



Developing Airport Vocabulary Learning Materials for Air Transport Management Students

Herida Panji Olivia Azhar

Transport Management, Sekolah Tinggi Teknologi Kedirgantaraan.
Jalan Parangtritis Km. 4.5, Sewon, Bantul, Yogyakarta 55188, Indonesia
Corresponding Author. E-mail: herida.panji@sttkd.ac.id

Abstract

Vocabulary mastery is an important component in language learning. In English language teaching, some vocabulary learning materials are developed based on themes for example, English vocabulary for business, economics, law and medicine. In aviation, most vocabulary books focus on vocabulary for pilots, Air Traffic Controllers, Mechanics, and Flight Attendants. In fact, these are not the only professions in the field. With this in mind, this study aims to develop airport vocabulary learning materials. This study used research and development design. The process of the material development involved planning, designing, and development. Then, the vocabulary learning material was validated through a questionnaire. The respondents were six English Lecturers and 10 people who work at the airport at the managerial levels. The results were analyzed using descriptive statistics. The validity and reliability of the instrument were tested using Pearson correlation and Cronbach alpha respectively. The result of the material development is the airport vocabulary learning materials. The content includes the names of places at the airport, tools and equipment, facilities, and the activities at the airport. The results of the questionnaire analysis show high mean score for the learning and teaching aspect and the general attribute of the materials. The implication of this study is that the vocabulary learning materials can be used as supplementary materials for Air transport Management students. In addition to that, the instructors may use the materials to support the teaching and learning process in the English for Airport Management course. Further studies can be conducted on the students' attitude and views on the use of the vocabulary learning materials.

Keywords: *airport vocabulary learning materials, English learning*

Pengembangan Materi Pembelajaran Kosakata Bandara untuk Mahasiswa Manajemen Transportasi Udara

Abstrak

Penguasaan kosakata merupakan salah satu komponen penting dalam pembelajaran bahasa Inggris. Materi pembelajaran ini biasanya dikembangkan berdasarkan tema tertentu seperti English vocabulary for business, English vocabulary for economics, English vocabulary for law and English vocabulary for medicine. Dalam penerbangan, sebagian besar buku English vocabulary berfokus pada kosakata untuk Pilot, Petugas Air Traffic Controller, Mekanik, dan Awak Kabin. Padahal, profesi ini bukan satu-satunya pekerjaan di dunia penerbangan. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengembangkan materi pembelajaran kosakata dengan tema kebandarudaraan. Penelitian ini menggunakan desain penelitian dan pengembangan. Proses pengembangan materi meliputi perencanaan, desain dan pengembangan. Kemudian hasil pengembangan divalidasi melalui angket dan disebarkan kepada 16 orang responden yang dipilih secara purposif. Responden terdiri dari 6 dosen bahasa Inggris dan 10 orang praktisi kebandarudaraan. Hasil dari angket kemudian dianalisis menggunakan statistik deskriptif. Validitas dan reliabilitas instrumen diuji menggunakan Pearson-product moment dan alpha Cronbach. Pengembangan menghasilkan produk berupa vocabulary learning materials yang disusun berdasarkan tema seperti nama-nama tempat di Bandar Udara, alat dan perlengkapan, fasilitas, dan kegiatan di Bandar Udara. Hasil analisis angket menunjukkan nilai rata-rata yang tinggi untuk aspek belajar mengajar dan atribut umum materi. Implikasi dari penelitian ini adalah materi pembelajaran kosakata dapat dijadikan sebagai materi pelengkap bagi mahasiswa Manajemen Transportasi Udara. Selain itu, instruktur dapat menggunakan materi untuk mendukung proses belajar

mengajar dalam pembelajaran Bahasa Inggris untuk Manajemen Bandara. Studi lebih lanjut dapat dilakukan pada sikap dan pandangan mahasiswa tentang penggunaan materi pembelajaran ini.

