritime English in their professional environment,- to develop students' competence in organizing and presenting ideas in a clear and logical way.

Method delivery

The course delivery will take the form of 3 hours per week: 1 hour of lectures plus 2 hours of practical work sessions. It constitutes of 90 contact hours of instruction.Students enrolled at the Faculty of Maritime Studies are expected to observe the code of conduct required by the academic institution, and regularly attend lectures and practical work sessions.

Approach

The basic approach to syllabus design is a complementary approach of ESP (English for Specific Purposes), and General English.

Syllabus

The content of the syllabus is determined by the STCW Convention.The skills to be taught are as follows:

Speaking skills
- Ability to understand English spoken in everyday situations and in the world of work.
- Ability to understand and use common speech conventions of social English.
- Ability to carry on a conversation on a topic appropriate to students' interests inthe world of work and everyday situations.
- Ability to speak with an acceptable degree of fluency and accuracy.

Reading skills
- Ability to understand explicitly stated information.
- Ability to understand the meanings of words and phrases in context.
- Ability to understand information that is presented partly in non-verbal forms likecharts and tables.

Writing skills
- Ability to write relevantly.

Listening skills
- Ability to listen for gist – skimming
- Ability to listen for specific information – scanning

Vocabulary
- Words in the world of work context.
- Words in everyday context.
- Use of the dictionary.

Grammar
- Develops areas of study introduced in secondary education.

- Tenses and aspect: simple present, present continuous, simple past, past continuous,

  present perfect, present perfect continuous, past perfect future.passive, conditionals, if-clauses, modals, parts of speech:
  a) nouns - countable & uncountable, plural
  b) articles
  c) adjectives – comparison
  d) adverbs – position of adverbs
  e) verbs – regular and irregular, auxiliaries and modal

auxiliaries

  f) clauses – main clauses, relative clauses
  g) sentences – questions, negative forms.

Appendix 7

Y : Yudha Sujadmiko   **TRANSCRIPT 1**

R : Researcher

Y   : My name is Yudha Sujadmiko. My age is thirty five. I work at ABT
           Kota Baru – Kalimantan. And I study in nautical class F.
R1   : Ok. Thank you. Now please have a look this sentence.
           How do you explain this sentence in your own word?
Y1   : Which paragraph, Ma'am?
R2   : Paragraph 1 line 2.
           (RORO ships have huge stern (or bow) doors which are lowered to make
           a bridge from the ship to the wharf.)
Y2   : Ehh…the rooms have… eh..doors..front doors…to make longitudinal
           strength on the front part of ship. Ehh..I mean here that the RoRo vessel
           has some big doors on the front part of ship. No…the doors are in the
           place of the ship steered from. And can be lowered.
R3   : Ok. Could you tell the meaning of 'huge stern'?
Y3   : Ehh… I think stern is '*kemudi*'. And huge is like giant.
           Hehehe… I see. It is a big steering wheel.
R4   : Why did you think it was the meaning?
Y4   : Ehh… I'm not sure actually.
R5   : Ok. How about 'bow'…do you know the meaning?
Y5   : Sorry. I forget, Ma'am.
R6   : Ok. How about this paragraph.. there are 'load' and 'discharge'. What is
           the meaning of those words?
Y6   : '*bongkar*' and '*muat*'
R7   : Why did you think they're the meaning?
Y7   : From the previous sentences. Yeah, just connect it.
R8   : And then, how do you explain this sentence?
           *(The ship was loaded and unloaded using portside cranes and ship's
           derrick that lifted the cargo through the hatches and stored it into the
           holds.)*
Y8   : The ship is loaded and unloaded using crane at the port.. derrick is like
           crane, is it right, Ma'am? Also through the lift…and then save the ship
           into hold.
R9   : Ok. What is the meaning of 'port' here?
Y9   : Harbor. Ships are in harbor.
R10   : So, how did you work with the unknown words?
Y10   : Well, maybe I don't know the meaning but I understand the content.
R11   : How is it?
Y11   : From the conclusion of the previous sentences and also the next

           sentences. However, I still have difficulty with many unknown words.

R12   : So, what did you do when you meet the unknown words?

Y12   : I did it myself. I didn't see my book or note.

R13   : Did you ask your friend?

Y13   : No.

R14   : Ok. How did you manage your time during the conducting the task?

Y14   : I did the easy parts first.

R15   : Could you tell your experience during comprehending the text?

Y15   : Well, my experience… I think I have difficulty with the meaning of some words. The sentences are also too long. Confusing.

R16   : Which one did you think it was confusing?

Y16   : For example is in that sentence, Ma'am. Ehh..which one is long…was that the containers or the ship itself?
           (Text: The small superstructure with the navigating bridge is at the stern of the ship and the many containers are stacked fore of the bridge along the whole length of the vessel.)

R17   : I see. So what do you think of your vocabulary toward your ability in conducting the task?

Y17   : It affects me a lot. If I remember all the words it will be easier for me to understand the content.

R18   : Is there any relation too with your speed in reading?

Y18   : Of course, Ma'am. If I know many words I will read the texts faster.

R19   : What problems did you frequently meet during conducting the texts then?

Y19   : My problem is…maybe…ehm.. I think the vocabulary mastery.

R20   : Ok. I saw you looked very serious when conducting the task. Could you tell me about it?

Y20   : Yes. In order I can read the text carefully. For example, I have to be careful with the unknown words and I ignore them first.

R21   : What made you understand the texts?

Y21   : I try to use pictures, the conclusion of my notes and the meaning of words, Ma'am.

R22   : I see. And then, did you check your work before handling it?

Y22   : Sure.

T : Totok Hidayat **TRANSCRIPT 2**
R : Researcher

T : My name is Totok Hidayat. My age is thirty three. I work in tug boat.

R1 : Thank you. Now please look at these sentences. How would you explain this sentence in your own words?

(The bulk carrier carries bulk cargo, "loose" cargo, either "dry bulk" such as coal, grain, iron ore, fertilizers or 'liquid bulk" such as a range of chemicals including petroleum products.)

T1 : Bulk carrier…the ship carries cargo. Bulk carrier carries coal, … ehm 'iron ore' and 'fertilizer' I don't know. It also carries liquid cargo such as chemical.

R2 : What is the meaning of 'dry bulk' in this sentence?

T2 : It's like cargo…dry cargo such as grain and iron ore.

R3 : How about liquid bulk?

T3 : Liquid cargo, Ma'am. It's like chemical and oil.

R4 : Why did you think they were the meaning of those words?

T4 : Because there are words such as liquid and dry.

R5 : Ok. But before you read the whole sentences, did you know the meaning of those words?

T5 : I ever heard.

R6 : What help you know the meaning of those words?

T6 : Well, from the examples, Ma'am. If dry…the examples are grain and coal. Chemical is the example of liquid cargo.

R7 : How about 'loose' here?

T7 : I don't know, Ma'am.

R8 : Ok. You've indicated that you didn't know the meaning of the word, so how did you work out with the meaning of the word?

T8 : I tried to connect it with the word I know…with the previous words or sentences.

R9 : How did you connect the sentences?

T9 : Ehm…from the similarity of the words.

R10 : And from this sentence. What made you understand it?

T10 : Eh, from the theme or the title…something which has relation with the container ship itself.

R11 : Did you consider the time when you conduct the task?

T11 : No. I just answered all the questions without considering the time. I pass some numbers first when I had difficulty with the meaning.

R12 : Ok. I saw you hold your head almost all the time. Could you tell me

	about that?
T12	: Yes, Ma'am. I think a lot about the meaning of words.
R13	: Oh, I see. So, what do you think of the relation of the vocabulary you have to your reading ability?
T13	: It relates much.
R14	: How is it?
T14	: I can know the meaning of words for instance.
R15	: Could you please tell your problems during answering the questions based on the text?
T15	: It's more to the vocabulary mastery, Ma'am, It's very hard. Nevertheless, they are not used.
R16	: Can you explain more of your answer?
T16	: That vocabulary is not used in a small ship. Only big ships use it. I myself have just heard it. What I ever heard just like loading, discharging and cargo.
R17	: How about in small ships? Do they use the terms as you've mentioned before?
T17	: Rarely. I am from tug boat, Ma'am. So I will learn it when I am in a big ship. Maybe.
R18	: Ok. When you found difficult words in the texts, what did you do then?
T18	: Sometimes I opened my note. Eh, no no… I open my note once. I usually pass the words first. Very hard.
R19	: Did you get back to the words?
T19	: Yes. I sometimes force myself to think and get back to concentrate.
R20	: How about your reading speed? Did you adjust your reading?
T20	: Yes. If I have a lot vocabulary I think I can read the reading faster. And I read the texts slowly when I met many difficult words to understand the content.
R21	: Did you check your work before submitting it?
T21	: Yes. I think I checked it.

S : Syahruddin   **TRANSCRIPT 3**

R : Researcher

R1   : Can you tell about yourself first?

S1   : Eh..My name's Syahruddin. I'm thirty five years old. I am an AB in tug boat.

R2   : Thank you. Now, could you explain this sentence? Just use your own words.

