# CHAPTER II
# LITERATURE REVIEW

Chapter II discusses the theoretical foundation and previous studies relevant to the topic of this research. This chapter is divided into two main sections: a review of related literature and an overview of previous research. The literature review provides definitions, concepts, and theories that support the framework of the study, ensuring a comprehensive understanding of key terms and variables. The section on previous studies presents a summary and analysis of past research that is related to the current topic, highlighting similarities, differences, and research gaps. These discussions aim to position the current study within the existing body of knowledge and demonstrate its contribution to the academic field.

## 2.1. Previous Studies

Previous studies have made significant contributions to the development of English language learning guides specifically designed for the Operations Division at Yogyakarta International Airport (YIA). These studies emphasize the preparation of audio-visual-based materials and the development of communication skills in English, especially in the context of interaction with passengers and announcing in airport operations. This approach is in line with practical needs in the field, where operational personnel are required to have adequate English language competence to ensure effective and professional services to airport service users. Thus, the results of the research serve as an important foundation in the preparation of this guidebook, which aims to improve the quality of communication and service within Yogyakarta International Airport.

Research by Satria, et all (2022) in their work conducted coaching on the introduction of basic English conversation to Hang Nadim Airport Staff in Batam. The training program developed included the use of audio-visual materials to introduce common vocabulary and phrases used in airport contexts, such as during

check-in, boarding, and baggage handling. The results showed significant improvement in the staff's communication skills with international passengers.

Kasuya (2024) has demonstrated that the incorporation of multimedia elements into English for Specific Purposes (ESP) instructional materials significantly enhances both learning outcomes and student engagement. The integration of components such as videos, audio recordings, interactive exercises, animations, and hyperlinks fosters a more dynamic and immersive learning environment that accommodates diverse learning styles and preferences. These multimedia features not only facilitate a deeper understanding of domain-specific vocabulary and communicative practices but also promote learner motivation and active involvement in the learning process. Moreover, the interactive nature of multimedia resources supports learner autonomy and encourages exploratory, self-directed learning an essential aspect of ESP instruction, which emphasizes practical, goal-oriented language acquisition. As a result, the application of multimedia in ESP pedagogy is increasingly acknowledged as an effective strategy for addressing heterogeneous learner needs and fostering more meaningful and sustained engagement with educational content.

In addition, Khaerani (2024) examined the communication strategies used by ground handling staff in interacting with foreign passengers. The study found that compensatory strategies, such as the use of gestures and repetition of information, are effective in overcoming language limitations. The results of this study can be used as a basis for developing training materials that include non-verbal communication techniques and the use of English in airport operational situations.

Overall, the studies provide a foundational framework for developing training manuals and materials aimed at enhancing the English communication skills of airport operations staff, particularly in interactions with passengers and the delivery of announcements. Thus, none of the previous studies fully address the operational needs of staff at YIA by offering a comprehensive, scenario-based training resource that combines verbal and non-verbal communication skills, standardized

announcement practices, and multimedia components. This study addresses that gap by developing "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*'', a guidebook that synthesizes prior research findings into a practical, interactive training module designed specifically for airport operations at YIA. Building upon these foundations, the present research integrates and expands upon previous methodologies to create a guidebook entitled "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*". This guidebook encompasses practical modules designed to facilitate effective communication with passengers in English, offering strategies and techniques for clear and concise interactions.

## 2.2. Theoretical Framework

### 2.2.1. Airport

Airports serve as critical nodes within the transportation network, facilitating the transition between air and ground travel. Their service role encompasses a broad spectrum of activities designed to enhance both the passeng3er experience and operational efficiency. This multifaceted role can be understood through several key aspects. Based on the Regulation of the Minister of Transportation of the Republic Indonesia Number 41 of 2023 concerning airport services at airport , the definition of airport is an area on land and/or waters with certain boundaries used as a place for aircraft to land and take off take off, boarding and alighting passengers, loading and unloading goods, and a place for intra and intermodal transportation, which is equipped with aviation aviation safety and security, as well as basic facilities and other supporting facilities and other supporting facilities. This comprehensive definition underscores the multifaceted role of airports not only as transportation hubs but also as integrated service areas that require high operational standards to ensure safety, efficiency, and accessibility for all users, including passengers with special needs.

Airports provide essential infrastructure for the processing of passengers and cargo, ensuring seamless transitions between different modes of transportation (Lehmann, 2019). Operational activities include the management of check-in

procedures, security screening, boarding processes, and baggage handling, all of which are vital for maintaining efficient passenger flow (Wiredja et al., 2019). A passenger-centered framework emphasizes the importance of both processing and non-processing domains when evaluating airport service performance, highlighting the extent to which these elements influence overall passenger satisfaction (Wiredja et al., 2019).

