

Test of English Writing
For the Students of DP-III Program BP2IP Surabaya

Student's Name :
Department : DECK / ENGINE (*)
Class : A / B / C / D (*)
Age : years old
Time Allocation : 35 minutes

Write an essay of 200 words about safety equipments on board. Choose three of the safety equipments below:

- | | | |
|------------------------|------------------------|--------------------|
| 1. Fire control plan | 7. Emergency telephone | 13. Muster station |
| 2. Fire blanket | 8. Protective clothing | 14. Immersion suit |
| 3. Fire alarm | 9. Fast rescue boat | 15. Life raft |
| 4. Breathing apparatus | 10. Lifebuoy | 16. First aid box |
| 5. Fire Extinguisher | 11. Binoculars | 17. Life boat |
| 6. Fire hose | 12. Rescue whistle | 18. Life jacket |

☺ **Happy Writing** ☺

Appendix 2

ESL Composition Profile

This scoring sheet is adapted from the ESL Composition Profile designed by Jacobs et al.

(Jacobs, H.L. Zinkgraf, S.A., Wormuth, D.R., Hartfiel, V.F., & Hughey, J.B. (1981).

Testing ESL Composition. Rowley, MA: Newbury House.)

RATER			TOTAL SCORE	
2.				
CODE NUMBER		TOPIC	DATE (DD/MM/YY)	
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive •thorough development of thesis • relevant to assigned topic	COMMENTS	SCORE
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail		
	21-17	FAIR TO POOR: limited knowledge of subject • little substance •inadequate development of topic		
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate		
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	COMMENTS	SCORE
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing		
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development		
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate		
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word for mastery • appropriate register	COMMENTS	SCORE
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of effective word/idiom form, choice, usage but meaning not obscured		
	13-10	FAIR TO POOR: limited range • frequent errors of effective word/idiom form, choice, usage • meaning confused or obscured		
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate		
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions	COMMENTS	SCORE
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions <u>but meaning seldom obscured</u>		
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or fragments, run-ons, deletions • <u>meaning confused or obscured</u>		
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate		
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	COMMENTS	SCORE
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <u>but meaning not obscured</u>		
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <u>meaning confused or obscured</u>		
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate		

Interpretive Guide for College and University Placement

This is an interpretive guide of the writing scores which are obtained from the assessment based on ESL scoring rubric, both of them are designed by Jacobs et al. (Jacobs, H.L. Zinkgraf, S.A., Wormuth, D.R., Hartfiel, V.F., & Hughey, J.B. (1981). *Testing ESL Composition*. Rowley, MA: Newbury House.)

Score Range	Proficiency Evaluation	Placement Recommendations	
		Undergraduates	Graduates
100-88	EXCELLENT TO VERY GOOD WRITING ABILITY. Should be able to compete with native writers of English on equal or nearly equal terms. Should experience little difficulty completing writing requirements in subject matter courses.	Ready to enter regular freshman composition course (for native writers of English). Should not need special help unless any components are below GOOD range.	Should not be required to take freshman composition course. May need instruction in research or technical writing.
87-75	GOOD TO AVERAGE WRITING ABILITY. Can probably complete writing requirements in subject matter courses with little difficulty, although additional time and effort may be required. Look at Profile to identify areas of strength and weakness.	Depending on standards for freshman composition, may encounter no serious problems with regular section; however, may benefit more from special international section. If certain components are weak, may need writing lab or grammar review.	Probably does not need freshman level composition, but may benefit from some directed review and/or instruction in research or technical writing. May need writing lab for assistance with graduate course writing requirements.
74-64	FAIR WRITING ABILITY. Will probably experience great difficulty completing writing requirements in subject matter courses. May be unable to compete fairly with native writers of English. Look at Profile to identify areas of strength and weakness.	Should have at least one preparatory course in composition before taking college-level English courses or subject matter courses that require much writing.	Should have at least one basic composition course before entering graduate courses with writing requirements. May also need course in research/technical writing.
63-49	POOR WRITING ABILITY. Not prepared for college level writing requirements. May also be weak in other language skills; check with tests in reading, listening, speaking.	Should have one or more preparatory courses in writing before entering college-level English courses or other courses with writing requirements.	
48-34	VERY POOR WRITING ABILITY. Has virtually no writing competence. Will not be able to complete course writing requirements independently. Other language skills will probably also be very weak.	Needs two or more preparatory courses in writing (and other areas as indicated by Profile and other tests) before taking college-level English courses or other courses with writing requirements.	
*The breaking points for the five proficiency levels represent an approximately normal distribution of scores (for 753 students) as follows: 100-88 (5%), 87-75 (25%), 74-64 (40%), 63-49 (25%), and 48-34 (5%).			

A Questionnaire of Self-Esteem (QSE) in English Writing

Adapted from Al-Hattab's QSE

(Al-Hattab, A. A. M. (2006). *Self-esteem and Writing Achievement of Saudi EFL Students in Secondary Schools*. Al-Madinah Al-Munawarah: Taibah University.)

Student's Name :

Department : DECK / ENGINE (*)

Class : A / B / C / D (*)

Age : years old

Time Allocation : 15 minutes

Directions:

Dear student,

The researcher is conducting a study entitled "Self-esteem and Writing Ability of BP2IP Surabaya Students". This is a questionnaire. It is a part of the research procedures. It is about self-esteem of EFL students. This instrument is used for measuring self-esteem of EFL students in BP2IP Surabaya, and find out the extent of how you value yourself in regard to your EFL learning, in general, and your English writing ability, in particular. It consists of three sections; section "A" is about **global self-esteem**; general assessment a person makes of one's self, section "B" is about **situational self-esteem**; a specific situation such as foreign language context and section "C" is about **task self-esteem**; a particular task within a situation ,e.g., writing in an EFL context. It is extremely important to keep the following in mind while responding to the statements:

1. This questionnaire consists of three sections, 20 items each, 60 items in total.
2. Read carefully all the statements in each section and kindly give your response to each item by putting a tick (✓) in the box that suits your opinion most: **strongly agree** , **agree**, **undecided**, **disagree** or **strongly disagree** as it is shown in the *Sample Item* .
3. There are no right or wrong answers.
4. Your responses will honestly express your views.
5. If you do not have a clear opinion on any of the given statements, you can put a " ✓ " under the word undecided.
6. Respond to all items of the questionnaire and return it to the researcher.
7. Your responses will be dealt with confidentially and used only for research purposes.

Sample Item

Item No.	Statement	Alternative Answers				
		5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I like English lesson		✓			

Thank you so much for your help and participation.

The researcher

Section (A)
Global Self-esteem

Please, put a (✓) in the box that indicates your opinion:

Item No.	Statement	Alternative Answers				
		5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I do not give up when I face any difficulty.					
2	It is easy for me to do what I want without the help of others.					
3	I do not avoid the leadership role in my life.					
4	I do not avoid voluntary tasks.					
5	I do not blame myself a lot when I make a mistake.					
6	When I differ with others, I insist on my opinion because I believe it is right.					
7	I never hesitate to participate in a discussion because I know a lot about the topic discussed.					
8	I am not easily follow the other's opinion.					
9	I do not see others' reactions towards me as criticism.					
10	I never avoid any situations where others observe me.					
11	I speak confidently when I am sure of what I am saying.					
12	I feel satisfied with my abilities.					
13	I feel that people often consider what I say as important.					
14	I believe I have achieved beneficial things in my life.					
15	New situations in my life make me feel safe.					
16	I feel that I deserve to be appreciated, just like the others.					
17	I do not mind to be the first to answer.					
18	Others' criticism does not make me withdraw from meeting them.					
19	When I compare myself to my peers, I feel I am not worse than them.					
20	I can help my friends when we are assigned a group work.					

Section (B)
Situational Self-esteem

Item No.	Statement	Alternative Answers				
		5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I like English lesson.					
2	I feel my ideas in English are meaningful.					
3	I dare to say my thoughts in English.					
4	I feel easy in the English lessons.					
5	I understand a lot of things during the English lessons.					
6	I do not feel shy of reading aloud during English classes.					
7	I can speak English in front of my classmates.					
8	I like to compete in English lessons because I am not afraid of failure.					
9	I do not feel embarrassed when I discuss anything in English.					
10	I do not feel embarrassed when my English teacher asks me to repeat my answer.					
11	I feel I am effective in English tasks.					
12	I like group discussions in English classes.					
13	I can speak English with my teacher in every opportunities, not only in classroom.					
14	I work hard on my English tasks because I am sure that I will do them successfully.					
15	I feel confident in finishing my English tasks because I am sure with my answers.					
16	I make mistakes in English without being shy.					
17	I do not feel nervous on oral tests in English.					
18	My participation in the English class adds positive contribution to the class.					
19	I believe my abilities in English are not the worst in the class.					
20	I do not feel confused when it is my turn to answer in English.					

