CHAPTER IV
RESULT AND DISCUSSION

In this section, the researcher will outline the steps involved in developing "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" at YIA. This section will also cover the preparations made to ensure that the final product is comprehensive, beginning with the interview of the staff. This process allows the researcher to identify any shortcomings and determine additional topics that should be included to enhance the substance of the guidebook.

4.1. Result

4.1.1. Process of Creating "Clear for Duty: *Buku Pendamping Operasional Bandara*"

Before conducting the development process, the researcher identified several problems observed during the internship program at YIA. One of the main issues was the lack of practical English support tools for the operational staff. Although English is essential in daily airport operations, many staff members were hesitant to use it due to limited confidence and the absence of consistent practice or reference materials. This gap indicated the need for a practical guidebook that could assist staff in using English effectively in work-related contexts. Addressing this problem became the foundation for the creation of the "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" guidebook.

4.1.1.1. Potentials and Problems

The development of "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" is based on the absence of a practical and easily accessible reference for operational staff at YIA. Several key potentials and challenges were identified during the preliminary research phase, which became the foundation for designing this guidebook. The presence of this guidebook (in Indonesian and English) is expected to improve the language preparedness of operational staff, particularly

those interacting with international passengers. An added feature such as a QR code linked to video and audio materials is considered a strength, as it offers a more flexible and interactive learning experience.

In addition, this guidebook has the potential to standardize communication phrases used in common operational scenarios, such as doing public announcements, assisting passengers with disabilities, and handling specific tasks related to operational duties. The inclusion of an airport map and a clear explanation of terminal work zones is also seen as beneficial, especially for newly recruited staff, OJT student or those who have been relocated. However, several challenges emerged during the initial design phase. One major challenge was the diversity in educational backgrounds and language proficiency among staff, which required the material to be designed using simple, clear, and non-technical language. Furthermore, the limited availability of written documentation regarding operational procedures at YIA made the data collection process highly dependent on interviews and field observations.

While English language skills are recognized as important, there is concern that staff may lack the confidence to use English in real situations without supportive learning tools and consistent practice. Therefore, the final product aims to strike a balance between practicality and contextual support, encouraging the active use of English in daily work situations.

4.1.1.2. Data Collection

In creating the "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" at YIA the researcher requires parties to contribute to the creation of this guidebook. The researcher collects data to later become an idea for making a guidebook. Through observation technique and interviews carried out by the researcher. In order to increase the validity of data collection, the researcher carries out documentations to provide the image for the project that the researcher is making. The researcher will share the explanation in each stages starting on the descripiton below.

a. Observation

The observation was carried out during the internship program at YIA, which took place from September 2024 to March 2025. In this stage, the researcher communicated the purpose of developing a guidebook, specifically intended for the operational division, to the supervisor and staff of the operational division. During the observation period, permission was granted to conduct more in-depth observation to support the project.

b. Interview

For the interview stage, the researcher employed a structured interview format and conducted the sessions in Indonesian. According to Nietzel, Spiegler, and De Gregorio (as cited in Fadhallah, 2021), a structured interview is characterized by a predefined list of questions arranged in a specific order by the interviewer. Accordingly, the researcher prepared a set of targeted questions to be addressed to relevant individuals. Due to limitations in time and location, the interviews were conducted online via Google Meet in Indonesian.

Table 4.1 Interview question

No.	Interview Questions
1.	What is your full name? How long have you been a AOLT staff?
2.	What year did you start working as a AOLT staff at the airport?
3.	What position do you currently hold at AOLT?
4.	Do you often have difficulty communicating with foreign passengers?
5.	What makes it difficult for you to communicate with foreign passengers?
6.	What are examples of situations where communication in English is necessary?

7.	How do staff handle foreign passengers who have difficulty communicating in Indonesian?	
8.	Do you have difficulty in pronunciation when making announcements?	
9.	Is there a companion book for learning about English communication with passengers?	
10.	What materials should be included in this bilingual handbook for effective use by AOLT staff?	
11.	Can supporting media such as audiovisual materials significantly enhance practical learning?	
12.	Are there any specific requests for the design of the book to be made?	

A total of three interview sessions were conducted, involving four staff members from Yogyakarta International Airport (YIA), consisting of both field staff and supervisors. During the interview sessions, the researcher used personal devices, including a Samsung A53 and Samsung A8 Star smartphone, for audio recording, along with a notebook and pen to take notes and document key points conveyed by the participants. The interviews were held on the following dates: Friday, March 21, 2025, at 3:55 p.m. with Ms. Yosi (Supervisor); Friday, March 21, 2025, at 10:29 p.m. with Ms. Uut (Supervisor) and Ms. Novika (Field Staff); and Sunday, March 23, 2025, at 8:30 p.m. with Mr. Theo (Field Staff).

These individuals were selected based on their expertise and in-depth understanding of the operational procedures and communication practices at YIA. Among the participants, Ms. Yosi and Ms. Uut serve as supervisors in the division and also acted as the researcher's direct supervisors during the internship period, making them key informants in the observation data collection process. Their roles and experience positioned them as the most knowledgeable and relevant sources compared to their colleagues, thus ensuring that the information gathered reflects accurate and practical insights.

Figure 4.1 Interview session with YIA staff

c. **Documentation**

After conducting the observation and interview stages, the next step is documentation as evidence that the research process and data collection were carried out at YIA. In this stage, several photos were taken to capture the activities and environments involved in the study. The documentation includes images of the terminal hall, meeting rooms, and various operational areas within the airport.

Figure 4.2 Passenger line in the waiting room area
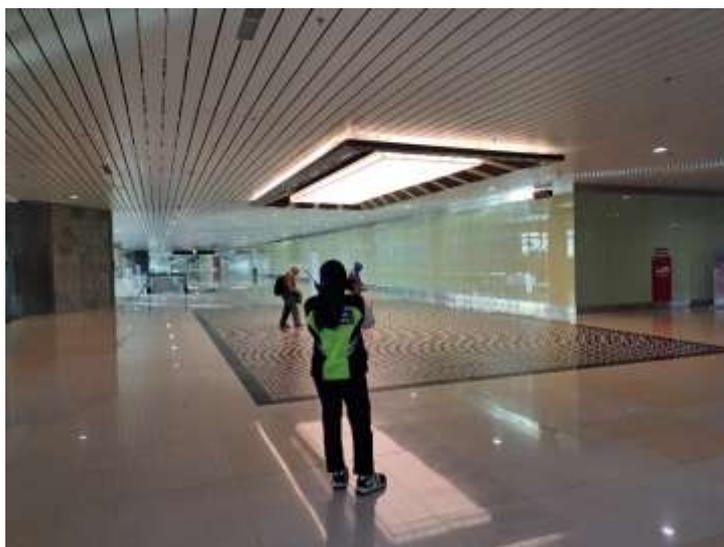
Figure 4.3 OJT performing field duties

In response to these findings, the researcher planned the development of a guidebook specifically designed for the needs of the Operational Division. The contents of this guidebook include job-related duties, common operational knowledge, and basic English for airport communication. It is expected that this product can assist both staff and interns in overcoming difficulties related to their roles, especially those involving the use of English in the work environment.