In addition, non-aeronautical services, such as retail outlets and dining options, have gained increasing importance in contributing to both airport revenue and the enhancement of passenger experience, reflecting a strategic shift in airport management approaches (Kidokoro & Zhang, 2023). While the primary function of airports remains the facilitation of air travel, the growing emphasis on delivering a comprehensive passenger experience through diverse service offerings underscores the broader role of airports within the transportation ecosystem. This evolution positions airports not merely as transit points but also as vital commercial and social hubs.

### 2.2.2 Airport Operation Landside and Terminal

### 2.2.2.1. Definition and Scope of AOLT

Airport Operation Landside and Terminal (AOLT) is an operational unit that is responsible for managing the landside area and the airport terminal. The landside area includes facilities that can be publicly accessed before the security process, such as the parking area, pedestrian access, and land transportation facilities. Meanwhile, the terminal area includes check-in facilities, waiting rooms, baggage claim areas, and passenger services. AOLT plays an important role in ensuring the smoothness of operations and the comfort of passengers in both areas.

According to the International Civil Aviation Organization (ICAO), the unit that manages the terminal and public areas of the airport has the responsibility to ensure the effective movement of passengers, goods, and vehicles to support service efficiency and comfort for airport transportation service users (ICAO, 2015).

### 2.2.2.2. AOLT Job and Responsibility

The AOLT Unit holds several crucial roles and responsibilities in airport operations, such as:

a. Managing and monitoring the movement process of passengers and goods in both the terminal and landside areas.

b. Ensuring the availability and optimal function of facilities such as check-in counters, waiting rooms, and aviation information systems.

c. Coordinating with other units such as AVSEC (Aviation Security) and Passenger Services to maintain passenger safety and comfort.

d. Handling urgent situations and ensuring the proper implementation of evacuation procedures and services for passengers.

e. Conducting routine evaluations of operational performance and the quality of passenger services.

In practice, AOLT serves as a bridge between the needs of service users and the services provided by the airport, making it the frontliner in shaping the overall image of airport service (Puspita & Suwito, 2022). At an international scale airport like Yogyakarta International Airport (YIA), the AOLT unit serves as the primary face that creates the first impression for both domestic and international passengers. Therefore, AOLT staff are expected to possess strong communication skills, the ability to handle unpredictable situations, and a deep understanding of standard operational procedures.

### 2.2.2.3. AOLT Role in Passenger Experience

The work of AOLT significantly influences the passenger experience during their use of airport services. Aspects such as the accuracy of information, staff hospitality, clarity of announcements, and the smoothness of service flow all become key indicators of public service quality. According to a report from the Airport Council International (ACI Europe), the involvement of AOLT in passenger experience management is one of the main strategies to increase passenger satisfaction and loyalty toward airport services (ACI Europe, 2023).

At an international-scale airport like Yogyakarta International Airport (YIA), the AOLT unit serves as the primary face that creates the first impression for both domestic and international passengers. Therefore, AOLT staff are expected to possess strong communication skills, the ability to handle unpredictable situations, and a deep understanding of standard operational procedures.

### 2.2.3. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an established approach to English language teaching designed to meet the specific communication needs of learners in specific academic or professional contexts. The examples type of ESP According to Anwar (2017) are English for Academic Purpose (EAP), English for Law Purpose (ELP), English for Medicine Purpose (EMP) and English for Business Purpose (EBP). According to Hyland (2022), ESP aims to help learners achieve their academic or occupational goals by focusing on language and skills relevant to their specific field. This approach emerged as a response to the gap between general English education and the specialized language needs required in higher education and professional environments. In its development, the concept of ESP has undergone various stages, emphasizing the importance of syllabi tailored to reflect the specific needs of different disciplines. Hijuelos-Cruz, Medina and Perez (2020) highlight that needs analysis is a key feature in ESP, which helps in designing courses that enhance professional communication and lexical competence. Lipková (2024) adds that this needs analysis is important for designing courses that enhance professional communication and lexical competence.

In the context of developing learning materials for airport operational staff, an ESP approach can be applied by incorporating in-depth needs analysis, the use of interactive audio-visual media, and an emphasis on cross-cultural communication strategies. The learning materials were designed to improve linguistic competence and communication strategies, including the use of proper intonation and facial expressions in customer service situations. Setyaningsih (2015) highlighted the importance of learning media such as audio and video in flight attendant training. The learning materials include interactive dialogs and

recordings of original announcements from flight attendants, which help students understand the use of English in aviation contexts, including safety and service announcements to passengers. Research by Azhar and Masyi'ah (2024) emphasized the importance of needs analysis in the development of ESP materials for airport ground handling service students. The study involved 397 participants, including students, instructors, and airport ground handling crew. The results show that learning materials should be contextualized and in line with the communication needs in the airport work environment, including the use of English in real situations such as interactions with passengers and announcements.