Section (C)
Task Self-esteem (Self-esteem in English Writing)

Item No.	Statement	Alternative Answers				
		5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I like writing in English.					
2	I prefer writing my own expression instead of memorized sentences.					
3	I do not feel worried when the English teacher gives me a writing task.					
4	I feel confident when taking English writing tests.					
5	I prefer to write an incorrect sentence than leave my paper blank.					
6	I write a sentence even though I am not really sure it is correct.					
7	I feel that writing in English is within my abilities.					
8	I am satisfied with my writing performance in English.					
9	My writings in English are meaningful.					
10	In English writing tasks, I write a sentence without fear of being criticized.					
11	I do not mind to be the first in presenting my writing in front of the class.					
12	I still can write sentences in English even though the teacher is looking at me.					
13	I do not feel shy when I present my writings in front of my classmates.					
14	I have good ideas and I am not afraid of presenting them written in English.					
15	I believe my English teacher always appreciate my English writings.					
16	I feel my writing performance in English is as good as my classmates.					
17	I do not care about my mistakes when writing in English.					
18	I am sure that I will succeed to write in English.					
19	I can be better in writing in English without others' help.					
20	I do not mind others to see my writings in English.					

Kuesioner tentang Penghargaan Diri dalam Menulis menggunakan Bahasa Inggris

Adaptasi dari QSE Al-Hattab (2006)

(Al-Hattab, A. A. M. (2006). *Self-esteem and Writing Achievement of Saudi EFL Students in Secondary Schools*. Al-Madinah Al-Munawarah: Taibah University.)

Nama Siswa :
Jurusan : **DECK / ENGINE (*)**
Kelas : **A / B / C / D (*)**
Umur : **tahun**
Alokasi Waktu : **15 menit**

Petunjuk:

Para taruna yang saya cintai dan saya banggakan,

Peneliti saat ini sedang melakukan penelitian yang berjudul “Self-esteem and Writing Ability of BP2IP Surabaya Students”. Lembar berikut adalah kuesioner yang merupakan bagian dari prosedur penelitian. Kuesioner berikut berisi tentang self-esteem (penghargaan diri) taruna yang mempelajari Bahasa Inggris sebagai bahasa asing di kalangan lulusan SMA/SMK. Instrumen ini bertujuan untuk mengukur harga diri taruna BP2IP Surabaya yang belajar bahasa Inggris dan mencari tahu sejauh mana Anda menghargai diri Anda sendiri, bagaimana Anda belajar Bahasa Inggris secara umum dan kemampuan menulis bahasa Inggris Anda pada khususnya. Kuesioner ini terdiri dari tiga bagian; bagian "**A**" **adalah tentang harga diri secara global** (penilaian umum seseorang tentang dirinya sendiri), bagian "**B**" **adalah tentang harga diri situasional** (sebuah situasi khusus seperti konteks Bahasa Inggris sebagai bahasa asing) dan bagian "**C**" **adalah tentang harga diri berkaitan dengan tugas** (tugas tertentu dalam situasi tertentu, semisal, menulis dalam konteks Bahasa Inggris). Perhatikan beberapa hal penting berikut saat merespon kuesioner:

1. Kuesioner ini terdiri dari tiga bagian, masing-masing 20 butir, 60 butir secara total.
2. Bacalah dengan seksama semua pernyataan dalam setiap bagian dan berilah respon Anda pada setiap butir dengan menempatkan tanda centang (✓) di kotak yang sesuai dengan pendapat Anda: **Sangat setuju (SS), Setuju (S), Netral (N), Tidak setuju (TS), atau Sangat tidak setuju (STS)** seperti yang ditunjukkan pada "**Contoh**" di bawah.
3. Tidak ada jawaban benar atau salah.
4. Tanggapan Anda akan mengekspresikan pandangan Anda.
5. Jika Anda tidak memiliki pendapat yang jelas pada salah satu pernyataan yang diberikan, Anda dapat menempatkan sebuah "✓" di bawah kata netral (N).
6. Kembalikan kuesioner pada peneliti setelah selesai merespon semua butir kuesioner.
7. Tanggapan Anda akan ditangani secara rahasia dan hanya digunakan untuk tujuan penelitian.

Contoh:

Butir No.	Pernyataan	Alternatif Jawaban				
		5	4	3	2	1
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya menyukai pelajaran Bahasa Inggris		✓			

Terima kasih banyak atas bantuan dan partisipasi Anda.

Peneliti

(*) Coret yang tidak diperlukan

Bagian (A)
Global Self-esteem
 (Harga Diri secara Umum)

Berikan sebuah tanda (✓) dalam kotak yang menandakan opini Anda:

Butir No.	Pernyataan	Alternatif Jawaban				
		5	4	3	2	1
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya tidak mudah menyerah saat saya menemui kesulitan.					
2	Mudah bagi saya untuk melakukan sesuatu tanpa bantuan dari orang lain.					
3	Saya tidak menghindari peran kepemimpinan dalam hidup saya.					
4	Saya tidak menghindari tugas sukarela.					
5	Saya tidak terus menyalahkan diri ketika saya melakukan kesalahan.					
6	Ketika saya berbeda pendapat dengan orang lain, saya selalu berusaha mempertahankan pendapat karena saya percaya itu benar.					
7	Saya tidak ragu untuk terlibat dalam diskusi, karena saya tahu banyak mengenai materi yang dibahas.					
8	Saya tidak dengan mudah mengikuti pendapat orang lain.					
9	Saya tidak menganggap reaksi orang lain terhadap saya merupakan kritik.					
10	Saya tidak menghindari situasi dimana orang lain mengamati/menilai saya.					
11	Saya berbicara penuh percaya diri saat saya yakin dengan apa yang saya sampaikan.					
12	Saya merasa puas dengan kemampuan saya.					
13	Saya merasa bahwa orang menganggap apa yang saya katakan penting.					
14	Saya merasa telah mencapai sesuatu yang bermanfaat dalam hidup saya.					
15	Situasi baru dalam hidup saya membuat saya merasa aman.					
16	Saya merasa bahwa saya patut dihargai, sama seperti orang lain pada umumnya.					
17	Saya tidak keberatan untuk menjadi yang pertama dalam menjawab.					
18	Kritik orang lain tidak membuat saya menarik diri untuk bertemu dengan mereka.					
19	Ketika saya membandingkan diri saya dengan rekan-rekan saya, saya merasa tidak lebih buruk dari mereka.					
20	Saya bisa membantu teman-teman saya ketika kami ditugaskan kerja kelompok.					

Bagian (B)
Situational Self-esteem
 (Harga Diri Situasional dalam Belajar Bahasa Inggris)

Butir No.	Pernyataan	Alternatif Jawaban				
		5	4	3	2	1
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya menyukai pelajaran Bahasa Inggris.					
2	Saya merasa ide-ide saya dalam Bahasa Inggris amat berarti.					
3	Saya berani untuk mengatakan pemikiran saya dalam Bahasa Inggris.					
4	Saya tidak merasa kesulitan dalam pelajaran Bahasa Inggris.					
5	Saya mengerti banyak hal saat mempelajari Bahasa Inggris.					
6	Saya tidak merasa malu untuk membaca dengan lantang saat kelas Bahasa Inggris.					
7	Saya dapat berbicara dengan Bahasa Inggris di hadapan teman sekelas saya.					
8	Saya suka bersaing dalam pelajaran Bahasa Inggris karena saya tidak takut gagal.					
9	Saya tidak merasa malu ketika saya membahas sesuatu dalam Bahasa Inggris.					
10	Saya tidak merasa malu ketika guru Bahasa Inggris meminta saya untuk mengulangi jawaban saya.					
11	Saya merasa efektif dalam tugas-tugas Bahasa Inggris.					
12	Saya suka diskusi kelompok di kelas bahasa Inggris.					
13	Saya dapat berbicara Bahasa Inggris dengan guru saya dalam segala kesempatan, tidak hanya di dalam kelas saja.					
14	Saya sungguh-sungguh mengerjakan tugas bahasa Inggris karena saya yakin dapat menyelesaikannya dengan baik.					
15	Saya merasa percaya diri dalam menyelesaikan tugas Bahasa Inggris dan yakin dengan jawaban saya.					
16	Saya tidak merasa malu saat membuat kesalahan dalam Bahasa Inggris.					
17	Saya tidak merasa gugup pada tes lisan Bahasa Inggris.					
18	Partisipasi saya di kelas Bahasa Inggris mampu memberikan kontribusi yang positif pada kelas saya.					
19	Saya percaya bahwa kemampuan Bahasa Inggris saya bukan yang terburuk di kelas.					
20	Saya tidak merasa bingung saat mendapatkan giliran untuk menjawab dalam Bahasa Inggris.					