Kata Kunci: airport vocabulary learning materials, English learning

How to cite: Azhar, H.P.O. (2022). Developing Airport Vocabulary Learning Materials for Air Transport Management Students. *Journal of Nusantara Education*, 2(1), 21-29

Introduction

In Indonesia, English is taught at university levels in non-English majors. Lauder (2008) explains the function of English in Indonesian higher education as follows. First, English is used in some academic papers and publication. Second, a number of universities have international majors and department in which English is used as the medium of instructions. Third, students learn English in order to continue their study abroad, or to fulfill the requirement for jobs.

In relation to the third function of English in Indonesian universities, students need to learn English to prepare for their professional careers. This implies that the teaching and learning process should take into account the learners' specific needs, so that they master English in their respective fields. The English language teaching in which the course design focuses on the learners' needs is English for specific purposes (ESP). Thus, ESP is an *'approach'* to language learning and teaching where the courses are designed based on the students' needs (Anthony, 2018; Hutchinson *et al*, 1987; McDonough, Shaw and Masuhara, 2013).

Dudley-Evans and John (1998) explain the *"absolute"* characteristics of ESP. These characteristics are useful to make distinctions on what counts as ESP. The absolute characteristics involve 1) ESP is aimed at meeting the students' learning needs 2) ESP incorporates the teaching methods and activities of the learners' fields of expertise 3) ESP focuses on the language related to the learners' fields.

Based on the characteristics, it can be inferred that theoretically, ESP adheres to the same methods and principles as the General English teaching. Both ESP and General English aims at meeting the learners' needs to master the communicative competence. However, at the practical level, ESP and General English are different (Anthony, 2018).

Anthony continues that at the practical level, ESP teachers conduct need analysis because the target situation for the language use can be identified. They identify the learners' needs and wants. The gap between the learners' needs and wants is lacks/necessities. Based on this analysis, the teachers set out the learning objectives. Then, the teaching and learning

process in ESP may adopt the activities of the respective fields (Anthony, 2018).

In relation to the ESP teaching in English for aviation, a number of efforts has been done to improve the quality of the teaching and learning processes. The efforts involve the need analysis (Cutting, 2012; Hidayat, 2018) and the material development (Crocker, 2008; Ellis and Geraghty, 2008; Ellis and Lansford, 2011; Emery and Roberts, 2010; Shawcross and Day, 2011). Concerning to the efforts, the development of the vocabulary learning materials is still limited to Pilots, Technician and Air Traffic Controllers (Crocker, 2008).

In fact, profession in aviation involve cabin crews, pilots, technicians, ground staffs, marshallers, airline staffs, passenger and baggage handling, air traffic controllers and airport security officers. These positions require the employees to master English language since it is the standard language in aviation. English is used both for communication with foreign passengers, communication among employees and to understand terms and jargons in aviation.

Without ignoring the four language skills, vocabulary learning materials is very important because vocabulary is one of the building blocks of a language (Brown, 2007). Nation (2013) illustrate that vocabulary mastery enhance the language use, and the language use improve the vocabulary mastery. Vocabulary mastery is also relevant to the goals of the communicative language teaching. The current communicative language teaching goal is to achieve communicative competence.

Celce-Murcia (2008) proposes a model for communicative competence which involves discourse, interactional, socio-cultural, linguistics, formulaic and strategic competence. The linguistic competence, for example, deals with the language at lexical, morphological and syntactical level. In other words, it is the knowledge of content and functional words, parts of speech, phrases and word orders. Then, formulaic competence refers to the knowledge of *"fix and fabricated chunks of language that is heavily used in everyday communication"* (Celce-Murcia, 2008, p.47). This implies that to achieve linguistic and formulaic competence requires sufficient vocabulary mastery. Nation (2013) states that 2000 – 3000 of high frequency words mastery are deemed to be

sufficient to introduce the students to more specialized words.

Nation (2013) explains that vocabulary learning should focus on improving the students "Available vocabulary". Available vocabulary means the knowledge of the vocabulary and the fluency to use it in the "relevant" language skills (Listening, speaking, reading and writing). He adds that 2000 – 3000 words of general English mastery are good starters to introduce the students to more specialized vocabulary.