(The cargo holds on these ships could carry almost any kind of cargo both piece goods and bulk cargo.)

S2   : The meaning, Ma'am?

R3   : Yes. What can you explain from that sentence?

S3   : Eh..cargo on ship… I don't know, Ma'am.

R4   : Do you know the meaning of cargo holds?

S4   : *Muatan.*

R5   : Carry?

S5   : I don't know.

R6   : Piece good? Bulk cargo?

S6   : I don't know.

R7   : Ok. But you know the meaning of cargo, right?

S7   : Yes. *Muatan.* Cargo on ship.

R8   : Why did you think this was the meaning of the word?

S8   : On ship…all ships use the word.

R9   : So, you have heard the word. Then, did you think *cargo holds* is the same as cargo?

S9   : Yes. There is a word 'cargo'.

R10   : Did you consider other meaning before deciding on this one?

S10   : Ehm.. I don't know.

R11   : Ok. Could you tell which words in the texts that you know well?

S11   : Like cargo, ship, deck, box, sometimes… ehh…I don't know…

R12   : Ok. You have indicated that you didn't know many words in the text. So, how did you work out the meaning of the words?

S12   : I asked my friends and opened my notes.

R13   : Did you open dictionary?

S13   : Ehh…dictionary in my phone. Ehh..yes, Ma'am.

R14   : What helped you understand the sentences in the text?

S14   : Ehh.. guessed it, Ma'am.

R15   : How did you guess?

S15   : If there is a word like 'cargo' 'deck' and 'ship', I think the meaning of

the sentence is 'the cargo is on the deck of ship'.

R16 : Is there anything else that helped you understand the sentence?

S16 : Ask my friends next to me.

R17 : Can you tell me your experience during answering the questions in the texts?

S17 : The sentences were too long. Difficult, Ma'am. I don't know the meaning…

R18 : The meaning of ….?

S18 : The meaning of words. There were many unknown words in the texts.

R19 : Anything else?

S19 : There's no the answer in my note. I mean, I have no notes about the unknown words.

R20 : Did you finish all the questions?

S20 : No.

R21 : Why?

S21 : I don't understand the questions. I don't know the meanings of some words.

R22 : So?

S22 : I left some questions. Blank… I let some numbers blank.

R23 : Ohh.. Did you get back to the unfilled number?

S23 : No. The time is not enough.

R24 : So, what do you think of your vocabulary mastery toward your ability in conducting reading maritime English texts?

S24 : I can't speak English. I don't know it at all.

R25 : But you know the meaning of cargo and deck.

S25 : Yeah…because all ship use them. My ship is tug boat. Small ship. No English, Ma'am. Maybe…some. But I don't know.

R26 : Does your ship use certain terms such as the part of ship and steering command?

S26 : Hehehe…it should be. But no, Ma'am. All crew are Indonesian. We speak Indonesian.

R27 : Ohh..is that the reason you don't know many term in the texts?

S27 : Yes.

R28 : So, how would you explain about the relation of your vocabulary to your reading Maritime English texts?

S28 : Ehm…maybe if I knew English words my score was good.

R29 : I see. So, what problems did you frequently meet during reading comprehension of ME texts?

S29 : The unknown words, the terms… Ehm… the long sentences.

R30   : Any other?

S30   : My friends, Ma'am. They didn't help me much. hahahaha

R31   : Ohh, I see. Ok, then. Well, did you check your work before handling it?

S31   : Even if I checked it I could not give the answer.

R   : Ok. Thank you then

T : Toni Triantoro   **TRANSCRIPT 4**
R : Researcher

T : My name's Toni Triantoro. You can call me Toni. My age is twenty
    three. I work at Pari Perdana…tug boat in Samarinda, Kalimantan.
R1 : How do you explain this sentence in your own words?
    (At the container terminals these ships can quickly load and discharge by
    means of large quay-side cranes called portainers or gantry cranes.)
T1 : Load…discharge…ehm..here the containers…use crane. Crane…'lift' I
    don't know the meaning. I think…the crane loads container, truck...on
    ship's deck. Something like that.
R2 : What is the meaning of <u>gantry crane</u> here?
T2 : I don't know for sure. Maybe crane.
R3 : How about 'quickly'?
T3 : I don't know.
R4 : You said you didn't know for sure on that meaning. So how did you
    work out the meaning of it?
T4 : From the question…sometimes it relates with the meaning.
R5 : Then, when you didn't know the meaning…
T5 : I just passed it for a while.
R6 : Ok. How about 'discharge'?
T6 : *'Bongkar'*
R7 : Why did you think it was the meaning?
T7 : Load is *'memuat'*. So for discharge…it must be *'membongkar'*. So, I just
    guess it.
R8 : Oh..you guessed it. Because you think load is in pair with discharge?
T8 : Yes. I think so. The opposite of load is discharge.
R9 : So how did you work out with all the unknown words?
T9 : I saw the questions, Ma'am. I looked at the questions then the text. If
    there were the same words, I'm sure the answer was there.
R10 : So what helped you understand the sentences?
T10 : Truly I didn't know the meaning of all the words on the sentence. But I
    knew some.. Translating… I think I have difficulty in translating the
    words.
R11 : To translate? Ok. Is there anything else that helped you understand the
    sentence?
T11 : The text… the terms in the text.. I think they're only for big ships. There
    are also some in tug boat..some..not all. I ever heard them some. I work
    in tug boat, Ma'am.

R12 : So what did you do when you didn't know the meaning of some words?

T12 : I have no dictionary. If I ask my friend I think the condition is the same…they didn't know most of the words. So I searched on google.

R13 : Means here…you try to find a help.

T13 : Of course.

R14 : I see. Ok. Now could you tell me your experience during the reading texts?

T14 : Ehm..I stopped reading when I found the difficult words.

R15 : Why was that?

T15 : To understand what I read, Ma'am. Sometimes if I didn't get the information I repeated reading.

R16 : Was there anything else that helped you understand the sentences in the text?

T16 : By imagine it.

R17 : By visualizing?

T17 : Yes, Ma'am. For example, I know what crane is. So what I remember helps me much.

R18 : Then?

T18 : Ahh.. To understand it I have to imagine it first.

R19 : Ok. Could you tell me the relation of your vocabulary toward your ability in conducting maritime texts?

T19 : I think there is a relationship, Ma'am.

R20 : Could you tell more?

T20 : Ehm..maybe I could answer all questions correctly if I knew all the words.

R21 : Ok. Now could you tell me your problems in answering the questions of the texts?

T21 : Well, it is more on…how will I say… ehm…it's more on the meaning, Ma'am. I wish I knew all the meanings.

R22 : Why?

T22 : If I know all the meaning so I don't have to find or ask to others. Yeah…for me knowing the meaning of words is important.

R23 : Ok. Well, did you check your work before submitting it?

T23 : Ehh…no, Ma'am. Just let it be.

R : Ohh let it be.
Ok then. Thank you.

P : Tia Panji Setyawan　　　　　　　　　　　　**TRANSCRIPT 5**

R : Researcher

R1　　　: What's your name?

P1　　　: My name is Tia Panji Setyawan. I am twenty four years old. My job is seaman and I am an officer. My head office is Jln. Kalianak no. 51 Sby, East Java, Indonesia.

R2　　　: Ok. Can you tell the meaning of this sentence? Just use your own word. (*On the RORO-vessel whole trucks can roll on and off very rapidly at ports. RORO is often used to carry large numbers of cars/ motor vehicles, which are rapidly loaded via a stern ramp.*)

P2　　　: Out..in..the truck. The truck can be out or in. This one…I don't know the answer.

R3　　　: How about the last sentence?

P3　　　: Number…number of vehicles…is loaded by…by.. For <u>stern ramp</u> I don't know the answer.

R4　　　: You don't know the meaning?

P4　　　: I don't know, Ma'am. I don't know the meaning of the whole sentences.

R5　　　: Then, what did you do when you answered the questions, you didn't know the meaning of some words?

P5　　　: I found the closest meaning with the word.

R6　　　: For example?

P6　　　: I didn't know the meaning of <u>stern ramp</u> but I know the meaning of <u>vehicles</u>. Then if the vehicles are loaded, they are loaded on deck. Maybe stern ramp is <u>deck</u>.

R7　　　: Ok. So you found the closest meaning, right?

P7　　　: Yes, the meaning which has the same meaning in that sentence. So I can guess each sentence. The example is: vessel is *kapal motor*, use is *menggunakan*. Something like that.

R8　　　: So..did you connect the sentence to the previous sentence?

P8　　　: Of course. The previous sentence and the following one.

R9　　　: Ok. Then, when you didn't know the meaning of words…what did you do?

P9　　　: I didn't know the previous sentence you asked me. I don't know the meaning of <u>huge stern.</u>

R10　　: Oh. You didn't know the meaning of huge stern. So what did you do?

P10　　: I opened google translate.

R11　　: Did you ask friend?

P11　　: No. Eh…sometimes. If I have a dictionary I would open it.

R12 : How did you understand the meaning of one sentence to another?