Bagian (C)
Task Self-esteem (Self-esteem in English Writing)
 (Harga Diri dalam Menulis Bahasa Inggris)

Butir No.	Pernyataan	Alternatif Jawaban				
		5	4	3	2	1
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya suka menulis dalam Bahasa Inggris.					
2	Dalam menulis, saya lebih suka mengekspresikan kalimat saya sendiri daripada menulis kalimat hafalan.					
3	Saya tidak merasa khawatir ketika guru bahasa Inggris memberi saya tugas menulis.					
4	Saya merasa percaya diri ketika melakukan tes menulis bahasa Inggris.					
5	Saya tidak mempermasalahkan untuk menulis sebuah kalimat yang salah daripada meninggalkan kertas kosong.					
6	Saya sering menulis sebuah kalimat meskipun saya kurang yakin kalimat itu benar.					
7	Saya merasa bahwa menulis dalam Bahasa Inggris merupakan kemampuan saya.					
8	Saya merasa puas dengan kinerja saya dalam menulis dengan bahasa Inggris.					
9	Tulisan saya dalam Bahasa Inggris amat berarti.					
10	Dalam tugas menulis bahasa Inggris, saya menulis kalimat tanpa takut untuk dikritik.					
11	Saya tidak keberatan untuk menjadi orang pertama yang memaparkan hasil tulisan saya di kelas.					
12	Saya tetap dapat menulis dalam Bahasa Inggris dengan baik meskipun guru saya sedang memperhatikan saya.					
13	Saya tidak merasa malu ketika saya menyajikan tulisan-tulisan saya di depan teman-teman sekelas saya.					
14	Saya punya ide bagus dan tidak takut salah memaparkannya lewat tulisan dalam Bahasa Inggris.					
15	Saya percaya guru Bahasa Inggris saya selalu menghargai hasil tulisan saya dalam Bahasa Inggris.					
16	Saya merasa bahwa prestasi menulis saya dalam Bahasa Inggris sama bagusnyanya dengan teman-teman sekelas saya.					
17	Saya tidak peduli dengan kesalahan saya dalam menulis menggunakan Bahasa Inggris.					
18	Saya yakin bahwa saya dapat sukses menulis dalam menggunakan Bahasa Inggris.					
19	Saya bisa lebih baik dalam menulis menggunakan Bahasa Inggris tanpa bantuan dari orang lain.					
20	Saya tidak keberatan bila orang lain melihat tulisan saya dalam Bahasa Inggris.					

Table of Response and Scores
The Questionnaire of Self-Esteem Section A (Global Self-Esteem)

Class: A

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A 01	4	2	4	4	5	2	4	4	4	4	5	5	3	5	4	4	4	4	4	4	79
A 02	4	2	4	4	3	4	3	3	5	4	3	2	1	3	3	3	3	4	4	4	66
A 03	5	4	5	5	5	5	5	3	3	4	5	4	3	4	5	4	3	3	4	5	84
A 04	5	4	5	5	3	3	3	3	3	3	5	4	3	3	3	3	4	5	3	3	73
A 05	4	2	4	4	3	3	5	4	4	4	3	3	3	3	5	5	4	4	3	4	74
A 06	4	3	5	4	3	3	4	4	2	4	4	4	3	3	3	3	4	1	4	4	69
A 07	5	4	5	4	4	4	4	2	4	4	4	4	4	4	4	4	5	4	4	4	81
A 08	4	2	4	4	4	5	4	3	4	4	5	5	3	5	5	3	5	4	4	4	81
A 09	5	2	4	4	5	5	3	4	2	5	5	5	4	4	4	5	5	4	3	4	82
A 10	5	2	3	4	2	2	3	3	4	4	4	2	3	4	5	5	3	3	4	4	69
A 11	4	3	4	4	4	3	4	3	4	4	4	4	3	3	3	3	4	4	3	4	72
A 12	3	2	3	3	3	4	4	5	3	4	4	5	3	3	4	3	3	4	3	4	70
A 13	4	2	4	4	5	4	4	4	4	4	4	5	3	4	3	3	4	3	4	4	76
A 14	4	2	4	3	5	3	3	4	2	2	5	5	4	5	4	5	3	5	4	4	76
A 15	5	3	4	4	2	2	3	5	4	4	4	2	2	3	4	4	4	5	5	3	72
A 16	4	2	4	4	4	4	5	4	3	4	4	3	3	4	3	5	5	5	3	4	77
A 17	4	4	4	4	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	66
A 18	4	2	3	3	4	2	3	4	4	4	4	4	3	3	4	4	4	4	4	4	71
A 19	5	4	3	3	4	2	3	3	4	4	4	5	4	3	2	5	4	4	4	4	74
A 20	4	2	4	4	4	3	4	3	3	4	4	4	3	2	3	4	4	3	4	4	70
A 21	4	3	4	3	3	4	3	4	4	4	5	4	4	5	5	4	3	4	5	4	79
A 22	4	4	3	4	5	3	3	4	3	4	4	2	4	2	3	5	4	4	5	4	74
A 23	5	1	4	5	5	2	4	4	2	5	5	4	2	2	4	3	4	5	3	3	72
A 24	4	2	4	4	4	2	3	4	4	3	3	2	2	4	3	5	4	4	4	3	68
A 25	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	67
A 26	4	2	5	4	3	3	5	4	3	4	5	3	4	4	3	3	3	2	3	5	72
A 27	5	4	4	4	4	3	4	4	4	4	5	5	3	4	4	4	4	4	4	4	81
A 28	4	4	4	4	4	3	3	3	3	3	4	3	2	2	2	3	3	3	3	3	63

Table of Response and Scores
The Questionnaire of Self-Esteem Section A (Global Self-Esteem)

Class: B

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
B 01	5	4	5	5	5	4	5	3	3	3	5	2	4	4	4	5	4	4	5	4	83
B 02	4	4	4	4	4	3	4	5	4	4	5	4	4	4	4	4	5	3	5	5	83
B 03	4	3	4	3	2	4	4	4	5	3	3	2	2	4	4	3	2	2	4	4	66
B 04	5	3	5	4	4	4	5	3	3	4	4	4	4	4	4	4	3	4	4	4	79
B 05	5	2	4	4	4	3	4	3	3	4	5	4	3	4	3	5	4	3	4	4	75
B 06	4	2	4	4	4	3	2	4	4	4	4	4	4	4	4	4	2	2	4	4	71
B 07	5	3	5	3	3	3	4	3	1	4	4	2	3	2	4	4	4	4	4	4	69
B 08	3	3	5	4	3	3	4	3	4	4	5	5	3	5	4	5	4	4	3	5	79
B 09	4	4	4	4	2	3	4	2	4	4	4	2	3	2	4	4	4	4	4	4	70
B 10	4	2	4	4	4	3	5	5	4	4	5	5	4	3	5	3	5	3	5	5	82
B 11	4	1	4	3	4	4	4	4	3	4	4	4	3	2	4	3	4	3	4	3	69
B 12	3	4	4	4	3	3	4	5	3	4	4	5	3	1	4	5	5	4	4	4	76
B 13	4	3	4	4	3	3	4	4	3	3	4	3	3	4	3	4	4	4	4	4	72
B 14	3	2	4	4	2	3	4	3	4	4	2	3	3	5	4	5	3	3	3	4	68
B 15	4	3	4	4	3	3	4	5	3	4	4	3	3	4	4	4	4	4	4	4	75
B 16	4	3	4	3	3	3	3	3	2	3	4	4	3	4	3	4	3	3	4	4	67
B 17	5	3	3	3	3	5	4	3	4	5	5	3	4	3	4	4	5	5	4	5	80
B 18	4	3	4	4	2	4	3	4	2	4	5	3	3	3	4	4	3	3	4	4	70
B 19	4	2	4	4	4	3	3	3	3	3	4	4	3	3	3	4	3	4	4	4	69
B 20	2	3	4	4	3	4	3	2	2	4	2	2	3	2	4	4	3	5	5	5	66
B 21	5	4	5	3	4	3	5	4	3	4	5	4	3	4	3	3	4	5	5	5	81
B 22	4	3	4	4	3	3	3	4	2	4	4	4	3	3	4	3	4	5	4	5	73
B 24	4	3	4	4	4	3	4	4	3	4	4	4	3	3	3	4	4	4	4	4	74
B 25	5	3	4	3	4	4	5	2	4	3	5	4	3	5	3	4	5	4	3	3	76
B 26	5	2	3	3	4	4	3	4	3	4	3	5	3	5	3	3	3	2	3	3	68
B 27	4	4	4	3	4	2	4	4	2	4	5	4	4	2	4	2	4	4	4	4	72
B 28	4	3	4	4	3	4	4	2	4	4	5	5	3	5	4	4	5	4	4	4	79

Table of Response and Scores
The Questionnaire of Self-Esteem Section A (Global Self-Esteem)