This study limits the specialized vocabulary into vocabulary for Airports. The definition and scope of the term airport will be limited in accordance with the definition of an airport and the scope of its activities. As stated in Law No.1 of 2009 on Aviation, "Airport is an area on land and / or waters with certain boundaries which is used as a place for aircraft to land and take off, boarding and disembarking passengers, loading and unloading goods, and places of intra and intermodal transport, which are equipped with aviation safety and security facilities, as well as basic facilities and other supporting facilities ". Therefore, the coverage of the theme of the vocabulary materials in this study includes the parts of airports, activities at the airports, tools and equipment in the activities.

The airport topic is chosen because in ESP of English for aviation, most vocabulary learning materials focus on vocabulary for pilots, Technicians and Air Traffic Controllers (Crocker, 2008). In fact, based on the Ministry of Transport Regulation No.37/2021 on Airport officers, they are not the only professions in the aviation industry.

Finding the materials on websites has not been easy either. Based on the researcher's limited observation, most learning materials written by English learning websites only discuss vocabulary that passengers need to understand while at the airport. The vocabulary learning context is not oriented towards people who work at the airports. Skeldon (2008, p.66) shares similar difficulty and considers that it is caused by the publishers who do not want to take the risk of making materials that is not necessarily marketable. Given the difficulty of finding the vocabulary learning materials for the Air Transportation Management students, this study aims at developing the vocabulary learning materials for Air Transport Management Students.

Method

This is a research and development study aimed to design a product (Sugiyono, 2015, p.30). The product is an English vocabulary learning material about airport. This study uses Alessi and Trollip's (2001) model because it has simple stages, given the limitations (feasibility) in terms of time, cost and human resources in conducting the research. Three stages were involved in this research and development (Alessi&Trollip, 2001). The stages were planning, designing and development.

In the first stage, the researcher collected reference sources to write the content of the materials. Then, the researcher read these sources and developed the list of the target words/phrases for the materials. The target words were grouped according to activities at the airports. On the second stage, the layout of the materials was created and then the researcher selected activities and tasks for each chapter of the materials. Then, the researcher wrote the first draft of the materials.

In the development stage, the final draft of the materials was given to the respondents and they filled in a questionnaire to rate the quality of the learning materials. The respondent involved six English Lecturers in Yogyakarta and ten practitioners working at the airport in Yogyakarta. They were chosen using purposive sampling. The sampling technique was used because the number of the respondents are limited and all of them will be invited to this study.

The questionnaire was adapted from English learning material checklists proposed by Mukundan, Hajimohammadi, and Nimehchisalem (2011). The validity of the instrument was tested using Pearson product moment and reliability was tested using Cronbach's alpha.

Results and Discussion

1. Planning the Vocabulary Learning Materials

In this stage, the researcher created the plan for the vocabulary learning materials. Based on the reviewed literature in introduction, the vocabulary learning materials consists of the parts of airports, activities at the airports, tools and equipment in the activities.

Then, the researcher determined the types of activities in the English vocabulary learning materials. The activities are necessary because in accordance to the principles of communicative language teaching, vocabulary should not be taught separately from its context. Therefore, the vocabulary was displayed in the form of spoken or written texts. Then follow-up activities such as word definition, word search, crosswords, matching, filling the gap, word web or mind map were provided.

Second, the researcher created the topics for each chapter of the vocabulary learning materials. Table 1 shows the topics for each chapter in the English vocabulary learning materials.

Table 1. List of the Topics

No.	Topics
1.	Greetings
2.	Main Activities in Aviation
3.	At the check-in counter
4.	Baggage handling Process
5.	At the security check

6.	At the airside
7.	Announcement
8.	Customs and Immigration
9.	Lost and found
10.	Giving Direction

Then, the researcher determined the target vocabulary based on the topics. After that, the target vocabulary was presented contextually using written and spoken activities. The researcher prepared the layout of the materials using the graphic design app Canva. For raw texts, Microsoft Word was used to process the texts.