P12 : I used… ehm..I wrote the whole sentence for the answer.

R13 : Why?

P13 : Because I didn't know the meaning of the whole words. The time is limited too. So..It's better if I wrote the whole sentence. I case there is the answer there. And I'm sure there is the answer.

R14 : So how did you comprehend the texts?

P14 : First, I looked at the picture or the title. Then I try to visualize it. Yes..for example: How is RoRo ship, its definition and so on.

R15 : Did you have any difficulty in finishing the questions?

P15 : Yes, Ma'am.

R16 : Can you tell me?

P16 : The difficulty…the first is about the meaning of words. The second is to understand the content. But the most difficult is about the vocabulary, Ma'am.

R17 : Oh. What do you think about your vocabulary?

P17 : I know some… like cargo, vessel, RoRo, loaded and vehicle. Some others, I don't know. I ever heard some. I have experience about that.

R18 : Can you tell me more about that?

P18 : Yeah.. it helps me much. It really helps...because I don't remember all the meaning of the words. If I have more vocabulary, I'm sure I can do better.

R19 : Why is it?

P19 : The more vocabulary I have, the more I can understand the text.

R20 : I see. How about this one…you always translated the sentences into Indonesian. Please explain this.

P20 : Oh..if I don't know the whole meaning, Ma'am. I will translate it first to know the meaning.

R21 : Now please tell me your experience during comprehending the texts?

P21 : I have difficulty with my vocabulary. I try to connect my experience and my understanding if there is new information. I mean I can understand the terms if I read the text slowly and carefully.

R22 : Why?

P22 : Yeah.. I always do that. Although it takes longer time but the important is I can do it correctly and carefully.

R23 : What problems did you meet during the reading comprehension?

P23 : When the text became difficult and I had to take more attention on it.

R24 : So?

P24 : If the sentence is too difficult to be understood, I just left it. I pass it

first, I mean. But if it still relate with what on my ship, I try to remember it. The problem is…

I work in tug boat, Ma'am. Not many of those words are used.

R25   : Ok. By the way, did you check your work before submitting it?

P25   : I think I had.

Z : Zaenal Abidin   **TRANCRIPT 6**

R : Researcher

Z	:	My name is Zaenal Abidin. I'm twenty six years old. I work for PT Serasi Indonesia.
R1	:	Ok. How do you explain this sentence in your own word?

        (*The cargo was packed into drums, boxes, bags, bales and crates or on pallets. The ship was loaded and unloaded using portside cranes and ship's derrick that lifted the cargo through the hatches and stored it into the holds.*)

Z1	:	This cargo can be packaged through..box..ehm..tas..ehm..this one I don't know the meaning.
R2	:	So, the meaning of 'was packed' is 'was packaged'?
Z2	:	Yes. Packet is the same as package.
R3	:	How about the next sentence?
Z3	:	Using crane for the cargo then store it.
R4	:	Ok. Do you know the meaning of <u>pallet</u>?
Z4	:	Well, I think I know it, Ma'am. It had been taught too..little bit. If I'm not mistaken it is a kind of box from wood.
R5	:	Box of wood? Why did you think this was the meaning?
Z5	:	What I know, pallet is usually related with boxes from wood.
R6	:	I see. Means here you ever heard it before?
Z6	:	Yes, Ma'am. Something like that.
R7	:	Ok. How about this…do you know the meaning of <u>loose</u> in this sentence?

        (*The bulk carrier carries bulk cargo, "loose" cargo, either "dry bulk" such as coal, grain, iron ore, fertilizers or 'liquid bulk" such as a range of chemicals including petroleum products.*)

Z7	:	Cargo ship carries bulk cargo…it can be dry…can be liquid. So loose is '*curah*'
R8	:	Why did you think this was the meaning?
Z8	:	From its example, such as grain, iron ore etc.
R9	:	Did you consider other meaning before deciding on this one?
Z9	:	I'm not sure.
R10	:	Ok. You are not sure with the meaning of that word. So how did you work out with the meaning of that word?
Z10	:	I just guess it, Ma'am.
R11	:	Then, how did you guess the meaning of words?
Z11	:	From its example.. for example. From the previous sentence and also the

		sentence after that one. I think it always relates each other.
R12	:	Then, if you didn't know the meaning of the words??
Z12	:	If I can open my notes I will do it. Anything I will do to find the meaning.
R13	:	Like?
Z13	:	Open the dictionary and internet, Ma'am. Or.. ehm..asking friends. But it's useless because my friend didn't know the answer either.
R14	:	So, what helped you understand the sentences?
Z14	:	I know little bit the meanings but not all.
R15	:	So?
Z15	:	From the vocabulary, Ma'am. If we have limited vocabulary, we won't know much. But, if we have mastery the vocabulary, automatically we know a lot.
R16	:	Is there anything else that helped you understand the sentence?
Z16	:	Ehm..for example.. this is about ship…bulk cargo. So I will review my understanding. What is bulk cargo and how is it… That's in my mind. And I think the difference is not too far from one ship to another. Maybe, just from its different term.
R17	:	So, you review backward of your experience?
Z17	:	Yes.
R18	:	How did you read the text when you didn't know the meaning of some words?
Z18	:	I read it slowly. If I read it fast, I'm afraid I won't understand it. Then, it would be there was something bad… I would make many mistakes.
R19	:	Ok. Then, what problems did you frequently meet in applying your vocabulary to your reading maritime English text?
Z19	:	My limited vocabulary, Ma'am.
R20	:	Anything else?
Z20	:	Ehm..I think I have difficulty in finding the answer in the text. The sentence is too long. So I found the closest sentence which I thought it related with the question.
R21	:	Ok. How about this one? Can you explain the sentences that you underlined?
Z21	:	Because there are words in the question which are the same with the text. So, maybe there is the answer there.
R22	:	Ahh.. you also gave notes for some words here.
Z22	:	Yes, Ma'am. That's only the meaning.
R23	:	I see. Now, what do you think of your vocabulary mastery toward your ability in conducting reading Maritime?

Z23   : Hahaha…not good, Ma'am. Difficult. I need to learn more.

R24   : Learn what?

Z24   : Vocabulary. Because if I knew all the meaning of words in the text, I wouldn't get difficulty in answering the questions.

R25   : I see. By the way, did you check your work before handling it?

Z25   : The time was not enough, Ma'am.

Y : Yudik Ma'arif   **Transcript 7**
R : Researcher

Y   : My name is Yudik Ma'arif and from Madiun. I'm thirty one years old. I
          work in tug boat in Samarinda.
R1   : Ok. Now, could you explain the sentences in this paragraph.
          (*The cargo was packed into drums, boxes, bags, bales and crates or on
          pallets.*)
Y1   : Oh, this one? The cargo is packed into drum, box, package and … eh..
          for 'crate' I don't know the meaning.
R2   : How about 'pallet' here?
Y2   : It's like something which is arranged in a stack.
R3   : Why did you think it was the meaning of the word?
Y3   : From the word 'packed'.
R4   : Did you consider other meaning before deciding one that one?
Y4   : I don't think so, because I saw it from the previous sentence.
R5   : You indicated that you didn't know the meaning of 'crate'. So what did
          you?
Y5   : I just past it. Or maybe I can get the clue from the previous words or the
          word after it.
R6   : Did you find other unknown words in the texts?
Y6   : Yes. Some.
R7   : So what did you do to work with the words?
Y7   : Well, I just guessed it, Ma'am.
R8   : Guessed?
Y8   : Yes. Guess it from other words. I also connect the sentence from other to
          get the meaning.
R9   : I see. Then, what helped you understand the content of the text?
Y9   : I know some words there. From my experience… eh..at least I know
          many words, so the rest I just connect it or just guess it.
R10   : How did you connect the sentences?
Y10   : From the whole meaning…the conclusion of the sentences. Then,
          connect the meaning from one sentence to another.
R11   : Is there anything else that helped you understand the sentence?
Y11   : Ehm, from the title…because when I know the theme, container ship for
          example.. I will review my knowledge. I know what container ship
          is…or other ships. Well, at least I know when it is about ship.
R12   : Ok. Could you tell your experience during conducting the reading task?
Y12   : Well, I think it's more on the vocabulary. Yeah, I know many words in

this text. But from the three others, I had difficulty with many unknown words.

R13   : Why is it?

Y13   : Yeah.. my limited vocabulary will hamper me in understanding the text.

R14   : Oh, you had difficulty with many unknown words. Is there other problem you had during the reading tasks?

Y14   : I think, it's just about my vocabulary.

R15   : What do you think of your vocabulary mastery toward your ability in conducting the reading task?

Y15   : Very helpful, Ma'am. I could understand the content more if I had more vocabulary.
Besides that, my vocabulary is useful for other lesson.

R16   : What do you mean?

Y16   : Many words here are also used in other lessons, such as in stability, cargo handling, and so on.

R17   : Why is that?

Y17   : Because the lesson…ehh..there are many words of Maritime English are also used in those lessons.

R18   : Anything else?

Y18   : Ehm…relate with my vocabulary did you mean?

R19   : Yes.