By integrating existing methods, such as in-depth needs analysis, use of interactive audio-visual media, and emphasis on cross cultural communication strategies, the development of a guidebook for airport operations staff can be more comprehensive and applicable. This approach ensure that airport operations staff are not only technically proficient in English, but also able to communicate effectively in a variety of complex customer service situations.

### 2.2.4. English for Aviation (EFA)

### 2.2.4.2. Definition and Purpose of EFA

Aviation English, also known as Aeronautical English, is a specialized subset of English for Specific Purposes (ESP) designed to facilitate clear and effective communication among aviation professionals, specifically pilots and air traffic controllers (ATCOs). This specialized language is essential to ensure safety and efficiency in international air traffic operations, as miscommunication can lead to severe consequences, as evidenced by historical incidents such as the Tenerife disaster (Stoiculete, 2022). Aviation English covers the language used by all aviation professionals, including pilots, air traffic control officers (ATCOs), and ground staff, while Aviation English specifically refers to communication between pilots and air traffic control officers (ATCOs).

The primary purpose of Aviation English is to improve safety by minimizing misunderstandings in a high-risk environment. Effective communication is

essential during routine operations and emergencies (Tosqui-Lucks & Silva, 2020). Aviation English serves as a tool to train aviation professionals, ensuring they can communicate effectively in both routine and emergency situations (Zakharova & Serezhkina, 2017). While the focus on Aviation English emphasises safety and effective communication, some argue that the rigid adherence to standardised language may overlook the nuances of real-life interactions, potentially hindering the development of pragmatic skills necessary for effective communication in diverse situations.

### 2.2.4.2. Needs Analysis in EFA

Needs analysis of English language proficiency for airport staff reveals critical insights into the specific competencies required for effective communication in aviation settings. Multiple studies underscore the pivotal role of English in daily operations, the challenges faced by personnel, and the necessity for tailored training programs. English is universally acknowledged as the primary language of aviation, essential for effective communication among airport staff (Siwa, 2023). Employees in roles such as ramp control and baggage services prioritise speaking and listening skills, highlighting the need for proficiency in these areas (Hidayat, 2018).

### 2.2.4.3. EFA Teaching Methodology

Effective English for Aviation (EFA) should be based on authentic scenarios encountered by aviation professionals. This requires incorporating real-life communication examples from aviation operations and engaging learners through simulations and case studies that replicate emergency or atypical situations. An example of this approach is the Flightpath training program by Cambridge University Press (2017), which offers a situation-based curriculum designed to prepare participants for communication in a global aviation environment. Flightpath is distinguished as the only Aviation English course that provides comprehensive coverage of the communication skills needed to handle non-routine situations.

It emphasizes regular alignment with International Civil Aviation Organization (ICAO) criteria, supporting learners in achieving industry standards through case studies, self-analysis of communication skills, exposure to authentic in-flight dialogue, and interactive tasks. In addition, Flightpath includes authentic industry training videos and has received endorsements from leading aviation communication and safety professionals (Kulyk & Suslova, 2014).

### 2.2.5. Bilingual Guidebook

The bilingual handbook for airport operations staff is an essential resource designed to facilitate effective communication and training among personnel who speak different languages. In the context of multilingual airport operations, the handbook serves as a tool to ensure that all staff, regardless of their language background, can understand and follow important operational protocols. According to Moskalenko (2019), the use of English as an official language in international aviation poses communication challenges, especially when many flight crews and air traffic controllers are not native English speakers. This situation can cause significant communication problems, which in turn can affect flight safety. Bilingual handbooks are therefore a crucial tool to overcome language barriers and ensure that all staff clearly understand instructions and procedures.

Yan (2013) emphasizes that human error related to language communication issues between pilots and air traffic controllers accounts for 70% to 80% of all aviation accidents. By providing instructions in two languages, this handbook aims to reduce such errors by ensuring that all personnel have a common understanding of operational procedures. The structure of a bilingual handbook usually includes illustrated messages and descriptions in two languages, designed to improve understanding for diverse staff members.

In addition, these handbooks can also be used in training sessions to promote language skills and operational knowledge among staff. Siwa (2023) noted that the integration of bilingual handbooks in training can assist staff in understanding technical terminology and operational procedures, and improve their ability to communicate effectively in a multilingual work environment. However, while

bilingual handbooks are essential for improving communication and safety, some staff may still face challenges in language proficiency. This highlights the need for ongoing training and additional support systems to supplement these resources, ensuring that all personnel can operate efficiently and safely in a multilingual work environment (Siwa, 2023).