Class: C

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
C 01	4	2	4	4	4	4	4	4	2	4	4	2	3	4	2	4	4	4	4	4	71
C 02	5	2	4	4	4	4	4	4	4	4	4	2	2	2	2	4	4	4	4	4	71
C 03	4	4	4	5	4	2	3	5	5	5	4	2	2	1	5	4	4	3	2	4	72
C 05	4	2	4	4	3	2	4	5	4	4	4	2	2	2	5	2	4	5	5	4	71
C 06	4	2	4	4	4	2	2	4	2	4	3	4	3	3	4	3	3	5	3	4	67
C 08	4	4	3	3	4	4	3	4	3	5	4	4	2	3	3	5	3	4	3	3	71
C 09	5	2	4	4	4	3	4	4	4	2	5	2	3	1	3	5	3	5	4	4	71
C 10	4	2	3	3	4	4	4	4	4	4	4	4	3	3	2	4	4	4	5	4	73
C 11	4	2	3	4	4	2	5	1	1	5	5	5	1	2	5	4	4	5	2	4	68
C 12	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	3	4	3	3	4	75
C 13	5	1	4	3	3	2	3	4	3	3	5	2	2	3	3	3	4	4	1	3	61
C 17	4	2	4	4	3	2	5	3	3	3	4	4	3	4	5	5	3	4	2	4	71
C 18	3	3	4	3	2	4	4	4	3	3	4	4	4	4	3	4	3	4	3	3	69
C 19	5	4	4	4	2	2	5	4	2	4	4	3	4	3	4	3	4	2	2	5	70
C 20	5	2	4	4	4	5	4	5	4	4	5	5	3	2	4	4	3	5	3	5	80
C 22	4	3	4	4	3	2	4	3	3	3	4	4	3	4	4	4	3	4	3	4	70
C 24	4	4	4	3	4	4	3	3	3	4	4	4	3	4	3	4	3	4	4	3	72
C 25	4	3	4	3	3	3	3	5	3	4	5	4	3	4	3	4	3	3	3	5	72
C 26	4	2	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	3	4	75
C 27	4	4	3	3	3	3	4	3	4	3	5	5	4	5	4	5	4	2	4	5	77
C 28	4	3	4	3	3	5	4	4	4	2	5	5	4	2	3	5	4	4	4	4	76
C 29	5	4	5	5	5	4	4	3	3	4	4	5	4	4	4	5	3	4	4	4	83
C 30	4	2	4	4	4	4	3	4	2	4	4	3	2	2	3	4	3	2	4	4	66

Table of Response and Scores
The Questionnaire of Self-Esteem Section A (Global Self-Esteem)

Class: D

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
D 01	4	2	5	4	4	2	4	3	2	4	4	1	2	1	4	4	4	1	2	4	61
D 02	5	3	4	4	4	3	3	3	4	4	4	4	3	2	3	3	4	3	3	3	69
D 03	4	2	3	3	4	3	3	3	2	5	5	2	3	4	3	3	3	3	3	4	65
D 04	5	2	4	4	4	3	3	4	3	4	3	2	3	3	3	4	5	4	4	4	71
D 05	5	2	4	4	4	3	4	4	4	3	5	2	4	2	3	4	4	4	4	4	73
D 06	5	2	4	4	5	2	4	4	4	4	5	4	2	2	2	4	4	2	4	5	72
D 07	4	2	4	3	4	2	3	4	2	4	4	2	4	4	3	4	4	2	1	4	64
D 08	5	4	5	5	4	5	5	5	3	5	5	3	1	4	1	4	3	1	3	3	74
D 09	4	2	4	4	4	2	3	4	4	3	3	2	2	4	3	5	4	4	4	3	68
D 10	4	3	4	4	2	3	3	3	4	4	4	4	3	3	3	3	4	3	3	3	67
D 11	4	4	4	4	4	2	3	3	2	3	4	2	3	2	3	4	4	2	4	4	65
D 12	3	3	3	2	3	3	4	2	2	3	4	3	3	2	3	4	3	4	3	4	61
D 13	4	2	3	4	2	2	2	3	2	4	4	2	3	3	3	4	3	3	3	3	59
D 14	5	2	5	4	5	1	3	4	3	3	3	3	3	4	3	3	3	3	3	4	67
D 15	4	2	3	4	4	4	2	2	3	4	4	4	2	2	2	3	3	5	3	3	63
D 16	4	2	5	4	4	2	5	3	2	5	5	2	3	2	1	5	5	5	5	5	74
D 17	4	2	3	3	3	3	4	4	3	3	3	4	3	2	2	3	3	4	4	4	64
D 18	4	2	4	4	4	2	4	4	2	4	4	4	3	2	3	3	4	4	3	3	67
D 19	4	3	3	4	4	4	4	4	1	4	4	4	3	2	2	2	4	4	4	4	68
D 20	4	2	4	4	4	2	4	4	2	4	4	4	4	2	4	4	4	4	4	4	72
D 21	4	3	5	5	3	3	3	4	4	4	4	4	3	2	4	2	3	4	3	3	70
D 22	5	2	5	5	5	4	4	5	3	5	5	2	3	4	5	2	4	5	5	4	82
D 23	5	2	5	5	5	3	5	5	3	5	5	5	5	5	5	3	5	3	5	5	89
D 24	4	3	4	4	4	3	4	4	2	4	4	5	4	2	4	4	4	4	3	4	74
D 26	3	1	3	4	3	3	4	2	3	3	4	3	2	3	3	2	4	2	2	4	58
D 27	4	3	4	3	3	3	4	3	3	4	5	4	3	3	3	4	3	3	3	4	69
D 28	3	2	4	3	3	3	4	4	3	4	4	4	3	3	3	4	4	4	4	3	69
D 29	4	3	4	3	4	4	3	4	3	4	4	4	3	3	4	4	4	3	4	4	73
D 30	5	3	4	3	4	3	3	3	3	3	4	4	3	4	4	4	3	4	3	4	71

Table of Response and Scores
The Questionnaire of Self-Esteem Section B (Situational Self-Esteem)

Class: A

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A 01	4	3	4	3	3	4	4	4	3	4	3	4	3	4	4	4	3	3	4	4	72
A 02	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
A 03	4	3	4	5	3	5	4	4	3	5	4	3	5	4	5	5	5	3	5	4	83
A 04	5	5	4	4	3	5	4	5	3	4	4	3	5	5	5	4	4	3	4	4	83
A 05	4	3	4	2	4	3	3	4	3	4	3	2	3	5	5	5	3	3	5	4	72
A 06	4	4	4	3	3	4	3	3	4	4	3	4	3	3	3	4	3	3	4	4	70
A 07	5	5	4	4	4	5	5	4	4	5	4	4	4	5	5	4	4	4	4	4	87
A 08	4	3	3	3	5	4	4	3	3	4	3	4	3	5	5	5	4	3	5	4	77
A 09	5	4	4	4	4	5	3	4	4	4	2	3	2	5	4	4	3	3	5	3	75
A 10	4	3	3	3	5	4	3	4	4	4	4	4	3	4	3	3	4	1	4	3	70
A 11	5	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	80
A 12	5	3	4	3	4	3	4	4	3	4	3	4	3	5	5	3	5	3	5	5	78
A 13	5	5	5	3	3	5	4	4	4	5	3	3	4	4	4	4	4	4	4	4	81
A 14	3	2	2	2	4	5	4	2	3	4	3	2	1	2	2	5	5	4	5	3	63
A 15	5	3	4	5	3	5	4	4	4	4	4	3	5	4	3	4	4	3	5	4	80
A 16	5	4	4	2	4	5	4	4	4	4	4	4	4	4	3	4	3	4	4	2	76
A 17	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	58
A 18	4	4	3	3	4	4	4	3	3	4	3	4	3	4	3	3	4	3	4	3	70
A 19	3	3	3	3	4	3	2	3	3	4	3	4	2	4	2	3	4	4	4	3	64
A 20	3	3	4	2	4	4	4	4	4	4	4	4	3	4	4	4	3	3	4	3	72
A 21	3	3	4	4	2	5	4	5	5	5	3	2	3	4	4	4	5	3	4	4	76
A 22	4	3	4	3	3	5	4	3	3	4	3	3	3	3	3	4	3	3	4	4	69
A 23	5	5	5	3	5	5	3	5	5	5	3	5	5	3	3	5	3	3	3	5	84
A 24	4	3	4	3	3	4	3	5	4	4	3	4	3	4	4	5	4	3	4	4	75
A 25	4	3	4	3	3	3	3	4	4	4	3	3	3	4	4	4	3	3	4	4	70
A 26	4	3	2	2	3	1	2	4	4	4	4	4	5	4	3	2	4	2	5	3	65
A 27	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	83
A 28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80

Table of Response and Scores
The Questionnaire of Self-Esteem Section B (Situational Self-Esteem)