2. Designing and Developing the Vocabulary Learning Materials

At this stage, the researcher carried out the completion process of the vocabulary learning materials. Then, the researcher created practice questions and follow-up activities to make sure the vocabulary was presented contextually.

CHAPTER 1
GREETING CUSTOMERS

Target Vocabulary
By the end of the lesson, you are expected to learn the following words/phrases.

- Welcome on board :
- Sir/Madam :
- Mr./Mrs. :
- Mr./Ms. :
- Miss :
- Madam :
- Customers :
- Satisfied :
- Future Purchase :
- Grooming :

READING
Read the following text and underline the difficult words.

GREETING CUSTOMERS

Greeting is to say hello to other people or customers. Greeting the customers is important because it makes the customers feel welcome. If your customers are **satisfied** with the service of your company, they will return for **future purchase**. Here are some elements of a good greeting.

- Good grooming
- Smile
- Make eye contact
- Clear speaking Voice
- Pleasant body language

ACTIVITY 1
Read aloud the following expression. The instructor will give you the example.

- Hello. Welcome on board, Sir/Ma'am.
- Welcome to Yogyakarta.
- Nice to meet you, Sir/Madam.
- Good Morning/afternoon/evening Miss. Kowalski.
- Good morning Madam. Can I have your ticket, please?

ACTIVITY 2
Look at the dictionary and find the meaning of the following words or phrases.

- Customers :
- Satisfied :
- Future Purchase :

In English language, we use formal titles when greeting in formal situation. Here are the examples.

- Sir (adult male of any age)
- Ma'am (adult female)
- Madam (adult female)
- Mr + last name (any man)
- Mrs + last name (married woman who uses her husband's last name)
- Ms + last name (married or unmarried woman; common in business)
- Miss + last name (unmarried woman)

Here are some examples of the greetings.

"Hello, **Welcome on board, Sir/Ma'am**".
"Welcome to Yogyakarta".
"Nice to meet you, **Sir/Madam**".
"Good Morning/afternoon/evening **Miss. Kowalski**".
"Good morning **Madam**. Can I have your ticket, please?"

ACTIVITY 3
Look at Picture 1-4, and then discuss the questions with your friends.

Picture 1
Picture 2
Picture 3
Picture 4

- What do you see in picture 1 - 4?
- Who are they?
- Where are they?
- What are the people saying?

ACTIVITY 3
Work with a partner and practice the following dialogue.

- Divide the class into two groups. Group A and B.
- Group A plays as the customers and group B as the employees.
- Stand up and form a line. Group A on the left, group B on the right. Take turns by greeting each other.

Figure 1. A Sample of the Vocabulary Learning Materials from Chapter 3

Figure 1 shows the design of the vocabulary learning materials which is taken from chapter 1. The target vocabulary is presented at the beginning of each chapter and then followed by a reading passage to present the vocabulary contextually. The researcher uses a pronunciation as a follow-up activity. Then,

written activity is included to strengthen the students' mastery of the target vocabulary. At the end of the chapter, the researcher uses a role play to practice the use of the target vocabulary in conversation.

CHAPTER 3

AT THE CHECK IN COUNTER

Target Vocabulary
By the end of the lesson, you are expected to learn the following words/phrases.

1. Passengers
2. Luggage
3. Baggage
4. Excess Baggage
5. Baggage claim
6. Scale
7. Suitcase
8. Aisle seat
9. Window seat
10. Airline Policy

READING
Read the following text and underline the difficult words.

Check in officers is responsible for booking in passengers and their luggage. Here are the procedures at the check in desk.

1. Greet the passengers. For example: "Good morning, sir/madam".
2. Ask the documents such as ticket, and ID.
For example: "May I see your ticket?", "Ticket, please".
3. Put the passenger's **baggage** on the **scale** and put the **baggage claim tag**. If there is **excess baggage**, you must tell the passengers how much he/she should pay, and how to pay according to the airline policy. Then give an **excess baggage ticket** for the passenger. For example:
"How many bags are you checking?"
"Do you have any luggage?"
"Are you checking any bags?"