### 2.2.6. Audio-Visual

### 2.2.6.1. The Definition of Audio Visual

Audio-visual media refers to a set of tools that simultaneously integrate visual elements (such as moving images, animations, and text) and auditory components (such as sound, music, and narration) to deliver information in an engaging and interactive manner. According to Pikoli & Lukum (2021), this type of media facilitates the learning process by enhancing learners' comprehension and engagement, particularly within educational contexts. While audio-visual media is widely recognized for its effectiveness in clarifying material and enriching the learning experience, its implementation also raises concerns related to accessibility for learners with certain limitations and the potential overreliance on technology in educational settings. Therefore, the use of audio-visual media should be approached thoughtfully and proportionally to maximize its benefits while maintaining inclusivity and sustainability in the learning process.

### 2.2.6.2.The Types of Audio-Visual

Audio-visual tools are an integral part of modern educational practices, enhancing the learning experience by engaging multiple senses. These tools encompass a variety of formats, each with unique characteristics and benefits that cater to different learning environments and objectives. The use of audio-visual aids in education is supported by research demonstrating their effectiveness in improving students' attention span and comprehension (Vishnupriya & Bharathi, 2022). Below are the main types of audio-visual tools commonly used in educational settings.

1. Audio Aids: This category includes discussions, debates, audio recordings, role-plays, and lectures. Audio aids are particularly effective in language learning and subjects that require auditory comprehension.

2. Visual Aids: Visual tools comprise books, charts, diagrams, and projectors. These aids are beneficial for subjects that rely on visual representation of concepts, such as mathematics and science.

3. Videos and Animations: Videos, animated content, and film appreciation are powerful tools for demonstrating dynamic processes and storytelling, which enhance understanding in subjects like history and biology.

4. Slides and PowerPoint Presentations: These tools are widely used for structured presentations, allowing the integration of text, images, and videos to support lectures and classroom discussions.

5. Motion and Silent Audio-Visual Media: Motion media include sound films, television, and videos that combine sight, sound, and movement. Silent media, on the other hand, involve silent films or live visuals with still images (Rusnawati, 2022).

While audio-visual tools offer significant advantages in terms of learner engagement and understanding, they also present challenges such as the need for adequate technological infrastructure and the risk of distraction if not effectively utilized. Furthermore, the design and implementation of these tools require careful planning to ensure alignment with educational goals and learner needs (Fuady & Mutalib, 2018).

### 2.2.6.3. Audio-Visual as a Learning Tools

Audio-visual tools play an important role in enhancing communication between airport staff and passengers, especially in improving service delivery and ensuring safety. These tools facilitate the dissemination of information in a clear and engaging manner, which is important in a dynamic airport environment. The following sections outline the key benefits and applications of audio-visual aids in airport staff training and passenger interaction. Audio-visual systems provide clear

and concise messages that are more easily understood by passengers, reducing confusion and increasing confidence in the information provided. The system meets the diverse needs of passengers, including those with hearing or visual impairments (Powell, 1999).

The use of audio-visual aids has proven to be effective in teaching Aviation English, which is critical for safety and operational efficiency in the aviation industry. These tools help airport staff understand complex aviation terminology and communication protocols. For example, training using authentic video clips and audio recordings can simulate real-life situations, preparing staff for effective communication in various operational contexts (Marculescu, n.d.). In addition, audio-visual tools offer flexibility in a multilevel learning environment. They can be adapted to different learning levels, making them suitable for diverse training groups within airport staff. This flexibility enhances the overall learning experience and allows for a more personalized approach in Aviation English training (Shchegoleva, Anisimova & Vorobets 2021).

### 2.2.7. Subtitle Method

Subtitle methodologies for video content encompass a range of innovative techniques aimed at enhancing accessibility and viewer experience. These methods include real-time subtitle generation and adaptive display techniques tailored to the type of content and viewing context. Real-time subtitle creation often employs speech recognition technology to convert spoken content into text instantaneously, enabling live captioning for both video and audio programs (Zhensheng, 2020). To improve the initial output, post-processing enhancements are applied, such as error correction algorithms, text segmentation, and the addition of time stamps to ensure greater accuracy and readability (Karad Lahane, Dhamdhere, Thosar, Mane, & Kshirsagar 2024).

Adaptive display techniques further refine subtitle presentation; for instance, content-based display modes adjust subtitle appearance according to content type to align with user preferences and comprehension needs (Min & Lei, 2020). Additionally, key-region avoidance strategies identify crucial visual areas within a

video frame and position subtitles in non-intrusive regions to prevent obstruction of important visual elements (Lei, 2020). In virtual reality (VR) settings, parallax adjustment is used to overlay subtitles in spatial harmony with 3D objects, thereby preserving immersion and spatial coherence for the viewer (Kuan-Wei, 2021). Collectively, these advancements demonstrate how modern subtitling methodologies contribute to more accessible and context-sensitive audiovisual experiences.