Class: B

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
B 01	4	4	3	4	3	3	5	4	4	4	3	4	4	5	5	5	4	3	4	4	79
B 02	4	4	4	4	3	5	5	5	4	4	4	5	4	4	5	4	5	4	5	4	86
B 03	4	3	3	4	4	4	4	4	4	4	3	2	3	4	4	3	3	4	4	3	71
B 04	4	4	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	3	4	4	76
B 05	4	4	4	3	3	5	4	3	4	4	4	3	3	4	3	3	3	4	4	4	73
B 06	4	4	4	4	3	4	4	4	2	4	3	4	2	4	3	4	4	4	4	4	73
B 07	5	3	4	4	3	4	4	4	3	4	3	3	3	4	3	3	4	3	5	3	72
B 08	5	3	4	4	3	3	3	2	3	4	3	3	2	4	5	4	3	4	5	5	72
B 09	4	4	4	3	4	5	4	4	5	5	4	5	5	4	4	5	4	3	5	4	85
B 10	5	3	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	96
B 11	4	3	3	3	2	4	3	3	4	4	3	4	3	4	4	3	3	2	3	4	66
B 12	5	4	5	5	5	5	5	5	5	5	4	4	4	5	5	4	3	4	5	4	91
B 13	4	3	3	4	4	4	3	4	4	4	3	4	3	3	3	3	4	3	4	3	70
B 14	3	3	2	1	5	4	3	2	3	5	3	2	1	3	2	3	2	2	5	4	58
B 15	5	4	4	4	5	5	5	5	5	5	3	3	4	4	5	5	4	4	5	5	89
B 16	4	3	3	3	3	4	3	4	3	3	3	3	4	3	3	4	4	4	3	4	68
B 17	5	4	4	4	5	5	5	5	5	4	5	4	5	5	5	1	3	4	5	4	87
B 18	5	4	4	3	3	4	4	4	4	4	3	4	2	3	4	4	4	4	4	4	75
B 19	3	3	3	2	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	57
B 20	4	4	5	4	4	4	5	4	4	5	4	4	4	5	4	5	4	4	5	5	87
B 21	5	3	5	5	5	5	5	5	4	4	5	3	3	4	5	4	5	3	5	5	88
B 22	5	4	3	3	3	4	3	4	4	4	4	4	3	4	4	4	4	3	3	3	73
B 24	4	4	4	3	4	4	4	4	3	4	3	3	2	4	4	4	4	4	4	4	74
B 25	4	3	4	4	3	5	5	4	5	4	4	4	5	4	3	3	4	5	4	4	81
B 26	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	4	4	3	4	4	74
B 27	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
B 28	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	4	96

Table of Response and Scores
The Questionnaire of Self-Esteem Section B (Situational Self-Esteem)

Class: C

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
C 01	4	3	3	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	76
C 02	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	80
C 03	3	3	3	2	4	4	3	3	3	4	2	4	2	4	3	4	3	3	4	3	64
C 05	5	4	4	3	3	4	4	4	4	5	4	4	3	3	4	5	4	3	4	4	78
C 06	4	3	3	3	3	4	3	3	4	4	4	4	3	3	4	4	3	3	4	3	69
C 08	5	3	3	3	4	4	3	4	3	4	4	3	2	4	3	2	2	2	4	5	67
C 09	4	3	4	4	4	5	3	2	4	4	4	3	2	4	5	5	4	3	4	4	75
C 10	5	4	3	4	4	5	4	4	3	4	4	2	3	4	4	2	3	3	5	4	74
C 11	2	3	4	5	4	5	2	1	5	5	4	3	2	4	4	4	2	5	5	3	72
C 12	3	3	3	3	3	3	3	3	3	4	3	3	3	4	4	4	3	3	4	3	65
C 13	5	3	5	2	3	5	5	4	5	5	3	4	3	2	3	2	3	2	3	2	69
C 17	4	3	3	2	2	3	2	4	3	4	3	4	2	3	3	2	3	3	4	3	60
C 18	4	3	4	3	4	4	3	3	3	4	3	3	3	3	3	4	3	3	5	3	68
C 19	4	4	4	2	2	4	2	4	3	4	3	4	3	3	4	4	4	2	2	4	66
C 20	5	4	4	3	3	4	4	5	4	4	3	4	3	4	4	5	3	3	5	4	78
C 22	4	3	4	3	3	4	3	4	4	4	3	4	4	4	4	4	4	4	3	3	73
C 24	4	3	3	4	3	4	4	3	3	4	3	3	3	4	4	3	4	3	4	3	69
C 25	4	4	3	3	4	3	3	3	3	4	3	3	3	3	3	2	3	3	4	3	64
C 26	4	3	4	3	4	4	4	3	3	3	3	4	3	3	4	3	3	3	4	3	68
C 27	5	4	4	3	4	5	5	5	5	5	4	4	4	4	4	4	5	5	4	2	85
C 28	3	4	3	2	4	4	2	3	4	4	4	3	2	4	2	2	2	3	4	4	63
C 29	4	2	2	2	4	4	5	4	4	4	3	4	2	4	4	4	4	3	3	4	70
C 30	3	2	3	3	3	4	2	3	3	4	2	3	2	2	3	4	2	2	4	3	57

Table of Response and Scores
The Questionnaire of Self-Esteem Section B (Situational Self-Esteem)

Class: D

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
D 01	4	3	2	2	2	4	3	3	4	4	3	4	2	3	2	3	2	3	4	3	60
D 02	4	3	4	2	2	3	2	4	4	4	3	3	4	4	4	4	3	3	3	3	66
D 03	5	4	3	2	3	4	3	4	4	3	3	4	3	3	4	4	3	3	3	3	68
D 04	4	3	4	3	3	3	4	4	4	4	4	4	3	4	4	3	3	3	4	4	72
D 05	4	4	4	3	4	5	4	4	4	4	4	4	4	4	3	2	5	4	4	4	78
D 06	4	4	4	2	4	5	3	4	4	4	4	3	3	4	4	4	4	4	4	4	76
D 07	4	3	4	3	4	4	3	3	4	4	3	3	3	4	4	3	3	3	4	3	69
D 08	3	3	4	1	2	5	5	3	2	4	3	3	3	3	3	4	5	3	3	4	66
D 09	5	4	4	3	4	4	4	4	4	4	4	4	2	4	3	4	4	3	4	4	76
D 10	4	4	3	2	2	3	2	3	3	3	3	3	3	4	4	4	3	3	3	3	62
D 11	4	4	4	4	3	4	4	4	4	4	3	4	3	4	4	3	3	3	3	3	72
D 12	3	3	3	3	4	4	4	3	3	4	3	3	3	4	3	3	3	3	4	3	66
D 13	3	2	2	4	3	2	2	3	2	2	2	3	2	3	2	2	3	2	2	3	49
D 14	4	3	4	3	3	4	3	5	4	4	3	4	3	4	4	5	4	3	4	4	75
D 15	3	3	3	3	2	4	3	3	3	4	3	3	3	4	4	4	4	2	5	4	67
D 16	4	2	5	2	2	5	5	5	5	5	3	4	2	4	4	4	4	3	4	2	74
D 17	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	62
D 18	3	3	3	2	2	3	3	3	3	4	3	3	3	4	3	3	2	3	4	3	60
D 19	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	64
D 20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	78
D 21	5	3	4	4	3	4	3	3	4	5	3	5	3	4	4	5	4	3	5	4	78
D 22	4	4	4	3	4	5	4	4	5	5	4	4	3	4	4	5	5	3	4	4	82
D 23	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	98
D 24	4	3	3	3	3	4	3	4	4	4	3	3	3	4	5	5	4	3	4	4	73
D 26	4	3	3	4	4	3	4	4	4	4	3	3	3	4	4	4	4	3	4	4	73
D 27	5	3	4	3	3	3	3	3	4	4	3	3	3	3	4	3	3	3	3	3	66
D 28	4	3	3	3	3	4	3	3	4	4	3	3	3	3	4	2	4	3	4	3	66
D 29	3	3	3	3	3	3	3	3	4	4	3	4	3	3	3	4	3	3	3	3	64
D 30	3	3	3	3	3	3	3	3	4	3	3	4	2	3	3	4	3	3	4	3	63

Table of Response and Scores
The Questionnaire of Self-Esteem Section C (Task Self-Esteem)

Class: A

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A 01	5	4	4	4	4	4	4	3	4	5	4	4	4	4	5	4	4	4	5	4	83
A 02	4	4	4	4	4	4	4	3	3	4	3	3	3	4	4	4	4	5	3	5	76
A 03	3	5	5	5	5	4	3	3	5	5	5	4	4	4	5	3	5	5	3	4	85
A 04	5	5	3	3	5	5	3	4	4	4	3	4	3	3	5	5	5	5	3	3	80
A 05	4	5	4	4	3	4	3	2	4	4	4	3	3	3	5	5	4	4	5	3	76
A 06	3	3	3	3	3	4	3	3	4	4	3	4	4	4	4	3	4	3	3	4	69
A 07	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	5	4	4	83
A 08	4	4	4	5	5	4	3	4	4	5	3	3	4	5	5	5	4	4	2	5	82
A 09	3	5	4	4	5	5	3	2	3	3	1	3	2	3	4	4	4	3	5	5	71
A 10	3	3	4	4	4	4	3	3	2	3	2	3	3	4	4	5	3	4	3	5	69
A 11	4	4	4	4	4	3	3	3	3	4	3	4	4	4	4	4	4	4	4	4	75
A 12	3	4	4	3	5	5	4	4	3	3	3	3	3	3	3	4	4	4	4	4	73
A 13	2	3	2	2	3	2	2	2	3	2	2	2	2	2	4	3	3	3	3	3	50
A 14	3	5	4	3	5	4	2	3	4	3	2	2	4	3	5	2	5	4	2	5	70
A 15	4	5	3	2	4	4	3	2	2	4	4	4	4	3	4	5	2	5	5	5	74
A 16	5	4	4	3	5	4	3	3	3	3	4	4	4	3	5	4	5	4	2	4	76
A 17	3	3	3	3	3	3	2	2	2	3	2	3	1	1	3	2	5	3	3	3	53
A 18	4	4	3	3	4	4	3	3	3	2	3	3	4	3	4	4	4	3	3	4	68
A 19	2	2	3	4	3	3	2	2	3	4	3	3	4	3	4	3	4	4	2	3	61
A 20	3	3	3	3	4	4	3	3	4	4	3	4	4	3	4	4	4	4	4	4	72
A 21	2	3	2	2	3	2	2	2	3	4	3	3	5	3	3	3	3	3	4	4	59
A 22	3	4	4	3	4	4	3	3	3	4	4	3	3	3	4	3	4	4	3	4	70
A 23	4	5	5	5	5	5	3	3	5	5	5	5	5	5	3	5	5	3	2	5	88
A 24	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	2	2	4	4	74
A 25	4	4	4	3	4	4	3	4	3	3	3	3	3	3	4	3	4	3	3	4	69
A 26	2	5	3	3	4	4	2	2	3	2	3	3	3	3	3	3	3	3	3	3	60
A 27	5	4	4	4	4	2	4	4	4	5	4	4	4	4	5	4	4	5	4	4	82
A 28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80

