CHAPTER II
LITERATURE REVIEW

This chapter comprises previous studies and theoretical frameworks that support the researcher's decision to choose aviation security officers as the subject of research for the creation of a guidebook. The study is supported by relevant journals related to English communication at airports.

2.1 Previous Studies

The researcher in this study, entitled "Developing Guidebook: English for Aviation Security", discussed training material for AVSEC (Aviation Security) officer in work program created by the Head of Human Capital Business Partner at Yogyakarta International Airport. The research problem is the proficiency of airport security officer at YIA in English, particularly in ensuring passenger safety and comfort, and the process of creation a guidebook for airport security officers.

Poramate (2022) in the research entitled "Barriers in English Communication of Ground Passenger Service at Suvarnabhumi Airport" describes that the main factor effecting English speaking and listening for ground passenger service staff. The respondents of this research comprised 30 ground passenger service staff employed by various airline at Suvarnabhumi airport. Qualitative method is used in this study, utilizing a questioner data collection technique. Result of this triangulation were utilized to assess the data in the form of percentages, frequencies, and means use SPSS (Statical Package for the Social for Windows) for windows software program. The result of this study found that passenger service staff during speaking is encountered difficult in verbal communication during situations involving irregularities, with the exception of greeting, welcoming, and inquiring about passenger information. Regarding the listening problem of ground passenger service staff, understanding the accents of passenger from different countries is the biggest problem, exception of technical aviation term and passenger needs or wants.

Fowler (2019) in "English Language Proficiency and Aviation Safety" analyzes the correlation between English proficiency and the rise in aviation incidents and accidents over the past 10 years. Using scatterplot graph and descriptive static, the research study employed a quantitative method, to see any trends concerning the number of reports of English Language proficiency. Additionally, A chi–square test and one way ANOVA are used to see the significant difference between number report that submitted for Part 91, Part 121, and Part 135 operation that encompass the analysis of ASRS (Aviation Safety Reporting System) report data from June 2009 to June 2019 from data collected by the National Aeronautics and Space Administration (NASA). The result of this study is non-native English accents are the main factor from this report, because of the different accent can also lead to confusing in the aviation industry.

Widyawati (2022) in her research entitled "Producing English Guidance Book of Customer Service at PT Angkasa Pura I, Yogyakarta International Airport (YIA), Kulonprogo", the researcher developed an English guidance book to improve the quality of customer service at YIA, particularly in serving international passengers. During the researcher's internship at YIA, this research was to produce an English language guidebook for customer service with part of Airport Service Improvement. The method of this study is observation, interview, documentation and literature study. As an intern at YIA, the researcher found that customer service during provisions for handling complaints from both domestic and international service users still use Indonesian. The researcher limitation of this study, regarding the aviation industry and lack of knowledge about the word of language and vocabularies that often used at airport were addressed by attending orientations, consulting with unit leader, the supervisor, and using an online dictionary.

From previous study, researchers conclude from the first study that English is the key of communication for aviation staff to convey information to passengers. In the second study, researchers conclude that a lack of English

proficiency also has an impact on airport security and safety. In view of the findings of this research, the researcher developed an English-language instrument to assist airport employees in their English language acquisition. The third study indicated that implementing guidebook could assist customer service officers in public services. However, during the researcher's observation while interning at YIA, the researcher found that not only did customer service staff require a guidebook, but AVSEC staff at YIA also needed such a resource. Consequently, drawing on existing research, the researcher attempts to devise an English-language guidebook for AVSEC personnel to enhance their English proficiency during inspections and when providing information to passengers.

