

CHAPTER II

LITERATURE REVIEW

2.1. Previous Studies

Several previous studies have provided valuable insights and foundations for developing a guidebook containing English materials tailored for the Operational Division at YIA. These studies focus on the development of glossaries and communicative English skills in airport operations, all of which are highly relevant to the content and objectives of this guidebook.

The study by Azhar (2022) focused on developing English vocabulary learning materials about airport topics for Air Transport Management students, using the English for Specific Purposes (ESP) approach. The subjects were six English lecturers and ten airport practitioners who evaluated the materials through a validation questionnaire. The results showed that the developed materials, which include vocabulary about airport parts, work processes, and operational tools, received high average scores in content and general attributes, making them suitable as supplementary materials for English for Airport Management classes. This study is relevant to the current final project because both highlight the importance of providing contextual and specific materials to support communication needs in airport work environments, especially in local contexts like YIA.

Noviarti Rahayu's (2013) study focuses on the development of contextual English materials tailored to real-world communication needs in the aviation field, utilizing the frameworks of English for Specific Purposes (ESP) and Communicative Language Teaching (CLT). It is specifically targeting the creation of English materials for job interview preparation for Airline Staff students. Although the context differs, this study intersects significantly with the present research, which aims to develop English materials for staff-passenger interaction at YIA. Both studies share the same foundation of addressing specific communicative needs in the aviation industry.

The book “Improving the Airport Customer Experience” (Boudreau et al., 2016) provides important insights about the latest practices to increase customer satisfaction by considering different types of customers such as passengers and airport staff, as well as various types and sizes of airports. This book emphasizes the need for all airport stakeholders to work together to improve the customer experience from the roadway to the runway by using innovative technology and well-planned management strategies, including staffing and budget aspects. The book also offers practical tools and performance indicators to measure the success of customer service improvement programs. This book is very relevant to this study, which develops contextual English materials for staff interaction with passengers at YIA, especially for the customer service and interaction. By referring to the service improvement principles in the book, this study aims to support the development of airport staff communication skills to improve passenger experience, which will ultimately contribute to overall customer satisfaction.

In conclusion, while previous studies have successfully developed English materials focused on specific vocabulary and communicative skills in aviation, they tend to concentrate on either classroom-based learning for students or general service quality for diverse airport stakeholders. Most do not directly address the unique and practical needs of on-duty operational staff who engage in real-time communication with passengers at regional international airports like YIA. This study fills that gap by designing a context-specific handbook, “Clear for Duty: *Buku Pendamping Staf Operasional Bandara*”, which integrates practical English modules tailored for daily operational scenarios. Unlike prior research, this project includes not only printed content but also audio-visual materials, enabling immersive practice through simulations of realistic interactions, including standardized announcements and situational dialogues. The novelty of this study lies in its dual-format design and its direct targeting of airport landside and terminal operations staff, ensuring that both linguistic competence and service professionalism are simultaneously improved to enhance the overall passenger experience at YIA.

2.2. Theoretical Framework

2.2.1. English for Specific Purpose (ESP)

English for Specific Purposes (ESP) is a branch of English language teaching designed to meet the specific linguistic and professional needs of individuals in various industries. ESP emerged as a response to the limitations of the General English (GE) approach in preparing learners for academic and professional settings (Hyland, 2022). Unlike general English teaching, ESP focuses on technical vocabulary, professional communication skills, and context-based learning that aligns with the learner's field of study or chosen career path.

The purpose of ESP is to enhance learners' professional competence and their readiness to face the increasingly specific demands of the global job market. To achieve this, the learning process in ESP typically begins with a needs analysis, an essential step to identify the students' specific language requirements in fields such as technology, business, and healthcare (Godina et al., 2018; Munira et al., 2024). Through this process, the material is designed or adjusted to bridge the gap between academic writing, oral communication skills, and the understanding of technical terms and content relevant to industry standards.

ESP employs a student-centered approach that often incorporates technology to enhance engagement and real-world language application (Abdumalikovna, 2024; Agzamovna, 2024). It also uses interdisciplinary strategies to link language learning with professional skills, creating a more meaningful educational experience. Courses are tailored to specific industry needs, for example, English for Medical Purposes focuses on medical terminology and communication essential for healthcare professionals (Melnychuk & Artemenko, 2025). This integration of practical content and hands-on experience plays a vital role in preparing students for their future careers (Munira et al., 2024).