4.1.1.3. Design Product

After completing the previous data collection stages and identifying the potentials and problems, the next step is designing the product, namely, a guidebook intended for operational staff at YIA.

The first stage of this process involved reviewing relevant literature, which highlighted the importance and benefits of creating a guidebook for airport staff. Key references include Azhar's (2022) study on airport vocabulary for air transport students and Noviarti Rahayu's (2013) work on communicative English materials for airline staff job interviews. From this review, important elements to include in the guidebook were identified, such as rules on permitted and prohibited actions, communication tips, sample dialogues, announcement scripts, airport layouts, and practice exercises.

The next step involved determining the research instrument and research subjects. In this study, the research subjects were responsible for assessing the feasibility and relevance of the guidebook. The instrument used was a Google Form questionnaire, consisting of both closed and open-ended questions to gather structured feedback on the guidebook content and design.

The guidebook creation process itself included content development and visual design. The material was composed based on data from interviews with research subjects and supported by findings from the literature review. The design was created to be as engaging and user-friendly as possible, ensuring that the information could be effectively absorbed by the reader. The key steps in developing the guidebook included:

a. Planning

The first step in this stage was to determine the content to be included in the guidebook. Based on the results of interviews and literature studies, it was decided to develop three main chapters that align with the needs of the Operational Division at YIA. Each chapter is structured around service-based themes and is designed to address practical communication needs in the airport context. The chapters contain learning materials such as sample conversations, communication guidelines, tips and tricks, and relevant exercises. These materials aim to help staff engage more confidently and effectively in English during their daily operational duties.

After doing observation and interviews, a documentation process was also done to collect supporting media for the guidebook during the internship period. This documentation includes taking pictures that will be used as supporting elements for the visual and design part of the guidebook related to YIA.

The guidebook also includes audio and video media related to materials such as staff-passenger conversations, pronunciation of airport-related English vocabulary, the essence of airport announcements, as well as tips and tricks for interacting and communicating with passengers. These audio-visual contents be added to the guidebook as supporting media. The purpose is to deliver information

in a visual and practical way so it can be more easily understood by the operational staff.

After processing the data collected through observations and interviews, the next step was to develop the content of the bilingual guidebook. The guidebook is divided into three chapters, with the first chapter focusing on initial procedures for AOLT staff. Topics include airport operational procedures, briefing dos and don'ts, daily staff checklist, greeting and self-introduction etiquette, communication tips with passengers, handling foreign and special needs passengers, making announcements, emergency protocols, stress and emotion management, and airport layout with directional terms.

The section on stress and emotion management was included to address the emotional demands often faced by airport staff. This material was adapted based on findings by Hamulić et al. (2024), who highlight the importance of emotional intelligence in managing workplace stress, particularly in high-pressure environments. To enhance learning, visual elements such as diagrams, checklists, and tables were added, along with QR codes linking to audio-visual guides in key sections like communication and announcements.

The second chapter presents example dialogues between airport staff and passengers. These conversations are grouped into specific situations such as departure procedures, boarding and gate interactions, passenger complaints, and transit information. Like the first chapter, the topics in this chapter were also developed from the results of observation and interviews, but with a stronger focus on practical communication rather than general guidelines.

The third and final chapter contains a list of essential terms often heard and used by operational staff at the airport. This chapter serves as a mini glossary to help guidebook users remember important vocabulary and become more familiar with airport-related language, especially within the operational context. Overall, this guidebook aims to provide clear, relevant, and easy-to-apply knowledge for daily tasks at YIA.

Table 4.2 Guidebook material

English Version	Indonesian Version
Chapter 1: Initial Procedures for AOLT Staff	*Bab 1: Prosedur Awal Petugas AOLT*
a.Initial Airport Procedures	*a. Prosedur Awal Kebandarudaraan*
b.Do's and Don'ts During Briefing	*b. Do & Don't ketika Briefing*
c.Daily Staff Checklist	*c. Checklist Harian Petugas*
d.Greeting and Self-Introduction Etiquette	*d. Etiket Salam dan Perkenalan Diri*
e.Tips for Effective Communication with Passengers	*e. Tips Komunikasi Efektif dengan Penumpang*
f. Etiquette for Addressing Foreign Passengers	*f. Etiket Menegur Penumpang Asing*
g. Interaction with Passengers with Special Needs	*g. Interaksi dengan Penumpang Berkebutuhan Khusus*
h. Airport Announcements	*h. Pengumuman Bandara*
i. Special Protocols: Emergency Situations	*i. Protokol Khusus: Keadaan Darurat*
j. Managing Stress and Emotions at Work	*j. Manajemen Stres dan Emosi Saat Bekerja*
k. Compass Directions and Airport Map	*k. Arah Mata Angin dan Denah Bandara*
Chapter 2: Sample Conversations Between Operations Staff and Passenger	*Bab 2: Contoh Percakapan antara Petugas Operasional dan Penumpang*
a. Initial Departure Procedures A1. Passenger Exceeds the Check-In Queue Line	*a. Prosedur Awal Keberangkatan A1. Penumpang Melewati Batas Antrian Check-In*

A2. Directing to the Large Baggage Drop Area	*A2. Mengarahkan ke Area Drop Bagasi Besar*
A3. Explaining the Process After Check-In	*A3. Menjelaskan Alur Setelah Check In*
b. Boarding and Departure Situations	a) *Situasi Saat Boarding dan Keberangkatan*
B1. Passenger Exceeds the Boarding Queue Line	*B1. Penumpang Melewati Batas Antrian Boarding*
B2. Operational Disruptions (Delay, Cancellation, etc.)	*B2. Gangguan Operasional (Delay, Cancel, dll.)*
B3. Passenger Misses the Flight	*B3. Penumpang Ketinggalan Pesawat*
c. Passenger Complaints and Issues	
C1. Baggage Issues (Delayed, Lost, Damaged)	b) *Keluhan dan Permasalahan Penumpang*
C2. Lost Items in the Airport Area	*C1. Masalah Bagasi (Lambat, Hilang, Rusak)*
C3. Items Left on the Aircraft	*C2. Barang Hilang di Area Bandara*
d. Flight Transit Information	*C3. Barang Tertinggal di Pesawat*
D1. Questions Regarding Transit with the Same Airline	
D2. Questions Regarding Transit with Different Airlines	c) *Informasi Transit Pesawat*
	D1. Pertanyaan Mengenai Transit Pesawat dengan Maskapai yang sama
	D2. Pertanyaan Mengenai Transit Pesawat dengan Maskapai berbeda
Chapter 3: Mini Glossary	*Bab 3: Daftar Istilah Penting Mini*
a. Flight Information	*a. Informasi Penerbangan*
b. Instructions and Directions	*b. Instruksi dan Arahan*

c. Special Situations	*c. Situasi Khusus*
d. General Additional Vocabular	*d. Kosakata Tambahan Umum*

b. Guidebook Design Formatting

The researcher uses a blue and green theme because these colors are usually used by YIA on its social media. This theme appears in the cover and contents of the guidebook. The design style used is modern minimalist, where the fonts are not too formal so they won't disturb the reader's comfort when reading. The researcher uses white and black as the font colors to match the background, so the text can still be seen clearly among the blue and green theme.