Table of Response and Scores
The Questionnaire of Self-Esteem Section C (Task Self-Esteem)

Class: B

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
B 01	3	4	4	4	5	5	4	3	4	5	3	4	4	4	5	4	5	5	4	5	84
B 02	5	5	5	5	5	4	4	4	4	4	5	4	5	4	4	4	5	5	5	4	90
B 03	3	4	2	3	4	4	3	3	3	4	4	5	4	4	5	5	2	3	4	4	73
B 04	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	76
B 05	4	4	4	4	3	4	3	3	3	4	4	4	4	4	5	4	4	3	3	3	74
B 06	4	4	2	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	77
B 07	4	5	4	4	5	5	4	3	3	3	4	4	4	4	4	4	5	5	3	4	81
B 08	4	4	4	4	3	4	3	3	4	5	4	3	3	4	4	3	3	4	4	4	74
B 09	4	5	3	3	3	5	4	2	3	5	4	4	5	5	5	5	5	5	5	5	85
B 10	5	5	5	5	5	5	4	4	4	5	5	5	5	4	5	5	3	5	5	5	94
B 11	3	4	3	3	4	4	3	4	4	4	3	3	4	2	4	3	4	4	3	4	70
B 12	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	5	5	5	5	5	88
B 13	4	4	4	4	3	3	3	4	3	4	3	4	4	4	4	4	2	3	3	3	70
B 14	3	3	4	2	4	4	2	3	3	2	2	3	3	2	5	3	3	2	3	3	59
B 15	5	5	3	3	5	5	3	4	4	5	5	3	5	5	3	4	5	3	3	5	83
B 16	3	4	3	3	4	4	3	4	4	4	3	3	4	3	3	3	4	5	3	4	71
B 17	4	4	5	4	4	4	4	5	4	4	5	4	5	5	5	3	1	5	5	5	85
B 18	4	4	4	4	5	4	3	5	3	4	4	4	4	4	5	3	4	4	3	4	79
B 19	3	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	4	3	3	4	64
B 20	5	4	5	5	5	5	4	4	3	5	4	5	5	4	5	5	5	4	4	5	91
B 21	5	5	4	4	5	5	4	4	4	5	5	5	5	5	4	4	3	5	5	5	91
B 22	3	4	3	3	4	4	3	4	3	4	3	3	4	3	5	3	4	3	3	3	69
B 24	3	4	4	3	4	4	3	3	3	4	4	4	4	3	4	4	4	4	4	4	74
B 25	3	3	3	4	4	3	2	3	2	4	4	4	5	4	4	2	3	4	3	3	67
B 26	3	4	4	4	4	4	3	3	3	3	3	3	4	3	4	3	4	4	4	4	71
B 27	4	4	4	4	4	2	2	4	4	4	4	4	2	4	4	4	4	4	2	4	72
B 28	4	4	4	4	4	5	3	3	4	4	5	5	4	4	5	4	4	5	4	5	84

Table of Response and Scores
The Questionnaire of Self-Esteem Section C (Task Self-Esteem)

Class: C

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
C 01	4	4	4	4	4	4	3	2	3	4	4	4	4	3	4	3	3	4	2	4	71
C 02	5	4	4	4	4	4	3	2	4	4	4	4	4	4	4	2	2	4	4	4	74
C 03	3	5	4	3	5	5	3	1	2	4	3	4	4	4	3	3	2	3	2	2	65
C 05	3	4	3	3	5	5	3	3	3	5	3	3	4	4	5	5	5	5	2	4	77
C 06	4	3	4	3	4	4	3	3	4	4	3	4	3	5	5	3	4	4	4	5	76
C 08	5	4	4	4	3	3	3	4	3	4	3	4	2	3	4	3	2	3	3	4	68
C 09	3	5	4	4	5	5	2	4	3	5	4	4	4	3	5	4	5	5	4	5	83
C 10	4	5	4	3	5	5	3	4	4	4	3	3	5	4	2	3	3	5	4	5	78
C 11	1	5	5	5	5	2	1	2	1	1	2	5	5	2	5	1	3	1	1	5	58
C 12	3	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	70
C 13	4	5	4	4	4	5	2	2	3	4	4	4	3	3	2	3	2	2	2	4	66
C 17	4	4	3	3	4	5	2	3	2	3	3	3	4	3	5	4	4	4	2	5	70
C 18	3	3	3	3	4	4	3	3	3	3	2	3	3	3	4	4	4	3	3	3	64
C 19	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	78
C 20	5	5	4	4	5	5	4	5	4	5	4	3	3	5	5	4	5	5	3	5	88
C 22	3	3	4	4	4	4	3	4	4	4	2	3	2	3	4	4	3	4	4	4	70
C 24	3	4	4	3	4	4	3	3	2	3	3	3	3	3	4	4	4	3	4	4	68
C 25	4	4	4	3	5	4	3	3	5	4	3	3	2	3	4	4	3	3	3	4	71
C 26	4	3	4	4	4	3	3	4	4	3	3	3	4	3	4	3	4	4	3	4	71
C 27	3	3	4	5	5	5	1	4	3	3	5	1	5	5	5	4	4	4	4	4	77
C 28	2	3	2	2	4	4	2	4	3	2	2	2	2	3	4	3	4	3	3	4	58
C 29	4	3	5	5	4	4	3	4	3	4	3	3	2	3	3	4	5	5	4	4	75
C 30	3	3	2	2	4	3	2	3	3	4	4	3	3	4	4	3	4	3	2	4	63

Table of Response and Scores
The Questionnaire of Self-Esteem Section C (Task Self-Esteem)

Class: D

Subject's Code	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
D 01	3	4	3	3	4	4	3	3	3	3	3	3	3	3	4	3	3	4	3	4	66
D 02	4	4	3	3	3	4	3	4	4	3	3	3	4	3	3	3	3	4	4	3	68
D 03	4	3	3	4	4	4	3	2	4	4	3	3	3	4	3	3	2	3	3	3	65
D 04	4	4	4	3	5	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	78
D 05	3	4	3	3	4	4	2	2	4	4	3	2	3	4	4	4	4	5	5	4	71
D 06	3	2	3	2	4	4	3	3	3	4	2	3	4	4	4	4	3	3	4	4	66
D 07	4	4	3	3	4	3	3	2	3	4	4	4	3	3	4	4	2	3	4	4	68
D 08	3	4	3	3	5	5	3	1	1	4	3	3	4	4	5	3	2	3	1	3	63
D 09	3	5	4	4	5	4	2	2	3	4	4	3	4	4	4	4	4	4	3	4	74
D 10	4	4	3	3	3	4	3	4	4	3	3	3	3	3	3	3	3	3	4	4	67
D 11	3	3	3	3	4	4	3	2	3	4	3	4	3	3	4	3	4	4	3	4	67
D 12	4	4	4	3	4	4	3	3	3	4	3	4	4	3	4	3	3	3	4	4	71
D 13	4	3	3	2	3	3	2	2	2	2	2	2	2	2	3	3	3	2	2	3	50
D 14	3	4	4	3	5	4	3	3	3	4	4	3	3	3	4	4	4	3	3	3	70
D 15	3	4	4	4	5	5	3	4	3	3	3	3	4	4	5	4	4	4	2	3	74
D 16	2	4	4	2	5	5	3	2	4	4	4	4	4	4	5	5	4	3	2	5	75
D 17	3	4	4	3	5	5	2	2	2	4	3	3	3	3	4	2	3	2	2	4	63
D 18	3	4	3	3	4	4	3	3	3	3	3	3	3	3	4	3	2	3	3	4	64
D 19	3	4	4	4	4	4	3	3	3	4	4	4	4	3	4	3	3	4	3	4	72
D 20	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	2	2	4	4	74
D 21	3	5	3	3	5	3	3	2	2	3	2	2	4	3	4	4	5	5	3	4	68
D 22	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	5	5	4	4	5	86
D 23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	99
D 24	4	5	4	4	5	5	4	4	4	5	3	3	3	4	4	4	4	4	4	4	81
D 26	3	3	3	3	3	3	2	2	2	3	2	2	3	2	3	3	3	3	3	3	54
D 27	4	3	3	4	4	3	3	3	3	3	3	4	3	3	4	2	4	2	4	3	65
D 28	3	4	3	3	4	4	3	3	4	3	3	4	4	3	4	4	4	3	3	4	70
D 29	3	3	4	3	4	4	3	3	3	4	3	3	3	3	4	3	4	4	3	3	67
D 30	3	3	3	3	4	4	3	3	3	3	2	2	3	3	3	3	4	3	3	3	61