Nevertheless, an overly general approach in designing ESP programs often overlooks individual learning styles and the diverse needs that may exist within the

same industry. For this reason, some researchers emphasize the importance of continuous adaptation in delivering and developing ESP courses to ensure they effectively respond to the challenges of the modern job market.

2.2.2. English for Aviation

2.2.2.1. Definition and Purpose of EFA

English for Aviation (EFA) is a specialized branch of English for Specific Purposes (ESP) designed to meet the communication needs of the aviation industry. English serves as the official international language for communication between pilots, air traffic controllers (ATCs), and other aviation personnel. This standardization is essential for ensuring safety, efficiency, and clarity in global air traffic operations. The consistent use of English helps facilitate smooth interactions among individuals from diverse linguistic backgrounds, thereby reducing the risk of miscommunication that could lead to accidents (Tajima, 2004; Campbell-Laird, 2004).

The use of standardized phraseology supports clear communication, especially during critical moments such as emergencies (Campbell-Laird, 2004). English proficiency among aviation professionals is also strongly linked to improved flight safety, as miscommunication has historically contributed to several aviation accidents (Tajima, 2004). Effective English communication enables fast and accurate information exchange, which is crucial during critical operations and emergency situations (Abimanto et al., 2023).

In addition, English proficiency opens up wider career opportunities for aviation professionals and enhances their ability to collaborate on an international scale. The use of English as a lingua franca also supports stronger business relationships and improves customer satisfaction within the aviation sector (Abimanto et al., 2023). However, although English serves as a unifying language, variations in dialect and differing levels of fluency among aviation personnel can still lead to misunderstandings (Tajima, 2004; Campbell-Laird, 2004).

2.2.2.2. Need Analysis in EFA

Needs analysis is an important first step in developing an EFA training program. In the aviation context, needs analysis involves identifying gaps in communication skills, such as accent comprehension and understanding various languages, which could affect safety. A study by Kim and Elder (2009) highlights that English proficiency in aviation flight communication must include communication skills in standard language (such as ICAO phraseology), as well as the ability to interact in English in non-standard situations (Kim & Elder, 2009). ICAO phraseology refers to standardized words and expressions set by the International Civil Aviation Organization to ensure clear and unambiguous communication between pilots and air traffic controllers. It helps prevent misunderstandings by using specific phrases with fixed meanings during routine or critical operations.

2.2.2.3. EFA Teaching Methodology

The learning method for EFA must be based on real situations faced by aviation professionals. EFA learning involves introducing authentic communication used in flight, along with training through simulations and case studies that mirror emergency or exceptional situations. Training programs like Flightpath from Cambridge University Press offer a situational-based approach, providing customized training to help participants prepare for communication in the global aviation context (Cambridge University Press, 2017).

2.2.2.4. Evaluation and Certification of English Proficiency in Aviation

English proficiency certification in aviation is regulated by ICAO through tests designed to assess participants' communication skills in various flight situations. One of the tests used is the English Language Proficiency for Aeronautical Communication (ELPAC), which measures English fluency in the aviation communication context. This test helps to measure whether an individual meets the international language standards set by ICAO (Eurocontrol, 2017).

2.2.2.5. Relevance of EFA in the Context of International Airports

At YIA, mastery of English for Aviation (EFA) by the airport staff is crucial to ensure smooth communication between staff and international passengers. Through EFA training, airport staff can improve their English skills to provide better service and contribute to enhancing airport operational safety and efficiency. In addition, effective English communication helps avoid misunderstandings in high-pressure situations, facilitates faster problem-solving, and strengthens the airport's image as an international-standard service provider.

2.2.3. Guidebook

2.2.3.1. Definition of Guidebook

A guidebook is a functional and informative text created to help individuals navigate unfamiliar environments while offering contextual insights into the history, culture, and points of interest of a particular place. These texts are not merely navigational aids; they also serve as narrative tools that enrich the overall experience by telling the stories behind each location. As noted by Kovalenko (2023) and Abdurakhmonovna (2022), guidebooks fulfill a dual role, providing practical logistical support for travelers and simultaneously enhancing their engagement with the cultural and historical backdrop of the destination.

An effective guidebook in educational contexts includes several essential components that enhance its usability for both educators and students. These components ensure the guidance is comprehensive, relevant, and actionable, leading to improved educational outcomes. Guidance books should offer individualized strategies that help students explore their interests, abilities, and future career paths. This personalized approach is considered vital in higher education, where guidance and counseling support students in realizing their potential and becoming mature members of society (Singh, 2022).