Figure 4.4 Color pallet for the guidebook

The researcher also adds special pages for each sub-chapter to highlight important or extra information from the materials. These pages have background photos of YIA airport with a green-blue gradient box to make the layout more attractive and not too plain. The main font used is Montserrat for the content, and Mont for chapter and sub-chapter titles.

The font sizes are also different. For example, the author uses size 18 for chapter titles and size 10 for the content. Since this guidebook is bilingual, the English text is written in italic, while the Indonesian text is written in normal style, to help readers tell them apart. The author also uses many lines and tables to organize materials like airport announcement examples. Besides carefully choosing

fonts, colors, and design, the author also arranges the content with clear planning to support the guidebook's purpose.

Figure 4.5 Current cover design

c. Guidebook Design Process

The researcher used Canva as the main application in designing this guidebook. The process of developing the guidebook took approximately two months, beginning with the collection of relevant materials, content development, selection of the design tone, and subsequent editing of both the content and layout. Throughout the process, the researcher ensured that all information included was relevant and valid. In addition, careful consideration was given to how the materials would be visually presented in the guidebook. At the early stage of design, inspiration was drawn from sample layouts found on platforms such as Pinterest and Canva.

The background color for the blank pages was chosen to be white due to its clean and minimalist appearance, which enhances content readability and overall user experience. The use of white as background also allows for greater flexibility in integrating various visual elements, such as photographs from the researcher's personal archive. Furthermore, studies suggest that the effective use of white space in educational materials can improve readability and engagement, while reducing cognitive overload and fatigue (Bradshaw & Johari, 2002; He et al., 2022).

After getting the initial idea, the author started editing the draft with some color adjustments. The main colors used are blue and green, based on the selected color palette, with additional accent colors like white, black, and dark blue for the font. Blue and green were kept as the main accents on the cover to make the design look more striking. The researcher felt the need to emphasize the title of the book. Therefore, the phrase "Clear for Duty" was highlighted in the title section to strengthen the impression and show the main idea of the book.

Once the base colors and the overall design plan were chosen, the researcher began adding visual elements to make the cover more alive. In the end, the researcher added a background of an airport or airplane photo to reflect the main topic of the book, which is related to airport operations. The visual elements used were also made to match the theme of the book clearly and properly. Even though the topic is about airports, the researcher still kept a modern minimalist style in the design. This was important for the researcher to maintain a sense of elegance in the look of the book.

However, the researcher still felt that the cover would not be attractive enough if it only had text and a photo of the airport and airplane. So, the author decided to add line accents to the cover to give a more aesthetic look and to highlight the title more clearly compared to the photo background.

Finally, the researcher officially used an airport airplane background with line accents to add a strong visual impression to the guidebook cover. This was important because the front cover is the "face" of the book itself.

d. Audio-visual Design Process

This guidance book includes audio-visual content, such as audio and video, designed to help better understand the material. The audio-visual elements are included in several parts of the book, such as communication tips presented in video format, example conversations in audio, airport announcements in audio, and pronunciation of airport vocabulary in a mini glossary also provided in audio. These resources aim to support different learning styles and make the content more

engaging and accessible. By combining visual and auditory materials, readers can improve their comprehension and practice their listening skills effectively. This approach enhances the overall learning experience.

For the audio creation process, the researcher used two different methods: self-recording and using AI technology. The parts recorded by the researcher themselves include announcements and conversations, which were recorded in the e-learning studio at the Vocational College, Universitas Diponegoro. For other audio materials, the author used TTSMaker software, an AI tool that converts written text into spoken audio. This software offers a variety of voice options with different intonations, allowing for more natural and varied audio output.

After the direct recording sessions at the e-learning studio, the researcher edited the audio files by trimming and cutting them using the laptop's built-in audio software. This manual editing was done to make sure each audio segment corresponds precisely to the relevant material in the book. The edited audio files cover conversations and airport announcements, with each material having its own separate audio file. This helps maintain clarity and organization, so learners can easily access the specific content they want to practice.

The researcher also produced videos showing conversation examples from the guidance book. The video production involved using several tools, including a camera provided by the e-learning studio at the Vocational College, Universitas Diponegor. To keep the recording process organized, the researcher prepared a draft script that guided the order and flow of the dialogue during filming. This helped ensure the scenes were clear and consistent with the book's content. The filming process focused on creating realistic conversation scenarios that readers could follow and learn from.

Once all the video footage was recorded, editing began using the CapCut application. The videos were edited into a landscape 16:9 format and included bilingual subtitles in English and Indonesian to help viewers follow along easily. Subtitles were placed at the bottom of the screen and formatted with different font

sizes to improve readability. These videos are designed to assist readers in understanding and practicing English, especially for use in foreign guest service situations. Overall, the combination of video, audio, and subtitles creates a comprehensive learning tool that supports both listening and speaking skills.

e. QR Codes for Audio and Video Examples

The researcher made a selected bilingual guidance book with audio and video conversation examples. To help readers easily open the audio and video, QR codes are added in the book. QR codes are also on the back cover so readers can get the e-book. The researcher used Canva to make the QR codes. Canva can change links into QR codes.

4.1.1.4. Design Validation

This stage of validation aimed to evaluate the design aspects of the guidebook, particularly from the perspective of the academic supervisor. To ensure the guidebook met acceptable visual and functional standards, the researcher consulted an academic supervisor with expertise in media and educational design. The validation focused on several components including content appeal, image clarity, font readability, and overall usability.