Y19   : Well, I think when I know a lot about maritime words I can read faster.

R20   : Could you explain more about that.

Y20   : When I found unknown words…ehh I stopped…yeah sometimes I stop because whether like or not I try to find the meaning of the words. So, it took time.

R21   : So, did you plan your time during the reading task?

Y21   : Ehh…I don't know. I just do what I can do.

R22   : Ok. Did you check your work before handling it?

Y22   : I think I had.

C : Tjandra Suita T   **Transcript 8**

R : Researcher

R1   : What's your name?

T1   : My name is Tjandra Suita. I am in Nautical Class F.

R2   : Let see this one. Paragraph 1 line 3. Can you read the paragraph first?

T2   : This one? Ok.
         (The bulk carrier carries bulk cargo, "loose" cargo, either "dry bulk" such
         as coal, grain, iron ore, fertilizers or 'liquid bulk" such as a range of
         chemicals including petroleum products.)

R3   : Thank you. Now could you explain the sentences in your own words?

T3   : Bulk carrier carries a cargo… then lost…also dry cargo…coal, iron ore..
         'fertilizer' I don't know. Then liquid… like chemical in petroleum
         products.

R4   : Ok. What do you think of the words in the sentence? Did you know all
         the meanings?

T4   : I understand the words. But I don't know the meaning of each.

R5   : What do you think the meaning of <u>loose</u> here?

T5   : It's like disappear. Is it?

R6   : Ohh, you think that loose is disappeared.
         Ok. When you translated the sentence, it seemed that you found many
         unknown words.

T6   : Sorry, Ma'am. I didn't know the meaning of each word but I know the
         meaning of the whole sentence. I mean…the content.

R7   : Ok. So, did you know the meaning of 'dry bulk'?

T7   : Ehm, it's dry cargo.

R8   : Why did you think it was the meaning of the word?

T8   : Because there is a word 'dry'.

R9   : Did you consider other meanings before deciding on this one?

T9   : No, because there is a word 'dry', Ma'am. And bulk cargo carries
         cargo…that is dry cargo.

R10   : I see.
         Before, you indicated that you didn't know some words. So how did you
         work out the meaning of this word?

T10   : I read all the sentences first. Then I decided the main points. After that I
         connect them with the others.

R11   : Ok. And then, what helped you understand this sentence?

T11   : Yeah, I read them all first. Take one sentence or more that I know well.

R12 : Anything else that made you understand the sentence?

T12 : Ehm, guessing maybe.

R13 : Guessing?

T13 : Yes. Guessing the meaning of unknown words.

R14 : How did you guess?

T14 : From the content, Ma'am. Also from the previous words. Then, I connected one sentence to another. Also from one paragraph to another. Beside that, if it is about ship…I know it. Ehm, maybe some words.

R15 : Can you explain more about that?

T15 : Eh, for example..it is about ship...so it carries cargo…for example: container or dry cargo. And for petroleum products…of course it's about the products of petroleum.

R16 : I see. So you connect it.

T16 : Yes.

R17 : Did you make any preparation during the reading task?

T17 : What do you mean, Ma'am?

R18 : Did you plan your time?

T18 : Not really. I did the easy questions first. After I read them all, I chose to finish the easy questions first than the difficult ones.

R19 : Ok. Now, could tell your experience during conducting the reading task?

T19 : Ehm, I think the last two texts were difficult.

R20 : What difficulties you had?

T20 : The meanings, Ma'am.

R21 : The meanings?

T21 : Yes. The meanings of unknown words. So, I looked at dictionary to get the meaning.

R22 : I see. What do you think of your vocabulary mastery toward your ability in conducting reading Maritime texts?

T22 : Fifty fifty, Ma'am. When I know some of the words, it helped me much. When it related with ship or something about maritime, maybe I would know more.

R23 : What about with the way you read the text?

T23 : Of course, when I knew all the words I would read fast. Especially when the text was about ship…I meant..something on ship that I know.

R24 : So, what problems do you frequently meet in applying your vocabulary knowledge to comprehend reading maritime English texts?

T24 : Ehm, maybe about some points…eh..words which have the same meaning..or different words which have the same meaning.

R25 : Such as?

T25 : Such as 'pallet' here.. If I didn't know what 'pallet' was, I think I won't know the actual meaning.

R26 : Any other problems?

T26 : I think I don't have any problem with the texts. I just have problems with the meaning of words.

R27 : I see. By the way, did you check your word before submitting it?

T27 : Yes, I checked it.

Observation Guide for Students' Behavior during Reading Comprehension (Technical Vocabulary Type)

No	Statement	Yes	No	Doubt	Note
1.	Read the direction	v			
2.	Scan the test		v		
3.	Takes notes on reading			v	
4.	Finish reading before taking note	v			
5.	Develop a plan			v	
6.	Make correction orally		v		
7.	Demonstrate smooth and clear oral reading	v			
8.	Ask others		v		
9.	Consult the dictionary/ notes		v		Pass the difficult words, ask teacher
10	Look confused before doing the reading		v		
11.	Look confused during answering the questions		v		
12.	Restate the difficult sentences using their own words			v	
13.	Pay attention to reading material	v			
14.	Look anxious during answering the questions			v	
15.	Take relaxation			v	
16	Check the work after finishing all questions	v			Work quickly and efficiently

Observation Guide for Students' Behavior during Reading Comprehension (Semi-technical Vocabulary Type)

No	Statement	Yes	No	Doubt	Note
1.	Read the direction	v			
2.	Scan the test			v	
3.	Takes notes on reading	v			
4.	Finish reading before taking note	v			
5.	Develop a plan			v	
6.	Make correction orally		v		
7.	Demonstrate smooth and clear oral reading	v			
8.	Ask others			v	
9.	Consult the dictionary/ notes		v		
10	Look confused before doing the reading		v		
11.	Look confused during answering the questions		v		
12.	Restate the difficult sentences using their own words			v	
13.	Pay attention to reading material	v			
14.	Look anxious during answering the questions			v	
15.	Take relaxation		v		
16	Check the work after finishing test	v			

Observation Guide for Students' Behavior during Reading Comprehension (Core Vocabulary Type)

No	Statement	Yes	No	Doubt	Note
1.	Read the direction			v	
2.	Scan the test		v		
3.	Takes notes on reading	v			
4.	Finish reading before taking note	v			
5.	Develop a plan		v		
6.	Make correction orally		v		
7.	Demonstrate smooth and clear oral reading		v		
8.	Ask others	v			Ask more than one friend
9.	Consult the dictionary/ notes	v			
10	Look confused before doing the reading	v			
11.	Look confused during answering the questions	v			
12.	Restate the difficult sentences using their own words	v			
13.	Pay attention to reading material			v	
14.	Look anxious during answering the questions	v			
15.	Take relaxation		v		
16	Check the work after finishing test		v		

Observation Guide for Students' Behavior during Reading Comprehension (Have no mastery)

No	Statement	Yes	No	Doubt	Note
1.	Read the direction			v	
2.	Scan the test		v		
3.	Takes notes on reading	v			
4.	Finish reading before taking note			v	
5.	Develop a plan		v		
6.	Make correction orally		v		
7.	Demonstrate smooth and clear oral reading		v		
8.	Ask others	v			
9.	Consult the dictionary/ notes	v			
10	Look confused before doing the reading	v			
11.	Look confused during answering the questions	v			
12.	Restate the difficult sentences using their own words	v			
13.	Pay attention to reading material		v		
14.	Look anxious during answering the questions	v			
15.	Take relaxation		v		
16	Check the work after finishing test		v		