2.2 Theoretical Framework

2.2.1 English for Specific Purpose (ESP)

ESP (English for Specific Purposes) aims to develop personal communication skills focused on the specific needs of learners in academic and professional contexts, particularly in professional environments. There is no difference between ESP and General English teaching in theory (Hutchinson & Waters, 1987). On the other hand, in ESP, learning objectives are based on needs analysis. This approach ensures that learning and teaching objectives are appropriate for the target language used in the work environment. In contrast, general English learning objectives are established through linguistic analysis. English for Specific Purposes (ESP) is a sub-branch of English as a second language (ESL) or English as a foreign language (EFL), referring to the teaching of English to a group of learners whose aim is to be a proficient user of the target language in the target situation (Demirdöken, 2021). According to Dudley-Evan (1998), ESP is characterised by two parts, absolute and variable:

2.2.1.1 Absolute Characteristic:
1. ESP is defined to meet specific needs of the learners,
2. ESP makes use of underlying methodology and activities of the discipline it serves,
3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

2.2.1.2 Variable Characteristic:
1. ESP may be related to or designed for specific disciplines,
2. ESP may use, in specific teaching situations, a different methodology from that of General English,
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level,
4. ESP is generally designed for intermediate or advanced students.

The Dudley-Evans definition is influenced by Strevens (1988) definition, which adds more varied characteristics, significantly revising the definition and removing the absolute nature that ESP is opposed to "General English"' (Johns et al., 1998) The conclusion made by Hutchinson and (1987) states, 'ESP is an approach to language teaching in which all decisions regarding content and methods are based on the reasons students learn. The same opinion is stated by Basturkmen (2006), that English is studied in ESP with the aim of obtaining a general education that facilitates access or improves linguistic efficiency in a particular environment.

ESP has broadly been divided into two category, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is used as a means to use English appropriately in an academic

context or EAP is applied in educational institutions where students learn it for their academic purposes (Kennedy & Bolitho, 1984). According to Ahmad (2012), the academic objective of EAP is to help students study or conduct research in English, covering various academic communication practices such as:

1. Pre-university, undergraduate and post-graduate teaching (from materials design to lectures and classroom activities.
2. Classroom interactions (tutorials, feedback, seminar discussions etc.)
3. Research genres (journal articles, conference papers, grant proposals etc.)
4. Student writing (Assignments, exams, dissertations etc.)

This suggests that the English for Academic Purposes (EAP) program was designed to equip students with specific skills to advance their academic careers and acquire foundational knowledge that will enhance their success in the profession in certain aspects. At the same time, EOP is used in the context of the workplace, such as English used by doctors to communicate with patients, air-traffic controller, English for Business, and English for Tourism. According Dudley-Evans and St. John (1998) EOP courses are designed based on clearly definable needs that aim at meeting participants job-specific goals.

2.2.2   English for Aviation

English for aviation, also known as Aviation English, is a branch of English for Specific Purposes (ESP). According to Er and Kırkgöz (2018), Aviation English has been classified as an English for Specific Purposes (ESP) that focuses on the language used in the professional aviation context. A subpart of Aviation English covers the communication used in operations by ATCs and flight crews over the radio (Wang, 2007). This communication occurs in the absence of face-

to-face contact, using ICAO standard phraseology and 'plain language'. Outlined in ICAO Doc. 4444 (ICAO, 2016) and Doc. 9432 (ICAO, 2017), standard phraseology is a collection of words and phrases approved for radiotelephone communication, with specific meanings depending on the context and operational procedures. According to Clark (2017), aviation English is defined as a specialised code of English used by pilots and air traffic controllers working on international flights, with standards, phrases, and proficiency levels established by ICAO. These can also be referred to as 'codes' that describe the situation and conditions at hand (Najmi & Fauziyah, 2021). In the aviation sector, to operate professionally, an individual must attain a minimum Level 4 and a maximum Level 6, with English proficiency levels divided into six stages.

According Petrashchuk and Borowska (2019), ICAO provides guidance on the classification of IELP based on the Rating and Scale, namely Level 1 (pre-elementary), Level 2 (elementary), Level 3 (pre-operational), Level 4 (operational), Level 5 (extended), and Level 6 (expert), with Level 4 being the minimum level that must be achieved by ATC personnel and pilots. However, this level of English proficiency applies to radiotelephony communications. The implementation of English proficiency or Language Proficiency Requirements (LPRs) levels began in 2003 by ICAO in Amendment 164, annex 1, and must be mandated globally since 2008.