The following figure shows the actual media validation form used during the evaluation process:

Figure 4.6 Media expert validation form

a. Media Expert Validation

In order to ensure the quality and feasibility of the guidebook for airport operational staff, an academic supervisor was asked to validate several aspects of the product. The aspects evaluated include attractiveness, clarity of visuals, readability, color suitability, accuracy of content presentation, usability, and practicality. The results of the expert validation are elaborated as follows:

i. Content appeal

The guidebook was rated as "Attractive" by the academic supervisor. This rating was given because it contains relevant and relatable content, supported by appropriate examples that align well with the topics. This suggests that the material is engaging and suitable for the target audience.

ii. Image clarity

The clarity of the images used in the handbook was evaluated as "Fairly Clear." While the images support the content, the supervisor implied that there is still room

for improvement in terms of image quality or placement to enhance visual communication.

iii. Font readability

The font style and size were considered "Clear." The supervisor appreciated the choice of font, noting that it facilitates easy reading. This is important, especially for users who may need to quickly grasp information in operational settings.

iv. Color appropriateness

The guidebook's use of color was rated as "Fairly Suitable." The theme, such as the ocean background, was viewed as generally appropriate. However, minor adjustments may be needed to improve visual harmony or contrast, especially where text overlaps with background images (as noted in the additional feedback).

 v. Presentation accuracy

In terms of structure and presentation, the guidebook was assessed as "Accurate." The content is organized well, and the table of contents aligns properly with the guidebook material, making navigation easier for users.

vi. Design guidebook usability

The guidebook was considered "Easy" to use. This refers to both physical aspects such as size and layout, and also how intuitively the content flows. The supervisor noted that this makes the handbook practical for daily use in an operational context.

vii. Practicality of the guidebook

The guuidebook was also marked as "Practical." It can be used effectively in real-world airport operational environments. Nonetheless, the expert noted two recommendations: first, to revise the cover design to avoid text overlapping with the background image, and second, to ensure that all images used are copyright-compliant.

viii. Feedback and suggestions

The academic supervisor gave two suggestions to improve the guidebook. First, the cover needs to be changed because the author's name overlaps with the background image, which makes it hard to read. Second, the author needs to make sure that all the pictures used in the guidebook do not break any copyright rules. These suggestions are important to make the guidebook look more professional and follow proper standards.

b. Material Expert Validation

In addition to the media aspects, the content of the guidebook was also evaluated by the academic supervisor to ensure that it meets the needs of airport operational staff. The material expert assessed several criteria including suitability, interest, completeness, language clarity, grammar, communication support, and mechanics. The results of this validation are presented on the next page:

Figure 4.7 Material expert validation form

i. Material relevance

The material was considered "Suitable" for airport operational staff. According to the supervisor, the topics and vocabulary selected are relevant to the workplace needs, particularly for those working in frontline service roles.

ii. Material appeal

The guidebook content was marked as "Interesting." The supervisor found that the topics addressed were appropriate for the staff's responsibilities and practical scenarios, helping maintain learners' engagement with the material.

iii. Completeness of content explanation

Regarding how the content is structured, the supervisor rated it as "Fairly Complete." While the main components are present and logically arranged, it was suggested that more exercises and explanatory sections could be added in each chapter to enhance comprehension and practic.

iv. Clarity of language

The language used in both English and Indonesian was considered "Easy" to understand. This indicates that the guidebook successfully communicates information using accessible vocabulary and clear explanations, which is essential for learners from non-English-speaking backgrounds.

v. Translation accuracy

The translation was assessed as "Appropriate" according to grammar rules. This implies that the bilingual elements are accurate and help reinforce understanding between the two languages without confusion or grammatical errors.

vi. Ease of implementation

The material was also rated "Easy" in terms of its usefulness in helping staff communicate with foreign passengers. The supervisor acknowledged that the dialogues, expressions, and context were practical and aligned with real-life workplace communication.

vii. Effectiveness of delivery

The material's general ease of understanding was evaluated as "Easy." This supports the idea that the guidebook is accessible and user-friendly for staff who may not have advanced English proficiency.

viii. Correct use of punctuation and capitalization

The use of punctuation and capitalization was marked as "Fairly Appropriate." While generally correct, the validator suggested there may be minor inconsistencies that should be reviewed for better formatting and readability.

ix. Things that should be added

The supervisor recommended adding more English content and exercises to each chapter to enrich the learning process. Additionally, it was advised to ensure the even distribution of English terms, particularly in subheadings written in Indonesian, to support a more balanced bilingual format.

x. Feedback and suggestions

The supervisor also suggested making sure that English terms are used evenly in all subheadings, even the ones written in Indonesian, to keep the language consistent.

4.1.1.5. Design Revision

After getting feedback from the academic supervisor, the researcher carefully reviewed the guidebook. The researcher looked at the feedback to find parts that needed improvement to make the handbook better. The researcher also knew it was important to get validation from media experts and material experts. Their advice helped the researcher fix the problems in the guidebook. The academic supervisor pointed out important parts like design, color choice, and material content that needed more work. This feedback helped the researcher make changes to meet the supervisor's standards.

a. Design Revision

In terms of visual appearance, the academic supervisor also gave valuable feedback. The supervisor suggested that the handbook should not only be filled with

text but should also include supporting visuals such as pictures or illustrations. The purpose of this suggestion is to make the book more visually attractive and to prevent readers from getting bored when reading long sections of text.

As a response, the researcher revised the visual design by adding illustrations in selected parts of the book. These illustrations are not only for decoration but also serve to support the explanation of the material. With the help of images, readers can understand the context more easily, and the overall reading experience becomes more enjoyable and less tiring.

b. Material Revision

Based on the validation results from the material expert, several important revisions were made to improve the quality and effectiveness of the content. These revisions aimed to enhance the relevance, clarity, and usefulness of the material for airport operational staff. The revisions are outlined as follows:

a.) Adding more English content

Regarding the content of the handbook, the academic supervisor gave an important suggestion about the language use. At first, the handbook only included limited English content, such as in the dialogue sections and a few explanations. However, since the main goal of this handbook is also to support airport staff in improving their English skills, the supervisor suggested that more English content should be added.

The academic supervisor offered two options to improve the language use. The first option was to make the entire handbook bilingual from beginning to end. The second option was to keep the current bilingual format, but add more English content in certain parts. After discussing and reviewing the total number of pages (which already reached around 70), the first option was considered less effective. Making the entire content bilingual would double the number of pages, which could make the book too long and possibly reduce the readers' interest.

As a solution, the researcher agreed with the second option, which is to add more English content in a strategic way. The changes made by the researcher include adding English translations for the titles, subheadings, and introductions in each chapter. In addition, the author also added practice questions in English to help readers understand the material better and improve their language skills through direct practice.

b.) Exercise questions

In the initial version of the guidebook, there was only one practice question placed at the end of the book. However, the academic supervisor advised that it would be more effective to spread the practice questions throughout the book, especially at the end of each chapter. The purpose of this suggestion is to let readers check their understanding immediately after reading the chapter, and also to create a more interactive and engaging learning experience.