Table of Scores
Test of English Writing

Class: A

Subject's Code	Score		Final Score
	Rater 1	Rater 2	
A 01	70	60	72,50
A 02	63	65	64,00
A 03	59	57	58,00
A 04	55	68	61,50
A 05	60	81	70,50
A 06	76	78	77,00
A 07	84	79	81,50
A 08	59	63	61,00
A 09	90	89	89,50
A 10	52	59	55,50
A 11	54	65	59,50
A 12	67	70	68,50
A 13	74	71	72,50
A 14	72	85	78,50
A 15	57	60	58,50
A 16	74	77	75,50
A 17	57	58	57,50
A 18	83	79	81,00
A 19	71	71	71,00
A 20	58	63	60,50
A 21	60	65	62,50
A 22	80	79	79,50
A 23	75	81	78,00
A 24	68	75	71,50
A 25	68	73	70,50
A 26	58	61	59,50
A 27	80	90	85,00
A 28	59	65	62,00

Table of Scores
Test of English Writing

Class: B

Subject's Code	Score		Final Score
	Rater 1	Rater 2	
B 01	73	89	81,00
B 02	90	80	85,00
B 03	90	88	89,00
B 04	88	92	90,00
B 05	79	80	79,50
B 06	80	71	75,50
B 07	88	75	81,50
B 08	80	81	80,50
B 09	78	70	74,00
B 10	90	90	90,00
B 11	76	60	68,00
B 12	85	81	83,00
B 13	85	85	85,00
B 14	71	74	72,50
B 15	88	84	86,00
B 16	55	56	55,50
B 17	90	85	87,50
B 18	82	85	83,50
B 19	50	63	56,50
B 20	85	85	85,00
B 21	90	85	87,50
B 22	71	75	73,00
B 24	73	89	81,00
B 25	72	78	75,00
B 26	50	51	50,50
B 27	94	90	92,00
B 28	95	93	94,00

Table of Scores
Test of English Writing

Class: C

Subject's Code	Score		Final Score
	Rater 1	Rater 2	
C 01	75	83	79,00
C 02	94	80	87,00
C 03	85	78	81,50
C 05	70	67	68,50
C 06	70	68	69,00
C 08	82	78	80,00
C 09	70	76	73,00
C 10	70	72	71,00
C 11	80	80	80,00
C 12	70	68	69,00
C 13	88	78	83,00
C 17	72	78	75,00
C 18	82	85	83,50
C 19	70	65	67,50
C 20	78	70	74,00
C 22	70	65	67,50
C 24	80	75	77,50
C 25	60	70	65,00
C 26	77	73	75,00
C 27	90	85	87,50
C 28	60	70	65,00
C 29	70	68	69,00
C 30	65	68	66,50

Table of Scores
Test of English Writing

Class: D

Subject's Code	Score		Final Score
	Rater 1	Rater 2	
D 01	85	73	79,00
D 02	90	78	84,00
D 03	87	79	83,00
D 04	82	70	76,00
D 05	78	70	74,00
D 06	67	68	67,50
D 07	90	83	86,50
D 08	72	70	71,00
D 09	65	76	70,50
D 10	72	71	71,50
D 11	88	80	84,00
D 12	72	79	75,50
D 13	50	50	50,00
D 14	50	55	52,50
D 15	55	53	54,00
D 16	95	90	92,50
D 17	40	50	45,00
D 18	60	55	57,50
D 19	50	50	50,00
D 20	73	78	75,50
D 21	83	75	79,00
D 22	85	75	80,00
D 23	85	81	83,00
D 24	70	75	72,50
D 26	60	65	62,50
D 27	90	70	80,00
D 28	68	78	73,00
D 29	40	50	45,00
D 30	45	45	45,00

Course Outline of Maritime English
Based on IMO Model Course 3.17
Core Section 1

(International Maritime Organization. (2000). *Model Course 3.17 Maritime English*.
London: IMO Publication)

Part B: Course Outline

Core Section 1: Elementary level English for all functions and levels

Competence: Use English in written and oral form

Course Outline		Approximate time (Hours)	
Knowledge, understanding and proficiency		Classroom hours	Self-study practice hours
1	Ask for and give personal data 1.1 Grammar: revise Present Simple; pronouns 1.2 Vocabulary: adjectives of nationality 1.3 Phonology: question intonation 1.4 Communication Skills: listening, speaking, writing	12	4
2	Describe crew roles and routines 2.1 Grammar: Present Simple (question and negative form; third person singular); prepositions of time 2.2 Vocabulary: basic verbs; numerical information; alphabet 2.3 Phonology: word stress 2.4 Communication Skills: listening, speaking, reading, writing	15	4
3	Name types of vessels; describe parts of a vessel 3.1 Grammar: <i>there is/are</i> ; articles; prepositions of place; possessives 3.2 Vocabulary: types of vessels; parts of a vessel 3.3 Phonology: word stress 3.4 Communication Skills: listening, speaking, reading, writing	14	4
4	Describe the location and purpose of safety equipment 4.1 Grammar: prepositions of place 4.2 Vocabulary: safety equipment 4.3 Phonology: word stress 4.4 Communication Skills: listening, speaking, writing	10	4
5	Discuss navigational routes and geographic locations; understand standard helm orders 5.1 Grammar: prepositional phrases of geographic location and distance; uses of <i>it</i> 5.2 Vocabulary: compass points; longitude and latitude; distances on land and at sea; standard wheel orders 5.3 Phonology: large numbers 5.4 Communication Skills: listening, speaking, reading, writing	14	4

Course Outline		Approximate time (Hours)	
Knowledge, understanding and proficiency		Classroom hours	Self-study practice hours
6	Name positions on board; ask for and give directions on board and ashore 6.1 Grammar: introduction to the imperative form; question forms; prepositional phrases 6.2 Vocabulary: positions on board; vessel directions; common nouns 6.3 Phonology: introduction to rising and falling intonation 6.4 Communication Skills: listening, speaking, reading, writing	16	4
7	Express personal likes and dislikes; discuss leisure time on board 7.1 Grammar: gerunds; adverbs of degree; adverbs of frequency 7.2 Vocabulary: leisure activities; adjectives of opinion 7.3 Phonology: introduction to sentence stress 7.4 Communication Skills: reading, speaking, writing	11	4
Review 1	- Understand and use the grammar, vocabulary and phonology taught in Lessons 1-7 - Successfully carry out tasks using combinations of the communication skills practised in Lessons 1-7	8	4

Sample of The Students' Answer Sheets
Test of English Writing

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: A27

Fire extinguisher is one of the example safety equipment when there are fire on board. This shape is like a bottle but bigger size. The colour is red and you must see the notice how to use that. At first you must be pull the safety at the top of fire extinguisher and then you must be push, but don't too hard just once to test it is working or no. Search the fire location and shoot with the fire extinguisher until the fire gone.

Emergency Telephone is one of the example safety equipment when there is an accident on the board. Maybe the ship get a trouble with the stability and then crash something and must make a fastest choice. I'll go to the place in the ship where Emergency Telephone available in there. I must tell the captain about this emergency situation, so I will call the master or captain. I must press the buttons : "1" : number of master to tell about emergency situation when happens in the engine room.

Muster station is place when there is an accident happened in the ship. I must give announcement to the crew and passengers must be stay calm and do not panic. I must go to the place where fire alarm available in there and then push the button and the alarm is ringing. Every body must be make protective clothing to extinguish the fire with the control of officers on deck and the part other part of crew must be tell to the passengers to get to the muster station where an accident happened on the ship. The passengers must be used life jacket for save their life.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: B4

Safety equipments on board is very important to know because in the vessel or on board we must safety first. So, safety equipments such as its function, to usage and its operation must to learn.

On board we surely get safety equipments, the first is fire extinguisher. fire extinguisher is a safety equipments when on board we have fire on board. fire can burn all of part our ship and also can make injured persons, before that, we have precaution to destroy the fire until the fire under control.

The various of fire extinguisher are like a Powder, CO₂, Water etc.

to usage them, usually fire extinguisher on board make a boggles. so we can to broke the pin, and then press the handle and spray to the fire.