		VAR000 01	VAR000 02	VAR000 03	VAR000 04	VAR000 05	VAR000 06	VAR000 07	VAR000 08	VAR000 09	VAR000 10	VAR000 11	VAR000 12	VAR000 13	VAR000 14	VAR000 15	VAR000 16	VAR000 17
VAR000 01	Pearson Correlation	1	,745**	,418*	,135	,000	,150	,239	,316	,418*	-,200	,239	-,120	,067	,268	,088	,224	,365*
	Sig. (2-tailed)		,000	,021	,477	1,000	,428	,203	,089	,021	,289	,203	,529	,723	,152	,645	,235	,047
	Sum of Squares and Cross-products	4,167	2,500	2,333	,667	,000	,833	,667	1,667	2,333	-,833	,667	-,333	,333	1,500	,333	1,000	2,000
	Covariance	,144	,086	,080	,023	,000	,029	,023	,057	,080	-,029	,023	-,011	,011	,052	,011	,034	,069
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR000 02	Pearson Correlation	,745**	1	,312	,302	,045	,381*	,356	,236	,312	-,149	-,089	-,089	,201	,333	,196	,111	,272
	Sig. (2-tailed)	,000		,093	,105	,812	,038	,053	,210	,093	,432	,640	,640	,287	,072	,299	,559	,146
	Sum of Squares and Cross-products	2,500	2,700	1,400	1,200	,200	1,700	,800	1,000	1,400	-,500	-,200	-,200	,800	1,500	,600	,400	1,200
	Covariance	,086	,093	,048	,041	,007	,059	,028	,034	,048	-,017	-,007	-,007	,028	,052	,021	,014	,041
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	VAR00029	VAR00030	VAR00031
	.402*	-,120	,155	,239	-,175	,253	,060	.447*	,316	-,211	-,183	.415*	,247	.515**
	,028	,529	,414	,203	,354	,177	,754	,013	,089	,264	,334	,023	,189	,004
	2,167	-,333	,833	,667	-,667	1,333	,333	2,500	1,667	-1,167	-1,000	,833	1,167	28,167
	,075	-,011	,029	,023	-,023	,046	,011	,086	,057	-,040	-,034	,029	,040	,971
	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	.438*	-,089	,254	,356	-,131	,000	,312	,333	,236	-,291	-,045	.557**	,184	.539**
	,015	,640	,176	,053	,491	1,000	,093	,072	,210	,118	,812	,001	,331	,002
	1,900	-,200	1,100	,800	-,400	,000	1,400	1,500	1,000	-1,300	-,200	,900	,700	23,700
	,066	-,007	,038	,028	-,014	,000	,048	,052	,034	-,045	-,007	,031	,024	,817
	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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VAR00003	Pearson Correlation	.418*	.312	1	.262	.191	.279	.250	.189	.464**	.060	.250	-.018	.342	.401*	-.026	.301	.464**
	Sig. (2-tailed)	.021	.093		.162	.312	.136	.183	.317	.010	.754	.183	.925	.064	.028	.891	.106	.010
	Sum of Squares and Cross-products	2,333	1,400	7,467	1,733	1,400	2,067	.933	1,333	3,467	.333	.933	-.067	2,267	3,000	-.133	1,800	3,400
	Covariance	.080	.048	.257	.060	.048	.071	.032	.046	.120	.011	.032	-.002	.078	.103	-.005	.062	.117
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00004	Pearson Correlation	.135	.302	.262	1	.339	.537**	.443*	-.053	.111	.337	-.161	.141	.193	.452*	.207	.264	.339
	Sig. (2-tailed)	.477	.105	.162		.067	.002	.014	.780	.560	.069	.395	.457	.306	.012	.272	.159	.067
	Sum of Squares and Cross-products	.667	1,200	1,733	5,867	2,200	3,533	1,467	-.333	.733	1,667	-.533	.467	1,133	3,000	.933	1,400	2,200
	Covariance	.023	.041	.060	.202	.076	.122	.051	-.011	.025	.057	-.018	.016	.039	.103	.032	.048	.076
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00005	Pearson Correlation	.000	.045	.191	.339	1	.302	.218	.144	.191	.183	-.055	.218	.277	.136	.120	.068	.444*
	Sig. (2-tailed)	1,000	.812	.312	.067		.105	.247	.447	.312	.334	.775	.247	.138	.473	.527	.721	.014
	Sum of Squares and Cross-products	.000	.200	1,400	2,200	7,200	2,200	.800	1,000	1,400	1,000	-.200	.800	1,800	1,000	.600	.400	3,200
	Covariance	.000	.007	.048	.076	.248	.076	.028	.034	.048	.034	-.007	.028	.062	.034	.021	.014	.110
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

.573**	,250	,120	,250	-,026	,236	,063	,267	,331	,279	-,191	,174	-,042	.652**
,001	,183	,527	,183	,891	,209	,743	,153	,074	,136	,312	,359	,825	,000
4,133	,933	,867	,933	-,133	1,667	,467	2,000	2,333	2,067	-1,400	,467	-,267	47,733
,143	,032	,030	,032	-,005	,057	,016	,069	,080	,071	-,048	,016	-,009	1,646
30	30	30	30	30	30	30	30	30	30	30	30	30	30
.480**	,141	,146	.443*	-,237	-,107	,262	,151	,107	-,223	,277	,308	-,202	.537**
,007	,457	,441	,014	,208	,575	,162	,426	,575	,236	,138	,098	,284	,002
3,067	,467	,933	1,467	-1,067	-,667	1,733	1,000	,667	-1,467	1,800	,733	-1,133	34,867
,106	,016	,032	,051	-,037	-,023	,060	,034	,023	-,051	,062	,025	-,039	1,202
30	30	30	30	30	30	30	30	30	30	30	30	30	30
,056	,218	,085	,218	,120	,000	-,218	,000	,144	-,110	-,028	,152	,032	.378*
,767	,247	,656	,247	,527	1,000	,247	1,000	,447	,563	,884	,424	,866	,039
,400	,800	,600	,800	,600	,000	-1,600	,000	1,000	-,800	-,200	,400	,200	27,200
,014	,028	,021	,028	,021	,000	-,055	,000	,034	-,028	-,007	,014	,007	,938
30	30	30	30	30	30	30	30	30	30	30	30	30	30

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VAR00006	Pearson Correlation	,150	,381*	,279	,537**	,302	1	,306	,048	,548**	,331	,036	,306	,375*	,605**	,053	,235	,165
	Sig. (2-tailed)	,428	,038	,136	,002	,105		,101	,803	,002	,074	,850	,101	,041	,000	,782	,210	,384
	Sum of Squares and Cross-products	,833	1,700	2,067	3,533	2,200	7,367	1,133	,333	4,067	1,833	,133	1,133	2,467	4,500	,267	1,400	1,200
	Covariance	,029	,059	,071	,122	,076	,254	,039	,011	,140	,063	,005	,039	,085	,155	,009	,048	,041
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00007	Pearson Correlation	,239	,356	,250	,443*	,218	,306	1	-,094	,250	,239	-,071	-,071	,161	,267	,288	,535**	,218
	Sig. (2-tailed)	,203	,053	,183	,014	,247	,101		,619	,183	,203	,708	,708	,395	,153	,122	,002	,247
	Sum of Squares and Cross-products	,667	,800	,933	1,467	,800	1,133	1,867	-,333	,933	,667	-,133	-,133	,533	1,000	,733	1,600	,800
	Covariance	,023	,028	,032	,051	,028	,064	,039	-,011	,032	,023	-,005	-,005	,018	,034	,025	,055	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	,316	,236	,189	-,053	,144	,048	-,094	1	,472**	-,253	,189	-,094	,053	,000	,277	,177	,433*
	Sig. (2-tailed)	,089	,210	,317	,780	,447	,803	,619		,008	,177	,317	,619	,780	1,000	,138	,350	,017
	Sum of Squares and Cross-products	1,667	1,000	1,333	-,333	1,000	,333	-,333	6,667	3,333	-1,333	,667	-,333	,333	,000	1,333	1,000	3,000
	Covariance	,057	,034	,046	-,011	,034	,011	-,011	,230	,115	-,046	,023	-,011	,011	,000	,046	,034	,103
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Band 1

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,606**	,164	,212	-,027	-,357	,190	-,067	,279	-,048	,053	,306	-,033	,306	,591**
Sig. (2-tailed)	,000	,385	,260	,885	,052	,314	,724	,136	,803	,782	,101	,864	,101	,001
Sum of Squares and Cross-products	44,033	1,033	,567	-,200	-2,633	1,333	-,500	2,067	-,333	,267	1,133	-,233	1,133	4,233
Covariance	1,518	,036	,020	-,007	-,091	,046	-,017	,071	-,011	,009	,039	-,008	,039	,146
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Band 2

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,505**	-,169	,695**	-,218	,036	,189	,000	-,018	,094	-,105	1,000**	,203	,464**	,351
Sig. (2-tailed)	,004	,373	,000	,247	,850	,317	1,000	,925	,619	,581	,000	,281	,010	,057
Sum of Squares and Cross-products	18,467	-,533	,933	-,800	,133	,667	,000	-,067	,333	-,267	1,867	,733	,867	1,267
Covariance	,637	-,018	,032	-,028	,005	,023	,000	-,002	,011	-,009	,064	,025	,030	,044
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Band 3