To follow this advice, the researcher revised the structure of the book by adding exercises at the end of each chapter. The practice questions were designed based on the chapter topics and are written in both English and Indonesian. This way, the exercises not only help with understanding the material but also support the readers' English learning process.

c.) Adding QR code/audio link

Another suggestion from the academic supervisor was to include audio materials in the handbook. This could be done by adding QR codes or links to online audio files. The aim is to allow readers to listen to the examples of spoken English related to the tips or dialogues in the book, so the readers can learn the correct pronunciation and usage in real-life situations.

The researcher implemented this suggestion by adding QR codes in several parts of the guidebook. These codes can be scanned by the readers to directly access the audio content. To make it easier to use, the researcher also included a visual guide showing the steps to access and listen to the audio files. This feature makes the guidebook more interactive and useful for language practice.

4.1.1.6. Product Trials

After getting approval from the academic supervisor, the researcher started to introduce the product to the target users. The supervisor gave permission to collect feedback so the researcher could improve the product based on real user input. To make the process faster and more organized, the researcher used Google Forms. This platform helped gather responses more easily and allowed the researcher to keep the data in one place. The researcher also prepared several questions to guide the feedback and make sure the responses were clear and useful.

There were two types of questionnaires made. The first one was created for the main staff, and the second one was for the intern students. The researcher received feedback from 4 main staff and 12 intern staff. Each group received eight questions related to the content, usefulness, and language of the guidebook. These questions were designed to be simple and easy to answer. The summary of the feedback questions for each group will be shown in the following table.

Table 4.3 Google form question list (staff)

No.	Indonesian Version	English Version
1	Apakah konten dan materi yang ada di buku sudah sesuai dengan praktik di lapangan?	Is the content and material in the book suitable with real practice in the field?
2	Apakah konten audio-visual (video dan audio) mudah dipahami?	Is the audio-visual content (video and audio) easy to understand?
3	Seberapa penting keberadaan konten dalam *guidebook* ini bagi Anda?	How important is the content in this guidebook for you?
4	Seberapa membantu isi *guidebook* ini dalam memahami topik kebandarudaraan?	How helpful is this guidebook in understanding airport-related topics?

5	Seberapa tepat gaya bahasa yang digunakan dalam *guidebook* ini?	How appropriate is the language style used in this guidebook?
6	Seberapa sesuai tampilan visual/desain *guidebook* ini dengan isinya?	How well does the visual/design of this guidebook match the content?
7	Seberapa layak *guidebook* ini untuk digunakan sebagai bahan pembelajaran di masa depan?	How suitable is this guidebook to be used as a learning material in the future?
8	Masukan atau saran lainnya untuk *guidebook* ini?	Any other feedback or suggestions for this guidebook?

Table 4.4 Google form question list (intern)

No.	Indonesian Version	English Version
1	Apakah konten dan materi yang ada di buku sudah sesuai dengan praktik di lapangan?	Is the content and material in the book suitable with real practice in the field?
2	Apakah konten audio-visual (video dan audio) mudah dipahami?	Is the audio-visual content (video and audio) easy to understand?
3	Seberapa penting keberadaan konten dalam *guidebook* ini bagi Anda?	How important is the content in this guidebook for you?
4	Seberapa membantu isi *guidebook* ini dalam memahami topik kebandarudaraan?	How helpful is this guidebook in understanding airport-related topics?
5	Seberapa tepat gaya bahasa yang digunakan dalam *guidebook* ini?	How appropriate is the language style used in this guidebook?

6	Seberapa sesuai tampilan visual/desain *guidebook* ini dengan isinya?	How well does the visual/design of this guidebook match the content?
7	Seberapa layak *guidebook* ini untuk digunakan sebagai bahan pembelajaran di masa depan?	How suitable is this guidebook to be used as a learning material in the future?
8	Silahkan beri masukan atau saran lainnya untuk *guidebook* ini?	Do you have any other feedback or suggestions for this guidebook?

After the questionnaire form was ready, the researcher shared the link with the selected respondents. These respondents were asked to give their opinions about the guidebook. The researcher collected their answers and explained the results using a percentage diagram to make it easier to understand.
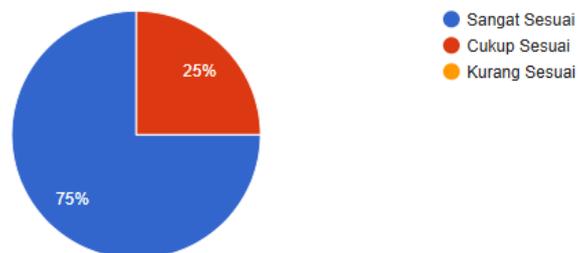
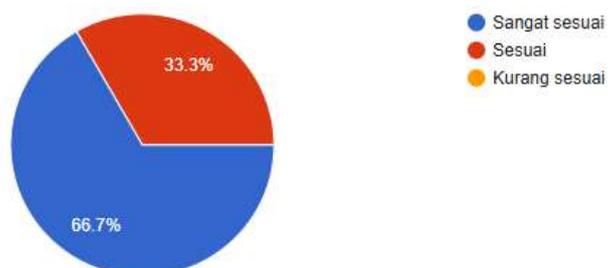Figure 4.8 Content and material suitability with field practice (staff)

Figure 4.9 Content and material suitability with field practice (intern)

Based on the diagram, a total of 16 respondents gave their feedback regarding the content and material suitability of the handbook with field practice. The first diagram shows responses from four staff members. Among them, three respondents (75%) stated that the content is "very suitable," while one respondent (25%) considered it "quite suitable." None of the staff selected the option "less suitable." This indicates a strong positive reception from staff members toward the handbook's relevance to their fieldwork.

Meanwhile, the second diagram reflects responses from twelve interns. Eight of them (66.7%) chose "very suitable," and four respondents (33.3%) selected "quite suitable." Similar to the staff responses, no intern selected "less suitable," showing a consistent positive perception among both groups.