The content of a guidance book must be comprehensive, covering not only academic matters but also personal and social development. Dianovi et al. (2022) emphasize the importance of addressing students' holistic needs, ranging from

course planning and study strategies to long-term career goals. Practical advice embedded in these areas helps ensure students are well-prepared to meet future challenges.

A structured framework is essential for an educational guidance book, with clear sectioning, logical sequencing, and accessible navigation facilitating quick reference for both students and educators. Incorporating tiered activities, as in guided reading programs, supports differentiated instruction and promotes inclusive learning by addressing varying ability levels (Alfiani & Sismulyasih, 2024). Equally important is adaptability, since educational standards and career demands continue to evolve, guidance materials must be regularly updated to maintain their relevance and effectiveness.

2.2.3.2. Bilingual Guidebook

Bilingual guidebooks play an important role in enhancing communication and understanding across languages, particularly in the tourism and education sectors. Recent studies show that guidebooks not only support language development but also provide users with relevant and easily accessible information.

In the context of language skill development, a study by Wahyuningtyas, Diana, Setyaningrum, Masayu, Deviana, and Rahmawati (2024) conducted in Wonocoyo Tourism Village, Trenggalek, revealed that the use of bilingual guidebooks significantly improved the English-speaking abilities of local tour guides. Through a classroom action research approach, participants progressed from a basic to an intermediate level after using a guidebook specifically designed to meet their needs.

From a content development perspective, Chumairoh, Safitri, and Suyono (2024) created a bilingual guidebook for Istana Gebang Blitar in response to visitor complaints about the lack of available information. Using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) development model, the guidebook includes historical background, procedural rules, and descriptions of the

collections in two languages, complemented by visual elements to enrich the visitor experience.

In the field of education, bilingual guidebooks also serve an important function. Smyth (2003) emphasizes that such resources help bilingual students access a more inclusive curriculum while offering teachers practical strategies to support language development in mainstream classrooms. However, despite the many benefits of bilingual guidebooks, some experts argue that excessive reliance on them may hinder the natural process of language acquisition. Therefore, it is essential to balance the use of guidebooks with immersive language experiences to support more effective language development.

While focusing on specific techniques offers deeper insights into translation practices, it is important to recognize that the success of a translation also largely depends on the translator's sensitivity to the text's context and intended audience. Therefore, relying on a single technique may not be sufficient to address all the complexities found in translation tasks.

2.2.3.3. Guidebook as an Educational Media

Guidebooks have an important role in improving students' learning experience in different education settings. They are helpful resources that connect theory and practice, so students can understand and apply what they learn. Guidebooks give clear structure and methods that help students study difficult topics. In Coalter's study, a structured learning system helped adult learners succeed in their education (Coalter, 2008).

Besides giving structure, guidebooks also help students become more active in learning by using interactive parts like discussion questions or group activities. Coalter (2008) explained that learning together and trusting each other in the classroom are important, and guidebooks can support this by providing tasks to do together and discussion ideas. These parts make students more involved in the class.

Also, guidebooks often show how theory can be used in real life, so the learning feels more useful and connected to daily experiences. This is helpful for

students because they can link classroom learning with bigger social situations (Coalter, 2008). But, if we use guidebooks too much, it might make students only follow instructions without thinking creatively. So, it is better to use guidebooks together with chances to explore and be independent in learning.

2.2.3.4. How to Make a Guidebook

Creating a guidebook requires a structured and reflective process that begins with thorough research and planning. This stage involves defining the purpose of the guidebook, whether for language learning, job readiness, or tourism, and identifying the specific needs of the target users (Gurung & Riaz, 2015). A literature review is conducted to ensure the content is grounded in relevant theories and practical insights, which helps shape the framework of the guidebook (Nurgiyantoro, 2013). Understanding user needs is essential, as it ensures the guidebook remains contextually appropriate and effective in real-world application.

Once the foundation is set, the guidebook moves into content development and design. This includes organizing the material into clear sections, integrating evidence-based information, and involving stakeholders, such as professionals or potential users, for feedback and refinement (Kennedy et al., 1999). After content creation, validation is conducted through expert reviews and user testing to enhance accuracy and usability (Gurung & Riaz, 2015). Visual elements are also carefully designed to ensure the layout is accessible and engaging (Fagan, 2003).