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,369*	-,056	,131	-,144	-,381*	,250	,000	-,378*	,350	-,139	-,094	,196	-,094	,245
Sig. (2-tailed)	,149	,770	,489	,447	,038	,183	1,000	,039	,058	,465	,619	,300	,619	,193
Sum of Squares and Cross-products	18,667	-,333	,333	-1,000	-2,667	1,667	,000	-2,667	2,333	-,667	-,333	1,333	-,333	1,667
Covariance	,644	-,011	,011	-,034	-,092	,057	,000	-,092	,080	-,023	-,011	,046	-,011	,057
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00009	Pearson Correlation	.418*	,312	.464**	,111	,191	.548**	,250	.472**	1	,060	,250	-,018	,191	.401*	-,026	,301	,327
	Sig. (2-tailed)	,021	,093	,010	,560	,312	,002	,183	,008		,754	,183	,925	,311	,028	,891	,106	,077
	Sum of Squares and Cross-products	2,333	1,400	3,467	,733	1,400	4,067	,933	3,333	7,467	,333	,933	-,067	1,267	3,000	-,133	1,800	2,400
	Covariance	,080	-,048	,120	,025	,048	,140	,032	,115	,257	,011	,032	-,002	,044	,103	-,005	,062	,083
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	-,200	-,149	,060	,337	,183	,331	,239	-,253	,060	1	-,120	,239	-,135	,089	,088	,000	-,183
	Sig. (2-tailed)	,289	,432	,754	,069	,334	,074	,203	,177	,754		,529	,203	,477	,638	,645	1,000	,334
	Sum of Squares and Cross-products	-,833	-,500	,333	1,667	1,000	1,833	,667	-1,333	,333	4,167	-,333	,667	-,667	,500	,333	,000	1,000
	Covariance	-,029	-,017	,011	,057	,034	,063	,023	-,046	,011	,144	-,011	,023	-,023	,017	,011	,000	-,034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00011	Pearson Correlation	,239	-,089	,250	-,161	-,055	,036	-,071	,189	,250	-,120	1	-,071	-,141	,000	-,105	,200	,218
	Sig. (2-tailed)	,203	,640	,183	,395	,775	,850	,708	,317	,183	,529		,708	,457	1,000	,581	,288	,247
	Sum of Squares and Cross-products	,667	-,200	,933	-,533	-,200	,133	-,133	,667	,933	-,333	1,867	-,133	-,467	,000	-,267	,600	,800
	Covariance	,023	-,007	,032	-,018	-,007	,005	-,005	,023	,032	-,011	,064	-,005	-,016	,000	-,009	,021	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

.502**	,116	,174	-,464**	-,261	,189	,000	-,205	,236	-,026	,250	-,157	,250	,573**
,005	,542	,359	,010	,164	,317	1,000	,276	,209	,891	,183	,407	,183	,001
36,733	,733	,467	-3,400	-1,933	1,333	,000	-1,533	1,667	-,133	,933	-1,133	,933	4,133
1,267	,025	,016	-,117	-,067	,046	,000	-,053	,057	-,005	,032	-,039	,032	,143
30	30	30	30	30	30	30	30	30	30	30	30	30	30
,349	,035	-,083	,000	-,030	,126	-,089	-,120	-,126	,088	,239	,155	,239	,031
,431	,853	,663	1,000	,875	,505	,638	,529	,505	,645	,203	,414	,203	,871
8,167	,167	-,167	,000	-,167	,667	-,500	-,667	-,667	,333	,667	,833	,667	,167
,282	,006	-,006	,000	-,006	,023	-,017	-,023	-,023	,011	,023	,029	,023	,006
30	30	30	30	30	30	30	30	30	30	30	30	30	30
,388*	,147	-,050	,055	,306	,189	,267	-,018	,378*	,288	-,071	-,351	-,071	,351
,167	,437	,795	,775	,101	,317	,153	,925	,039	,122	,708	,057	,708	,057
9,467	,467	-,067	,200	1,133	,667	1,000	-,067	1,333	,733	-,133	-1,267	-,133	1,267
,326	,016	-,002	,007	,039	,023	,034	-,002	,046	,025	-,005	-,044	-,005	,044
30	30	30	30	30	30	30	30	30	30	30	30	30	30

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VAR00012	Pearson Correlation	-,120	-,089	-,018	,141	,218	,306	,071	-,094	-,018	,239	,071	1	-,141	-,267	-,105	,200	-,055
	Sig. (2-tailed)	,529	,640	,925	,457	,247	,101	,708	,619	,925	,203	,708		,457	,153	,581	,288	,775
	Sum of Squares and Cross-products	-,333	-,200	-,067	,467	,800	1,133	-,133	-,333	-,067	,667	-,133	1,867	-,467	-1,000	-,267	,600	-,200
	Covariance	-,011	-,007	-,002	,016	,028	,039	-,005	-,011	-,002	,023	-,005	,064	-,016	-,034	-,009	,021	-,007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00013	Pearson Correlation	,067	,201	,342	,193	,277	,375*	,161	,053	,191	-,135	-,141	-,141	1	,603**	,237	,113	,431*
	Sig. (2-tailed)	,723	,287	,064	,306	,138	,041	,395	,780	,311	,477	,457	,457		,000	,208	,552	,017
	Sum of Squares and Cross-products	,333	,800	2,267	1,133	1,800	2,467	,533	,333	1,267	-,667	-,467	-,467	5,867	4,000	1,067	,600	2,800
	Covariance	,011	,028	,078	,039	,062	,085	,018	,011	,044	-,023	-,016	-,016	,202	,138	,037	,021	,097
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00014	Pearson Correlation	,268	,333	,401*	,452*	,136	,605**	,267	,000	,401*	,089	,000	-,267	,603**	1	,196	,000	,136
	Sig. (2-tailed)	,152	,072	,028	,012	,473	,000	,153	1,000	,028	,638	1,000	,153	,000		,299	1,000	,473
	Sum of Squares and Cross-products	1,500	1,500	3,000	3,000	1,000	4,500	1,000	,000	3,000	,500	,000	-1,000	4,000	7,500	1,000	,000	1,000
	Covariance	,052	,052	,103	,103	,034	,155	,034	,000	,103	,017	,000	-,034	,138	,259	,034	,000	,034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

,394*	,147	-,050	,055	-,234	,189	,000	,250	,094	-,105	-,071	-,074	.464**	-,203
,619	,437	,795	,775	,214	,317	1,000	,183	,619	,581	,708	,698	,010	,281
3,467	,467	-,067	,200	-,867	,667	,000	,933	,333	-,267	-,133	-,267	,867	-,733
,120	,016	-,002	,007	-,030	,023	,000	,032	,011	-,009	-,005	-,009	,030	-,025
30	30	30	30	30	30	30	30	30	30	30	30	30	30
.495**	,024	,112	,031	,071	,213	,000	,342	,107	-,207	,161	,167	,161	,302
,005	,901	,556	,872	,709	,258	1,000	,064	,575	,272	,395	,378	,395	,104
32,133	,133	,267	,200	,467	1,333	,000	2,267	,667	-,933	,533	1,067	,533	1,933
1,108	,005	,009	,007	,016	,046	,000	,078	,023	-,032	,018	,037	,018	,067
30	30	30	30	30	30	30	30	30	30	30	30	30	30
.539**	,079	,186	,000	-,067	,141	,067	,267	-,141	,000	,267	-,069	,000	.623**
,002	,679	,326	1,000	,724	,456	,726	,153	,456	1,000	,153	,716	1,000	,000
39,500	,500	,500	,000	-,500	1,000	,500	2,000	-1,000	,000	1,000	-,500	,000	4,500
1,362	,017	,017	,000	-,017	,034	,017	,069	-,034	,000	,034	-,017	,000	,155
30	30	30	30	30	30	30	30	30	30	30	30	30	30

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
VAR00015	Pearson Correlation	,088	,196	-,026	,207	,120	,053	,288	,277	-,026	,088	-,105	-,105	,237	,196	1	,294	,120
	Sig. (2-tailed)	,645	,299	,891	,272	,527	,782	,122	,138	,891	,645	,581	,581	,208	,299		,115	,527
	Sum of Squares and Cross-products	,333	,600	-,133	,933	,600	,267	,733	1,333	-,133	,333	-,267	-,267	1,067	1,000	3,467	1,200	,600
	Covariance	,011	,021	-,005	,032	,021	,009	,025	,046	-,005	,011	-,009	-,009	,037	,034	,120	,041	,021
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00016	Pearson Correlation	,224	,111	,301	,264	,068	,235	,535**	,177	,301	,000	,200	,200	,113	,000	,294	1	,408*
	Sig. (2-tailed)	,235	,559	,106	,159	,721	,210	,002	,350	,106	1,000	,288	,288	,552	1,000	,115		,025
	Sum of Squares and Cross-products	1,000	,400	1,800	1,400	,400	1,400	1,600	1,000	1,800	,000	,600	,600	,600	,000	1,200	4,800	2,400
	Covariance	,034	,014	,062	,048	,014	,048	,055	,034	,062	,000	,021	,021	,021	,000	,041	,166	,083
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00017	Pearson Correlation	,365*	,272	,464**	,339	,444*	,165	,218	,433*	,327	-,183	,218	-,055	,431*	,136	,120	,408*	1
	Sig. (2-tailed)	,047	,146	,010	,067	,014	,384	,247	,017	,077	,334	,247	,775	,017	,473	,527	,025	
	Sum of Squares and Cross-products	2,000	1,200	3,400	2,200	3,200	1,200	,800	3,000	2,400	1,000	,800	-,200	2,800	1,000	,600	2,400	7,200
	Covariance	,069	,041	,117	,076	,110	,041	,028	,103	,083	-,034	,028	-,007	,097	,034	,021	,083	,248
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

,360	-,015	.473**	,080	,053	,277	,000	,170	,139	-,154	,288	,298	-,105	,109
,051	,935	,008	,674	,782	,138	1,000	,368	,465	,417	,122	,109	,581	,568
17,933	-,067	,867	,400	,267	1,333	,000	,867	,667	-,533	,733	1,467	-,267	,533
,618	-,002	,030	,014	,009	,046	,000	,030	,023	-,018	,025	,051	-,009	,018
30	30	30	30	30	30	30	30	30	30	30	30	30	30