2. Apakah konten audio-visual (video dan audio) mudah dipahami?

4 responses

- Sangat Mudah
- Cukup Mudah
- Kurang Mudah

100%
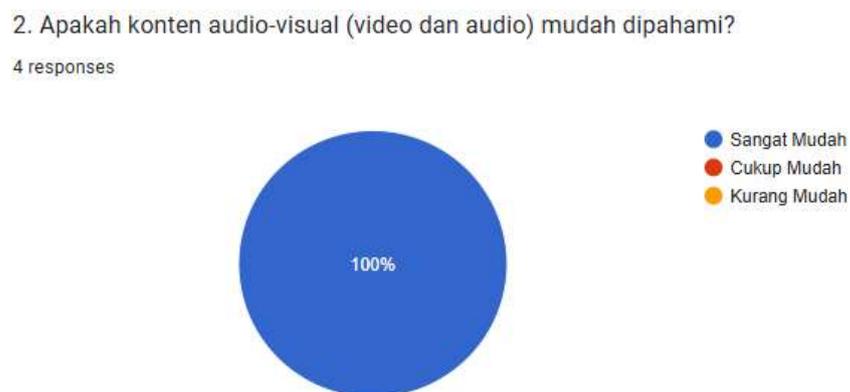
Fifure 4.10 Clarity of audio-visual content (ataff)

2. Apakah konten audio-visual (video dan audio) mudah dipahami?

12 responses

- Sangat mudah dipahami
- Mudah dipahami
- Kurang mudah dipahami
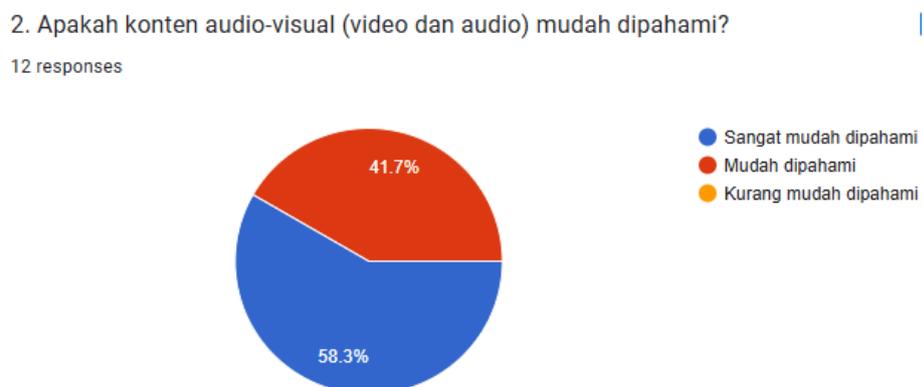
41.7%

58.3%

Fifure 4.11 Clarity of audio-visual content (intern)

51

The diagrams above illustrate the clarity of audio-visual content (video and audio) as perceived by both staff and interns. The first diagram shows that all four staff respondents (100%) found the content "very easy to understand," indicating a unanimous positive response with no participants selecting "moderately easy" or "hard to understand." This suggests that the audio-visual materials are highly effective and accessible for staff members.

In the second diagram, which represents twelve intern responses, 58.3% stated that the content was "very easy to understand," while 41.7% said it was "easy to understand." None of the interns reported any difficulty. This shows a consistently favorable reception across both groups, although the interns had slightly more varied views compared to the staff.

3. Seberapa penting keberadaan konten dalam *guidebook* ini bagi Anda?

4 responses

- Sangat Dibutuhkan
- Cukup Dibutuhkan
- Kurang Dibutuhkan

100%

Figure 4.12 Importance of the guidebook content (staff)

3. Seberapa penting keberadaan konten dalam *guidebook* ini bagi Anda?

12 responses

- Sangat penting
- Cukup Penting
- Kurang Penting

33.3%

66.7%
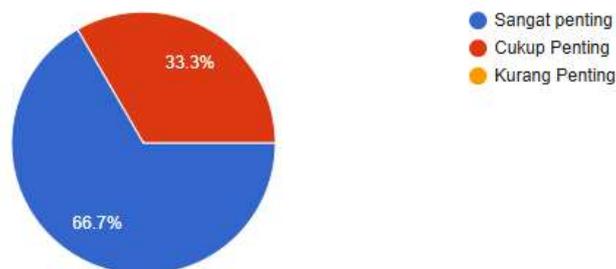
Figure 4.13 Importance of the guidebook content (intern)

The diagrams above show how important the Guidebook Content is to both staff and interns. The first diagram shows that all four staff members (100%) said the content is "very much needed." This means everyone agreed, and no one chose "less needed." In the second diagram, which shows answers from twelve interns, 66.7% said the content is "very much needed," and 33.3% said it is "fairly needed."
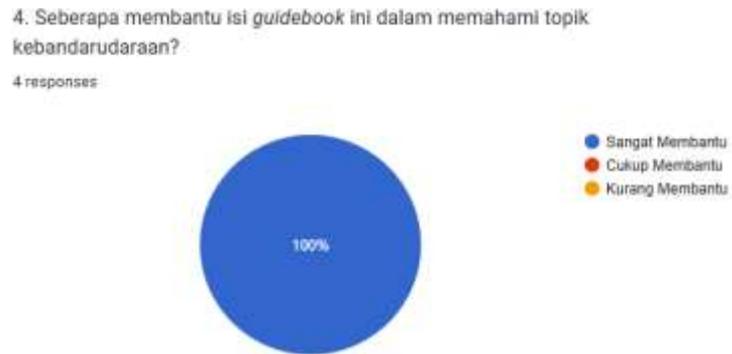
Figure 4.14 Helpfulness in understanding airport topics (staff)
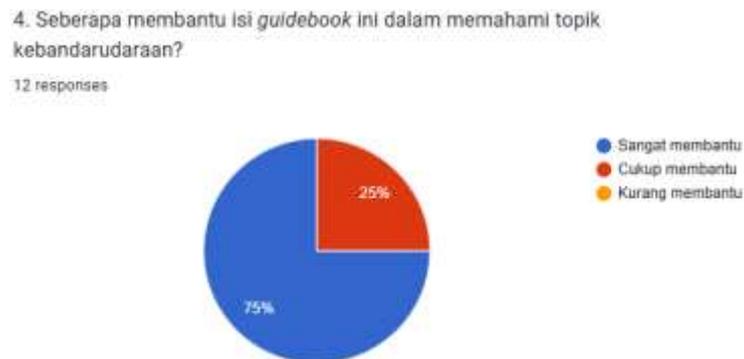
Figure 4.15 Helpfulness in understanding airport topics (intern)

The diagrams above show how helpful the content is for understanding airport topics for both staff and interns. The first diagram shows that all four staff members (100%) said the content is "very helpful." In the second diagram, which shows answers from twelve interns, 75% said the content is "very helpful," and 25% said it is "fairly helpful."

Figure 4.16 Appropriateness of language style (staff)
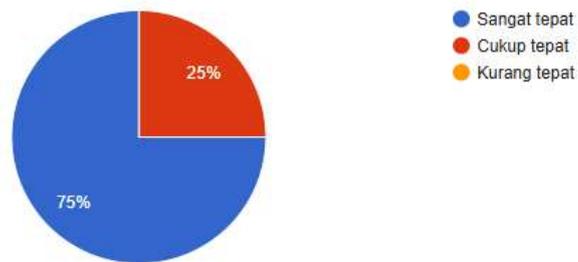
Figure 4.17 Appropriateness of language style (intern)

The diagrams above show how appropriate the language style topics are for both staff and interns. The first diagram shows that three staff members (75%) said the content is "very accurate," while 25% said it is "fairly accurate." In the second diagram, which shows answers from twelve interns, 75% said the content is "very accurate," and 25% said it is "fairly accurate."