The second, the other safety equipments is Emergency telephone. emergency telephone can we get on bridge. The function is if there is an emergency situation when vessel is sailing, we are the officer when do watchkeeping can quickly to call the Nakhoda or to tell to Engine Department. to usage the emergency telephone is we only to push the Code number of the room.

The Third, The safety equipments more important than the other is Muster station or we can to say it Embarkation. Muster station is very important place when we get a emergency situation on board. its the place when All of crew or Passengers can embark or stay there until the master give next order to abandon ship. Muster station must important place to know when we work or sailing with ship. So to muster station is order, or urgently situation when we to abandon ship, so get more information on board about the place or the position of Muster station.

These are the very important safety equipments to know, if we to be a sailor or passengers. Thank you.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: B27

Safety Equipment is Equipment to keep your safety self. Especially if you want to work at vessel. Because if you work at vessel you will near with sea and your enemy is nature. So you must know about safety equipment. Safety Equipment consist like : Breathing Apparatus, Fire Extinguisher, Life Jacket etc.

Breathing apparatus is one of many safety equipment to help your breath when you are in dangerous condition with minimum oxygen. Breathing Apparatus consist a oxygen tube and breather equipment. You can find breathing apparatus in corner of room in every part in the ship, especially tanker ship. Breathing Apparatus has two type, small and big. Small you can bring this equipment from one place to another place (portable) and big you can find in special place like in Medical centre in your ship. In tanker ship all of crew must have one breathing apparatus. So they can't join or use together with your partner.

The method to use breathing apparatus is first you can use the breather and then switch open the knob and the equipment will be function.

Fire Extinguisher is equipment to fight with fire but in low condition. This equipment has two type, first fire extinguisher powder, second like foam, and the last is carbon dioxide gas. All of composition of fire extinguisher be function to cut triangle fire. You can find fire extinguisher in all part especially in wall of your vessel. The part of fire extinguisher is nozzle, tube, and knob for lock. If you want to use fire extinguisher the method first is open the knob, then you must cause the nozzle to fire and press the handle.

The last is Life Jacket. Life Jacket is very important to you if you be a crew in ship. Because if you face on condition danger like your vessel is sink. you must have life jacket personal. Life jacket have orange colour. It's mean to make easy for searching victim on sea. You can find life jacket in special cabinet on ship. And this position is on muster station. All of crew and passengers in ship must have one life jacket so the ship must provide it. Life jacket can make you buoy in water. The method to use life jacket is first get life jacket from cabinet, and you can use it like use a dress. Life jacket can survive more or less 1 week in water.

These are my explanation about safety equipment. I wish it can give information to all of you. Thank you.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: C2

FIRE SAFETY EQUIPMENT

on Board

Fire safety equipment on board is for safety when there is fire on ship. It like breathing apparatus, fire extinguisher and fire hose. That three equipment the most important for killing fire.

Breathing apparatus is a mask for safety when we under fire. then we can't breath normally. so, that it filter air for our can to breath.

Breathing apparatus can find in fire equipment, deck, guest room, cabin, etc. sometimes it have a light on head, for see in the smoke of fire.

Second, fire extinguisher is the most important for killing small fire. Fire extinguisher is light weight, so many people can use it. it have a note, how to use it. In the fire extinguisher for killing fire, we can spray them by soap washing, chemical, water. Cause fire on board usually from special thing, light chemical, plastic or thing that can to killing fire by water.

The last is fire hose. it is use when there a big fire, use it when at danger situation. Cause we can use it by our self, that need group or four people to use it. fire hose have a press valve on the top head. that must be a big or strong people to handle it. Cause the water have a steam that make it spray when go outside from the head of fire hose.

That three things is fire safety equipment on board that most important. Cause fire is can make by every thing and can be come every where. When we a crew of vessel, we must save a guest first then we save ourself. Cause other life is more important then our life when we crew of vessel. Or when we a Captain, every thing in a ship is our responsible. So, Do and work safely and use safety to be a good crew for guest life and for our life.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: C3

SOME SAFETY EQUIPMENTS ON BOARD

One of safety equipment on board is first aid box. The first aid box usually square like box in general. The first aid box contain some medical tools or medication. Usually the first aid box there is on the any room. If emergency, the first aid will always usefull before bring to hospital or doctor.

Secondly, it is a life jacket. On any type ship, always there is a life jacket. Life jacket like jacket but, the jacket contain like sponge. The color is the life jacket usually light. It designed like this for it can be seen from far.

And thirdly is a fire extinguisher. The fire extinguisher usage is to make dead of fire on the room like kitchen, etc. It contain of carbon dioxide in general. But not gas, carbon dioxide in liquid. The fire extinguisher usually color is red. There is also valve to throw out the CO₂.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: C27

SAFETY EQUIPMENTS

Fire Extinguisher is the main Equipment because Fire Extinguisher Important to Safe from the Fire and Fire Extinguisher Shape like Cylinder and the colour is red, Fire Extinguisher is filled with gas can fight the fire. Fire Extinguisher Used when the ship get Fire on the board. If we want to Use it, we must spray the gas on the fire then, the gas will be reaction to blocked the Oxygen and break the circular fire because Oxygen is one of the three important material & the fire can stop

Immersion Suit is the clothes make with the material resistant with water, Immersion suit can help reduce the loss of body heat and shock on entering cold water. It covers the wearer's body with the exception of the face and should be worn over warm clothing. Immersion Suit They are very important life saving appliances to protect us to loss the warm causes hypothermia can be dangerous and life. Immersion suit is used and the regulation on SOLAS

Life boats is the boats is mounted on a pair of davits, allowing them to be lowered by gravity once the restraining brake is released. Life boats Used if the ship get to sink or abandon ship information. The vessel's crew will normally operate the equipment for lowering them. The use of them is demonstrated to crew and passengers according to regulation. This boat coloured with light colour ex red, orange, etc. except blue and green for emergency search on sea.

There three of many safety equipment on the vessel, the main of them is used in the dangerous situation.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: D16

I will describe three of many kind of safety equipment. The first is life buoy. Life buoy is one of safety equipment that have shape like donut. Its colour is orange and have white stripes. Life buoy have safety line to pull it from the ship. The procedure if you want to use it is:

1. Put it and use it in your body. In order that your body is in the hole of lifebuoy
2. Pull the safety line of lifebuoy from the vessel or land. So life buoy need one person in vessel or land that standby to pull it.

And than life jacket. Usually its colour is orange. It make or it use in emergency, if the vessel grounding, etc. The shape is like vest jacket, but if vest jacket from jeans, it make from stereofam, so it make us that we it can't drown. It completed with rescue whistle, the function of the whistle is if the person need helped from rescue team. The procedure is:

1. Use it like you use your jacket.
2. Than, use the safety line in its front part.
3. Make sure that the safety line is fine, so it can't away, and you still float.

And the last is first aid box. Usually it's colour is white and have red cross sign in the front of box. It use to save emergency medical drugs. That shape create simple in order that easy to pack and take anywhere. Nothing procedure to use it. Just like you put something in a box.

ANSWER SHEET
TEST OF ENGLISH WRITING
For Students of DP-III Program BP2IP Surabaya
(The student's personal information is not displayed)
Subject's Code: B28

Accident on board is very dangerous, especially fire on board. To stop the fire on board we must know how to prevention it and how to extinguish it.

The prevention fire on board we must be careful on work on board, don't smoking on board, especially if you are in tanker ship, LNG ship. Do the rules of board, and use the safety equipment with the right rules how to use it. That is the prevention. Who I know how to prevention the fire on board.

Now, let discuss about how to extinguish fire on board. But before it you must know the safety equipment because here I want to describe about safety equipments, the three items there are Fire alarm, fire blanket, and fire extinguisher. I think you know it.

Fire alarm is the important safety equipment, because it can detection the fire on board. Usually fire alarm detection the smoke and hot temperature on board, it means if there are smoke on room that fire alarm will be detection and ringing, and if fire alarm detection abnormally hot temperature it will be ringing too. Fire alarm place is on plavon and on the wall it color red. The shape of ~~the~~ fire alarm is circle with diameters 20 - 40 cm. The manual fire alarm, usually the person push it to announce the other crew if there are fire on board, it is the general function, but now fire alarm can detection and automatic ring.

Fire blanket is the one item can extinguish the fire, how to use it? It is the manual fire extinguisher, you must throw out or blanket the fire with fire blanket, before it you must give the water to extinguish the fire.

The general fire extinguisher is ~~usually~~ always in every where on board and on building. But on board, it can be portable fire extinguisher and fix fire extinguisher.

Portable fire extinguisher always place on the wall, the weight is 10 kg - 15 kg and the general color is red. Portable fire extinguisher can refill with the water, CO₂ / carbon dioxide, ~~fire~~ and foam. Portable fire extinguisher, are simple fire extinguisher, why? Because you can bring it anywhere you need.

The fix fire extinguisher is permanent fire extinguisher. It always on board. ~~With~~ Water is the main fill to extinguish the fire. You must need fire hose ~~with~~ to extinguish the fire.

That is the safety equipment about fire on board, and you must know that things and you must know how to use it.