.450*	-,118	.371*	-,238	,067	,177	-,167	-,033	,354	-,196	.535**	,035	.535**	,311
,013	,534	,043	,205	,724	,350	,379	,861	,055	,299	,002	,856	,002	,094
26,400	-,600	,800	-1,400	,400	1,000	-1,000	-,200	2,000	-,800	1,600	,200	1,600	1,800
,910	-,021	,028	-,048	,014	,034	-,034	-,007	,069	-,028	,055	,007	,055	,062
30	30	30	30	30	30	30	30	30	30	30	30	30	30

.643**	,032	,152	,111	,027	,289	,272	,055	.433*	-,280	,218	,226	,218	,339
,000	,866	,424	,559	,885	,122	,146	,775	,017	,134	,247	,230	,247	,067
46,200	,200	,400	,800	,200	2,000	2,000	,400	3,000	-1,400	,800	1,600	,800	2,400
1,593	,007	,014	,028	,007	,069	,069	,014	,103	-,048	,028	,055	,028	,083
30	30	30	30	30	30	30	30	30	30	30	30	30	30

		.402*	.438*	.573**	.480**	,056	.591**	,351	,245	.573**	,031	,351	-,203	,302	.623**	,109	,311	,339
VAR00018	Pearson Correlation	.402*	.438*	.573**	.480**	,056	.591**	,351	,245	.573**	,031	,351	-,203	,302	.623**	,109	,311	,339
	Sig. (2-tailed)	,028	,015	,001	,007	,767	,001	,057	,193	,001	,871	,057	,281	,104	,000	,568	,094	,067
	Sum of Squares and Cross-products	2,167	1,900	4,133	3,067	,400	4,233	1,267	1,667	4,133	,167	1,267	-,733	1,933	4,500	,533	1,800	2,400
	Covariance	,075	,066	,143	,106	,014	,146	,044	,057	,143	,006	,044	-,025	,067	,155	,018	,062	,083
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00019	Pearson Correlation	-,120	-,089	,250	,141	,218	,306	.464**	-,094	,250	,239	-,071	.464**	,161	,000	-,105	.535**	,218
	Sig. (2-tailed)	,529	,640	,183	,457	,247	,101	,010	,619	,183	,203	,708	,010	,395	1,000	,581	,002	,247
	Sum of Squares and Cross-products	-,333	-,200	,933	,467	,800	1,133	,867	-,333	,933	,667	-,133	,867	,533	,000	-,267	1,600	,800
	Covariance	-,011	-,007	,032	,016	,028	,039	,030	-,011	,032	,023	-,005	,030	,018	,000	-,009	,055	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00020	Pearson Correlation	,155	,254	,120	,146	,085	-,033	,203	,196	-,157	,155	-,351	-,074	,167	-,069	,298	,035	,226
	Sig. (2-tailed)	,414	,176	,527	,441	,656	,864	,281	,300	,407	,414	,057	,698	,378	,716	,109	,856	,230
	Sum of Squares and Cross-products	,833	1,100	,867	,933	,600	-,233	,733	1,333	-1,133	,833	-1,267	-,267	1,067	-,500	1,467	,200	1,600
	Covariance	,029	,038	,030	,032	,021	-,008	,025	,046	-,039	,029	-,044	-,009	,037	-,017	,051	,007	,055
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Variable 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	1	,074	-,139	,351	,109	,049	,157	,208	,245	,033	-,056	,244	-,071	.673**
Sig. (2-tailed)		,698	,465	,057	,568	,797	,407	,271	,193	,864	,767	,194	,710	,000
Sum of Squares and Cross-products	6,967	,267	-,967	1,267	,533	,333	1,133	1,500	1,667	,233	-,400	,633	-,433	47,567
Covariance	,240	,009	-,033	,044	,018	,011	,039	,052	,057	,008	-,014	,022	-,015	1,640
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Variable 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,074	1	,203	.464**	-,105	,094	-,018	-,267	,189	,036	-,218	-,050	-,169	,386*
Sig. (2-tailed)	,698		,281	,010	,581	,619	,925	,153	,317	,850	,247	,795	,373	,125
Sum of Squares and Cross-products	,267	1,867	,733	,867	-,267	,333	-,067	-1,000	,667	,133	-,800	-,067	-,533	10,467
Covariance	,009	,064	,025	,030	-,009	,011	-,002	-,034	,023	,005	-,028	-,002	-,018	,361
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Variable 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	-,139	,203	1	,203	-,109	,098	-,018	-,069	,196	-,172	,056	,141	-,093	,318
Sig. (2-tailed)	,465	,281		,281	,568	,607	,923	,716	,300	,363	,767	,456	,626	,246
Sum of Squares and Cross-products	-,967	,733	6,967	,733	-,533	,667	-,133	-,500	1,333	-1,233	,400	,367	-,567	15,433
Covariance	-,033	,025	,240	,025	-,018	,023	-,005	-,017	,046	-,043	,014	,013	-,020	,532
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00021 Pearson Correlation	,239	,356	,250	.443*	,218	,306	1,000**	-,094	,250	,239	-,071	-,071	,161	,267	,288	,535**	,218
Sig. (2-tailed)	,203	,053	,183	,014	,247	,101	,000	,619	,183	,203	,708	,708	,395	,153	,122	,002	,247
Sum of Squares and Cross-products	,667	,800	,933	1,467	,800	1,133	1,867	-,333	,933	,667	-,133	-,133	,533	1,000	,733	1,600	,800
Covariance	,023	,028	,032	,051	,028	,039	,064	-,011	,032	,023	-,005	-,005	,018	,034	,025	,055	,028
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00022 Pearson Correlation	-,175	-,131	-,026	-,237	,120	,053	-,105	-,139	-,026	,088	,288	-,105	,207	,000	,154	,196	,280
Sig. (2-tailed)	,354	,491	,891	,208	,527	,782	,581	,465	,891	,645	,122	,581	,272	1,000	,417	,299	,134
Sum of Squares and Cross-products	-,667	-,400	-,133	-1,067	,600	,267	-,267	-,667	-,133	,333	,733	-,267	-,933	,000	-,533	-,800	-1,400
Covariance	-,023	-,014	-,005	-,037	,021	,009	-,009	-,023	-,005	,011	,025	-,009	-,032	,000	-,018	-,028	-,048
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00023 Pearson Correlation	,253	,000	,236	-,107	,000	-,048	,094	,350	,236	-,126	.378*	,094	,107	-,141	,139	,354	.433*
Sig. (2-tailed)	,177	1,000	,209	,575	1,000	,803	,619	,058	,209	,505	,039	,619	,575	,456	,465	,055	,017
Sum of Squares and Cross-products	1,333	,000	1,667	-,667	,000	-,333	,333	2,333	1,667	-,667	1,333	,333	,667	-1,000	,667	2,000	3,000
Covariance	,046	,000	,057	-,023	,000	-,011	,011	,080	,057	-,023	,046	,011	,023	-,034	,023	,069	,103
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,505**	-,169	,695**	-,218	,036	,189	,000	-,018	,094	-,105	1	,203	,464**	,351
Sig.	,004	,373	,000	,247	,850	,317	1,000	,925	,619	,581		,281	,010	,057
Sum of Sq.	18,467	-,533	,933	-,800	,133	,667	,000	-,067	,333	-,267	1,867	,733	,867	1,267
Covariance	,637	-,018	,032	-,028	,005	,023	,000	-,002	,011	-,009	,064	,025	,030	,044
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	,401	,216	-,073	,080	,251	,069	,000	,026	,069	1	,105	,109	,105	,109
Sig.	,994	,251	,702	,674	,182	,716	1,000	,891	,716		,581	,568	,581	,568
Sum of Sq.	-,067	,933	-,133	,400	1,267	,333	,000	-,133	-,333	3,467	-,267	-,533	-,267	,533
Covariance	-,002	,032	-,005	,014	,044	,011	,000	-,005	-,011	,120	-,009	-,018	-,009	,018
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	,424*	,390*	,263	,000	,095	,500**	,141	,094	1	-,069	,094	,098	,094	,049
Sig.	,019	,033	,161	1,000	,617	,005	,456	,619		,716	,619	,607	,619	,797
Sum of Sq.	29,333	2,333	,667	,000	,667	3,333	1,000	,667	6,667	-,333	,333	,667	,333	,333
Covariance	1,011	,080	,023	,000	,023	,115	,034	,023	,230	-,011	,011	,023	,011	,011
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00024	Pearson Correlation	,060	,312	,063	,262	-,218	,279	-,018	,378*	-,205	-,120	-,018	,250	,342	,267	,170	-,033	,055
	Sig. (2-tailed)	,754	,093	,743	,162	,247	,136	,925	,039	,276	,529	,925	,183	,064	,153	,368	,861	,775
	Sum of Squares and Cross-products	,333	1,400	,467	1,733	-1,600	2,067	-,067	-2,667	-1,533	-,667	-,067	,933	2,267	2,000	,867	-,200	,400