Figure 4.18 Relevance of visual design to content (staff)

6. Seberapa sesuai tampilan visual/desain *guidebook* ini dengan isinya?

12 responses
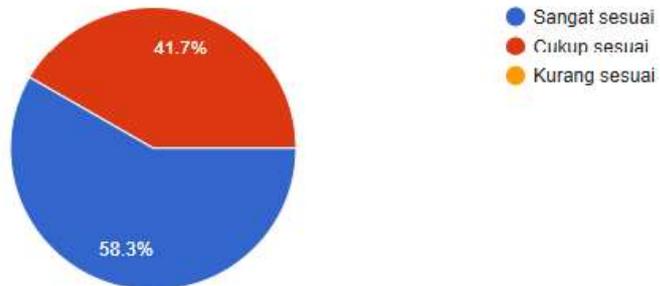
Figure 4.19 Relevance of visual design to content (intern)

The diagrams above show how relevance of visual design to content topics are for both staff and interns. The first diagram shows that all four staff members (100%) said the content is "very suitable." In the second diagram, which shows answers from twelve interns, 58.3% said the content is "very suitable," and 41.7% said it is "fairly suitable."

7. Seberapa layak *guidebook* ini untuk digunakan sebagai bahan pembelajaran di masa depan?

4 responses

Figure 4.20 Suitability as future learning material (staff)

7. Seberapa layak *guidebook* ini untuk digunakan sebagai bahan pembelajaran di masa depan?

12 responses
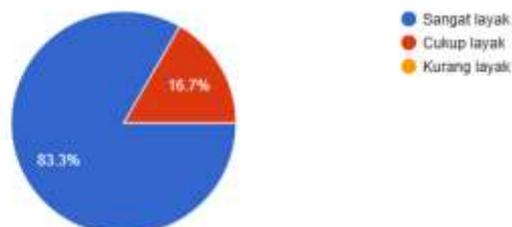
Figure 4.21 Suitability as future learning material (intern)

The diagrams above show how suitable the future learning material topics are for both staff and interns. The first diagram shows that all four staff members (100%) said the content is "very appropriate." In the second diagram, which shows answers from twelve interns, 83.3% said the content is "very appropriate," and 16.7% said it is "fairly appropriate."

8. Masukan atau saran lainnya untuk *guidebook* ini?

4 responses

12. Hal 55 : PSCP (Passenger Security Check Point)
13. Hal 56 poin 4 : gate 1A terletak di paling timur. Gate 2 dan 3 paling barat
14. Hal 56 poin 6 : penulisan LAGs (Liquid, Aerosol, Gels) / tanpa kata screening
15. Hal 57 poin 3 : sisi selatan dan sisi utara
16. Hal 59 poin terakhir : kalo untuk pax, maka conveyor belt terletak disisi utara ruang LL. Kalo selatan berarti yang dimaksud dari area breakdown.
17. Hal 60 poin : belum difungsikan/belum beroperasi
18. Hal 65 : qr code audio masih kosong

Kalo ada yang tidak sesuai di skip aja ya. Thankyou!

Pada bagian "Prosedur Awal Petugas AOLT" point B ISO kata "memperbaiki" data penerbangan di FIDS mungkin bisa diganti dengan "mengupdate" data penerebangan di FIDS secara real time.

Mantap! Bisa dipake buat adik-adik OJT selanjutnya. Masukannya, lebih perdalam lagi terkait proses bisnis dunia penerbangan, syukur kalo bisa nerka kedepan seperti apa yang akan terjadi di industri ini (minimal bisa forecasting 5 tahun kedepan). Terimakasih Ara & Team

Klo ada dlm versi soft copy, mgkn bisa di tambahkan audio. Atau cara pengucapan

Figure 4.22 Additional feedback and suggestions (staff)

8. Silahkan beri masukan atau saran lainnya untuk *guidebook* ini?

12 responses

Tidak ada karena sudah sangat baik

Sudah okeee kok jadi ga ada saran atau masukan 😊

konten materi yang disajikan secara keseluruhan sudah baik dan dapat membantu pembaca mengenai kebandarudaraan

sudah bagus

Buku ini menjadi obat rasa rindu akan AOLT YIA yang akan selalu berguna dan bermanfaat sampai kapanpun

Bahasa pengantar sudah cukup ramah dan komunikatif good sekaliii

be a good

Lebih mengembangkan guidebook, selainnya udah okee bangetttt

Figure 4.23 Additional feedback and suggestions (intern)

In the figure, it shows that all four staff respondents gave feedback on the entire content of the guidebook. Their positive feedback includes suggestions to correct some airport information in the book so it matches the actual conditions in the field. Some parts also focus on technical terms in the guidebook that may need updating because the guidebook was made before the internship took place. These suggestions help improve the accuracy and usefulness of the guidebook for future users. Then, the next figure shows suggestions and feedback from the interns, which are also positive for the guidebook. This shows that both staff and interns find the guidebook helpful and valuable for learning about airport operations.

During the product trial phase, the feedback from respondents was measured using a five-point Likert scale, a widely adopted instrument in educational and social research for evaluating perceptions, attitudes, and opinions (Joshi et al., 2015). This scale offers a structured and quantifiable way to assess the level of agreement or disagreement of the respondents toward the statements presented. It

was selected for this research due to its simplicity, clarity, and effectiveness in summarizing opinion-based data (Boone & Boone, 2012).

In this study, a five-point Likert scale was originally used to gather respondents' perceptions, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Each numeric value corresponds to a level of agreement, as follows:

Table 4.5 Likert scale of agreement levels

Score	Level of Agreement
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

However, for the purpose of analyzing and presenting the average scores more clearly, the results were grouped and simplified into a three-point interpretation scale, as shown below:

Table 4.6 Average score classification based on agreement level

No	Average Score	Score	Criteria
1.	1.00 until 1.65	1	Disagree
2.	1.65 until 2.35	2	Neutral
3.	2.35 until 3.00	3	Agree

Each item in the questionnaire was designed to evaluate one of the three core aspects of the handbook: content, design, and supporting materials (including audiovisual components). The purpose of the evaluation was to assess the effectiveness, relevance, and clarity of the developed handbook from the perspective of its target users.

To quantify the results, each response was assigned a numerical score based on the scale above. The average score for each statement was then calculated using the following formula: "Average Score = Total Score ÷ Number of Respondents."

This formula provides a simple yet effective means of determining the overall tendency of the respondents' views toward each statement. By dividing the total accumulated score by the number of respondents, the researcher was able to interpret the general level of agreement or satisfaction regarding each aspect of the product. These intervals allowed the researcher to classify the responses and make accurate inferences based on the degree of respondent agreement. The questionnaire consisted of eight items and was distributed to a selected group of respondents via Google Forms. To ensure clarity and accessibility, the statements were originally written in Indonesian, allowing respondents to fully understand the content without language barriers. For the purpose of this thesis, the statements and responses have been translated into English in the results section to align with academic writing standards.