Based on the 13th edition of the ICAO Aviation Security Manual (Doc. 8973) and Annex 17 there is no specification English proficiency for Aviation Security level. However, to carry out their duties effectively, AVSEC personnel must be able to communicate clearly, including in the language used in the work environment, which is generally English at international airports.

2.2.3 Aviation Security

Airports are defined as an area on land and/or water with specific (Kennedy & Bolitho, 1984) boundaries used as a place for aircraft to land and take off, embark and disembark passengers, load and unload cargo, and transfer between modes of transportation, equipped with aviation safety and security facilities, as well as other basic and supporting facilities Regulation of The Minister of Transportation of The Republic of Indonesia Number 9 of 2024. According to Annex 14 of the International Civil Aviation Organization (ICAO) Definition, an airport constitutes a specific land or water area (including buildings, installations, and equipment) that is either wholly or partially designated for the arrival, departure, and movement of aircraft. Furthermore, airports function as nexuses for logistical and economic activities, including trade and tourism. In this context, security emerges as a pivotal element, ensuring the safety and comfort of passengers against potential threats.

Support safety and convenience airport, Aviation Security (AVSEC) is a unit responsible for ensuring the security of flight operations and facilities at airports, including the protection of passengers, cargo, aircraft, facilities, vital objects, and both land and air sides, as regulated in the Regulation of the Minister of Transportation of the Republic of Indonesia Number PM 51 of 2020 concerning National Aviation Security: "Aviation security is a condition that is realized from the operation of flights that are free from interference and/or unlawful actions. According Amendment to Regulation of the Director General of Civil Aviation Number: SKEP/2765/XII/2010 concerning Procedures for Security Check of Passenger, Aircraft Personnel and Luggage Transported by Airplanes and Individuals, Chapter 1 point 9 the term "AVSEC" refers to aviation security personnel who are obligated to possess a license or Certificate of Competency (STKP) and are entrusted with designated tasks and responsibilities within the domain of aviation security. In

addition to their role as airport security personnel, AVSEC officers are required to communicate effectively to provide protection against illegal activities that harm passengers, damage facilities, or violate procedures. A license or Certificate of Competency (STKP) for Aviation Security includes:

1. Basic AVSEC, hereinafter referred to as the Basic AVSEC Proficiency Certificate.
2. Junior AVSEC, hereinafter referred to as the Junior AVSEC Proficiency Certificate.
3. Senior AVSEC, hereinafter referred to as the Senior AVSEC Proficiency Certificate.

2.2.4 Guidebook

Guidebook is defined as a book containing information, instruction, and other guidance to facilitate readers' comprehension of a subject Effendi in Hidayat Digital Library (2017), which serves as a reference or in the form of instruction for doing something (Trim, 2018). The guidebook has function to provide structured and targeted content to meet specific professional needs, enabling them to practise relevant skills in a relevant context. Santoso (2015) asserts that these books are meticulously crafted to provide not only information but also detailed instruction, effectively guiding readers through the subject matter at hand.

According to Fajri (2024), several parts of the guidebook that users need, such as:

a. **Tittle and Cover Page**

Have a specific function as a part of the guidebook. The title contains the main idea of the guidebook. While the cover contains additional information such as the author's name, edition, and image or illustration that aligns with the theme of the guidebook.

b. Table of Content

Page numbers and details about the topics discussed on each page, including chapters, units, or sub-units of the book's contents, are listed in the table of contents.

c. Chapter

To provide readers with information on specific topics, this guidance book contains chapters organised according to the needs of learners.

d. Descriptive Content

This section contains the content of the book about important and specific information, including texts, examples, explanations, and visuals that represent situations to make it easier for users to understand the content and purpose of the guidebook.

e. Visual Aspect

The visual aspect in guidebooks aims to make the book more interesting and easier to understand for readers, with content that includes images, illustrations, and elements related to the theme or topic of the book.

f. Additional Information and Resources

This section is necessary when the main content cannot cover all user needs. in general, the additional information and resources section includes tables, graphs, additional references, and attachments. This section also provides additional information such as author profiles, contact lists, related websites, and relevant applications, as well as other details related to the book's content.