	Covariance	,011	,048	,016	,060	-,055	,071	-,002	-,092	-,053	-,023	-,002	,032	,078	,069	,030	-,007	,014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00025	Pearson Correlation	,447*	,333	,267	,151	,000	-,067	,000	,000	,000	-,089	,267	,000	,000	,067	,000	-,167	,272
	Sig. (2-tailed)	,013	,072	,153	,426	1,000	,724	1,000	1,000	1,000	,638	,153	1,000	1,000	,726	1,000	,379	,146
	Sum of Squares and Cross-products	2,500	1,500	2,000	1,000	,000	-,500	,000	,000	,000	-,500	1,000	,000	,000	,500	,000	-1,000	2,000
	Covariance	,086	,052	,069	,034	,000	-,017	,000	,000	,000	-,017	,034	,000	,000	,017	,000	-,034	,069
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00026	Pearson Correlation	,316	,236	,331	,107	,144	,190	,189	,250	,189	,126	,189	,189	,213	,141	,277	,177	,289
	Sig. (2-tailed)	,089	,210	,074	,575	,447	,314	,317	,183	,317	,505	,317	,317	,258	,456	,138	,350	,122
	Sum of Squares and Cross-products	1,667	1,000	2,333	,667	1,000	1,333	,667	1,667	1,333	,667	,667	,667	1,333	1,000	1,333	1,000	2,000
	Covariance	,057	,034	,080	,023	,034	,046	,023	,057	,046	,023	,023	,023	,046	,034	,046	,034	,069
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlation	,157	-,018	-,018	-,018	-,026	,094	1	.401*	,189	,144	.491**	,174	,274	,352
Sig.	,407	,925	,923	,925	,891	,619		,028	,317	,448	,006	,359	,143	,057
	1,133	-,067	-,133	-,067	-,133	,667	7,467	3,000	1,333	1,067	3,600	,467	1,733	25,733
	,039	-,002	-,005	-,002	-,005	,023	,257	,103	,046	,037	,124	,016	,060	,887
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlation	,208	-,267	-,069	,000	,000	,141	.401*	1	.424*	,067	,272	,186	,079	.361*
Sig.	,271	,153	,716	1,000	1,000	,456	,028		,019	,724	,146	,326	,679	,050
	1,500	-1,000	-,500	,000	,000	1,000	3,000	7,500	3,000	,500	2,000	,500	,500	26,500
	,052	-,034	-,017	,000	,000	,034	,103	,259	,103	,017	,069	,017	,017	,914
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlation	,245	,189	,196	,189	,069	.500**	,189	.424*	1	,190	,144	,131	,279	.631**
Sig.	,193	,317	,300	,317	,716	,005	,317	,019		,314	,447	,489	,136	,000
	1,667	,667	1,333	,667	,333	3,333	1,333	3,000	6,667	1,333	1,000	,333	1,667	43,667
	,057	,023	,046	,023	,011	,115	,046	,103	,230	,046	,034	,011	,057	1,506
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17
VAR00027	Pearson Correlation	-,211	-,291	,279	-,223	-,110	-,357	,036	-,381*	-,261	-,030	,306	-,234	,071	,067	,053	,067	,027
	Sig. (2-tailed)	,264	,118	,136	,236	,563	,052	,850	,038	,164	,875	,101	,214	,709	,724	,782	,724	,885
	Sum of Squares and Cross-products	-1,167	-1,300	2,067	-1,467	-,800	2,633	,133	-2,667	-1,933	-,167	1,133	-,867	,467	-,500	,267	,400	,200
	Covariance	-,040	-,045	,071	-,051	-,028	-,091	,005	-,092	-,067	-,006	,039	-,030	,016	-,017	,009	,014	,007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00028	Pearson Correlation	-,183	-,045	-,191	,277	-,028	-,027	-,218	-,144	-,464**	,000	,055	,055	,031	,000	,080	-,238	,111
	Sig. (2-tailed)	,334	,812	,312	,138	,884	,885	,247	,447	,010	1,000	,775	,775	,872	1,000	,674	,205	,559
	Sum of Squares and Cross-products	-1,000	-,200	-1,400	1,800	-,200	-,200	-,800	1,000	-3,400	,000	,200	,200	,200	,000	,400	-1,400	,800
	Covariance	-,034	-,007	-,048	,062	-,007	-,007	-,028	-,034	-,117	,000	,007	,007	,007	,000	,014	-,048	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00029	Pearson Correlation	,415*	,557**	,174	,308	,152	,212	,695**	,131	,174	-,083	-,050	-,050	,112	,186	,473**	,371*	,152
	Sig. (2-tailed)	,023	,001	,359	,098	,424	,260	,000	,489	,359	,663	,795	,795	,556	,326	,008	,043	,424
	Sum of Squares and Cross-products	,833	,900	,467	,733	,400	,567	,933	,333	,467	-,167	-,067	-,067	,267	,500	,867	,800	,400
	Covariance	,029	,031	,016	,025	,014	,020	,032	,011	,016	-,006	-,002	-,002	,009	,017	,030	,028	,014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	,355	,005	,162	,247	1	,190	,067	,144	,095	,251	,036	,172	,036	,033
Sig. (2-tailed)	,771	,978	,391	,188		,314	,724	,448	,617	,182	,850	,363	,850	,864
Sum of Squares and Cross-products	4,033	,033	-,433	1,800	7,367	1,333	,500	1,067	,667	1,267	,133	-1,233	,133	,233
Covariance	,139	,001	-,015	,062	,254	,046	,017	,037	,023	,044	,005	-,043	,005	,008
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	,409	,032	,152	1	,247	,144	,272	,491**	,000	,080	,218	,056	,218	,056
Sig. (2-tailed)	,568	,866	,424		,188	,447	,146	,006	1,000	,674	,247	,767	,247	,767
Sum of Squares and Cross-products	7,800	-,200	-,400	7,200	1,800	1,000	2,000	3,600	,000	,400	-,800	,400	-,800	-,400
Covariance	,269	-,007	-,014	,248	,062	,034	,069	,124	,000	,014	-,028	,014	-,028	-,014
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	,465**	,102	1	-,152	-,162	,131	,186	,174	,263	-,073	,695**	,141	-,050	,244
Sig. (2-tailed)	,010	,590		,424	,391	,489	,326	,359	,161	,702	,000	,456	,795	,194
Sum of Squares and Cross-products	12,233	,233	,967	-,400	-,433	,333	,500	,467	,667	-,133	,933	,367	-,067	,633
Covariance	,422	,008	,033	-,014	-,015	,011	,017	,016	,023	-,005	,032	,013	-,002	,022
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
VAR00030	Pearson Correlation	,247	,184	-,042	-,202	,032	,164	-,169	-,056	,116	,035	,147	,147	-,024	,079	-,015	-,118	,032
	Sig. (2-tailed)	,189	,331	,825	,284	,866	,385	,373	,770	,542	,853	,437	,437	,901	,679	,935	,534	,866
	Sum of Squares and Cross-products	1,167	,700	-,267	-1,133	,200	1,033	-,533	-,333	,733	,167	,467	,467	,133	,500	-,067	-,600	,200
	Covariance	,040	,024	-,009	-,039	,007	,036	-,018	-,011	,025	,006	,016	,016	,005	,017	-,002	-,021	,007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00031	Pearson Correlation	,515**	,539**	,652**	,537**	,378*	,606**	,505**	,270	,502**	,149	,259	,095	,495**	,539**	,360	,450*	,643**
	Sig. (2-tailed)	,004	,002	,000	,002	,039	,000	,004	,149	,005	,431	,167	,619	,005	,002	,051	,013	,000
	Sum of Squares and Cross-products	28,167	23,700	47,733	34,867	27,200	44,033	18,467	18,667	36,733	8,167	9,467	3,467	32,133	39,500	17,933	26,400	46,200
	Covariance	,971	,817	1,646	1,202	,938	1,518	,637	,644	1,267	,282	,326	,120	1,108	1,362	,618	,910	1,593
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pearson Correlation	-,071	,169	,093	-,169	,216	.390*	,274	,079	,279	,005	-,032	,102	1	,390
Sig. (2-tailed)	,710	,373	,626	,373	,251	,033	,143	,679	,136	,978	,866	,590		,253
Sum of Squares and Cross-products	,433	,533	,567	-,533	,933	2,333	1,733	,500	1,667	,033	,200	,233	5,367	13,367
Covariance	-,015	-,018	-,020	-,018	,032	,080	,060	,017	,057	,001	-,007	,008	,185	,461
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.673**	,286	,218	.505**	-,001	.424*	,352	.361*	.631**	,055	,109	.465**	,215	1
Sig. (2-tailed)	,000	,125	,246	,004	,994	,019	,057	,050	,000	,771	,568	,010	,253	
Sum of Squares and Cross-products	47,567	10,467	15,433	18,467	-,067	29,333	25,733	26,500	43,667	4,033	7,800	12,233	13,367	717,367
Covariance	1,640	,361	,532	,637	-,002	1,011	,887	,914	1,506	,139	,269	,422	,461	24,737
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30