The table below presents the average scores derived from the questionnaire responses, along with the corresponding interpretations based on the Likert scale criteria:

Table 4.7 Summary of respondents' perceptions based on average scores

No	Statement	Average	Interval
1.	Is the content and material in the book suitable with real practice in the field?	2.68	Agree
2.	Is the audio-visual content (video and audio) easy to understand?	2.68	Agree
3.	How important is the content in this guidebook for you?	2.75	Agree
4.	How helpful is this guidebook in understanding airport-related topics?	2.81	Agree

5.	How appropriate is the language style used in this guidebook?	2.75	Agree
6.	How well does the visual/design of this guidebook match the content?	2.68	Agree
7.	How suitable is this guidebook to be used as a learning material in the future?	2.87	Agree

Overall, the results showed that the respondents responded positively to the product, particularly in terms of its relevance, usability, and clarity. The eighth item in the questionnaire was an open-ended question, which asked:

"Do you have any other feedback or suggestions for this guidebook?"

An open-ended question was included in the questionnaire to collect additional feedback that could not be captured through the Likert scale statements. This question gave respondents the chance to share their thoughts freely, including positive impressions or suggestions for improvement. The answers from this section were useful for improving the guidebook so that it could better match the needs and expectations of its users.

Most of the respondents gave positive comments. They said that the material, design, and content of the guidebook were already clear and interactive. Many of them appreciated how easy it was to understand and how engaging the product felt. However, there were also some suggestions. A few respondents noticed typos in some sentences that needed to be corrected. Others mentioned that not all of the audio files connected through the QR codes were available during the product trial. These comments helped the writer see both the strengths and the parts that still need to be improved before the guidebook is finalized.

4.1.1.7. Product Revision

After going through the Product Trials stage, the researcher received some feedback from both staff and interns involved. Most of them said that the guidebook

was already good and suitable to help both staff and interns do their jobs. This shows that the content made by the writer is relevant and helpful in the real work environment. Their responses motivated the writer to improve the product even more.

Besides the positive comments, there were also some technical and content suggestions to improve the guidebook. These suggestions helped the writer to see small details that still needed correction or adjustment. The writer realized that these inputs were important to make the handbook more accurate and up-to-date.

The researcher followed up on several useful suggestions that were still related to the main goal of this product. Some improvements include updating the English announcement texts to match the current version used at YIA, adding an announcement that asks passengers to stand up during the national anthem, changing some words like "fixing" into "updating" in the FIDS section, and adjusting the work area to also include the connecting building (KTM). These changes were made to reflect real airport conditions, so the users will not be confused when they apply this in the field. The updates also make the content more detailed and professional.

The researcher also added arrows to the workflow diagram to make it easier to read, fixed the bold formatting of some bullet points, and completed the empty QR code section with audio and video content. These new materials are expected to help users better understand how to say the announcements and imagine the real work situation. With audio and video features, the guidebook becomes more interactive and can support different types of learning styles, such as visual and auditory learners.

Figure 4.24 Revision comparison

The staff also gave a suggestion to expand the content in the future by including more about how the airport business works and possible future trends (like forecasting). They also said that the digital version would be better if it included audio or pronunciation guides. These features have now been added through a QR code, making the guidebook more interactive and helpful.

The researcher appreciated all these suggestions as part of improving the product. With the updates, this handbook is now not only informative but also more useful and suitable for new OJT participants in the future. The process of receiving feedback and improving the content also helped the writer learn more about teamwork, professionalism, and how to respond to constructive criticism in a positive way.

4.1.1.8. Final Product

The researcher spent a lot of time and effort to finish each step of the R&D process carefully. Following the steps from Sugiyono (2019), the process started with early observation to find possible problems. Then, the researcher made the concept, created the design, and improved both the design and the product in several stages. After going through many revisions and improvements, the final product was completed. The result is a handbook called "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" made for PT. Angkasa Pura Indonesia at Yogyakarta International Airport.

4.2. Discussion

"Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" was developed based on the needs identified through interviews, field observations, and direct input from staff at Yogyakarta International Airport (YIA). This guidebook serves a dual purpose: as a reference for carrying out operational tasks and as a bilingual learning tool to support staff in improving their English communication skills while on duty. Its integration of practical function and language learning makes it contextually relevant and highly applicable to daily airport operations.

The guidebook specifically addresses common challenges faced by staff in two main areas: passenger interaction and public announcements. These areas were consistently mentioned during interviews as the most difficult, primarily due to staff members' lack of confidence in using English. Therefore, this book provides sample conversations and announcement scripts in both English and Bahasa Indonesia, enabling staff to access immediate support when interacting with passengers in real-time.

Feedback from staff who reviewed the draft version indicated that the bilingual format increased their confidence and clarity in English usage. One staff member shared, "*Saya jadi lebih percaya diri karena sekarang saya tahu harus bilang apa, dalam bahasa Inggris yang sederhana tapi tepat*." Another expressed appreciation for being able to review the guidebook before starting work, allowing better preparation for encounters with foreign passengers. These responses suggest that the guidebook serves as both a language resource and a motivational tool, providing reassurance in real operational contexts.

To enhance comprehension, the book is designed using clear language, visual aids such as tables, images, and infographics, and practice questions at the end of each chapter. These elements are intended to support different learning preferences and help with content retention. Additionally, the inclusion of QR codes linking to audio, video, and tips transforms this guidebook into a more interactive and engaging learning medium.

Compared to previous studies, which mostly focused on the development of vocabulary modules for students (Azhar, 2022), or general service communication principles (Boudreau et al., 2016), this study fills a critical gap by targeting active operational staff through a tailored, context-specific product. Unlike classroom-based materials or theoretical guidelines, Clear for Duty is grounded in real field data and workplace observations, ensuring its direct relevance and practicality.

Furthermore, this study introduces innovation by combining printed materials with multimedia components, allowing immersive learning through QR-linked simulations, which has not been widely addressed in prior research. The guidebook's specific focus on landside and terminal operations staff at a regional international airport like YIA, along with its emphasis on functional English and service professionalism, represents a novel contribution in the field of English for Specific Purposes (ESP).

In conclusion, "Clear for Duty" is not merely a printed product, but a strategic learning resource aimed at improving the communicative competence of airport staff. The combination of bilingual content, contextual relevance, and interactive features positions this guidebook as both a training tool and a long-term operational reference. By directly addressing the needs of on-duty staff, this study contributes both practically and academically to the field of ESP material development in the aviation sector.