"Please, put your bags in the scale".
"Please, place your bag on the scale".
"Put your suitcase here please".

4. Ask the passengers if there is a special request such as, seat, food etc.
Would you like a window or an aisle seat?
Do you require special assistance? (Example a "wheelchair")
Would you like to upgrade to business or first class?
Do you need any help getting to the gate?
5. Finally, give the boarding pass to the passengers.
Here is your boarding pass – Your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E.
Please board from gate 3. The boarding will start at 11:30. Have a nice flight, sir.

ACTIVITY 2
Discuss the problems with your friends.

Below are common problems at the check-in counter. Discuss the problems and find the solution

1. Problem: The passengers' baggage is overweight.
Solution:
2. The passengers' Carry-on luggage is too large.
Solution:
3. Your flight is delayed. (It's late.)
Solution:
4. Your flight has been cancelled.
Solution:
5. Your connecting flight/connection has been cancelled/is delayed.
Solution:

ACTIVITY 1
Divide the class into two groups. Students in the first group become the passenger and the other becomes the agent. Practice the conversation using the procedures in the text.

Check-in Officer	Passenger
1. Greet the passenger.	1. Greet the check-in officer
2. Check his/her ticket and ID.	2. Give the ticket and ID
3. ask if he/she has any luggage.	3. Put luggage in the scale
4. Ask for special request.	4. You want an aisle seat.
5. Give him/her his/her boarding pass.	5. Say thank you.

Figure 2. A Sample of the Vocabulary Learning Materials from Chapter 3

Figure 2 shows the example of the vocabulary learning materials from chapter 3. In this chapter, the sequence of the activities is similar from that in chapter 1. In fact, all chapters follow this sequence. The chapter started with the target vocabulary, then a reading passage, a reading al, a written activity and a spoken activity.

3. Product Validation

The product validation stage aims to analyze the quality of the vocabulary learning materials. The validation used the questionnaire adopted from Mukundan, Hajimohammadi, and Nimehchisalem (2011). The questionnaire consists of two aspects, namely, the general attribute and the Learning-teaching content.

Table 2. General Attribute of the Vocabulary Learning Materials

No.	Statement	Mean
1.	It matches to the specifications of the syllabus.	3.17
2.	The activities can be exploited fully and can embrace the various methodologies in ELT.	2.83
3.	Activities can work well with communicative language teaching.	3.17
4.	It is compatible to the age of the learners.	3,33
5.	It is compatible to the needs of the learners.	3,00
6.	It is compatible to the interests of	2.83

the learners.	
7. Its layout is attractive.	3.00
8. It indicates efficient use of text and visuals.	2.83
Mean Score	3.02

Overall, the score for the general attribute of the materials is 3.02 which means that the materials is suitable for the learners. Of all the items, the compatibility of the materials with learners' age and the consistency of the materials with the syllabus have the highest score. The syllabus is about the English on job related for Diploma four Air Transport Management. In addition to that, the participants believe that the activities in the materials can work well with the communicative language teaching. As discussed in the literature review, the material is developed using the communicative activities in mind. This is because the syllabus used in English on Job Related using communicative syllabus.

On the other hand, the flexibility of the method, the learners' interest and the efficiency of the visual use have the lowest score around 2.8 The second item refers to the method that can be used when teaching using the materials. In this item, the score is 2.83 which means fairly suitable. This result is expected since the focus of the materials is that of the supplementary one and is developed using the communicative approach in mind. Therefore, the stages in the tasks follow the pre-communicative and communicative activities. The compatibility of the materials to the learners' interest is also among the lowest score (Mean 2.83). The

researcher predicts that the absence of audio-visual materials for the book causes this low score. The material does not have listening activities from a recorded audio or video.

Table 3. Learning and Teaching Content

No.	Statement	Mean
1.	Most of the tasks in the materials are interesting.	3,00
2.	Tasks move from simple to complex.	3,17
3.	Task objectives are achievable.	3,50
4.	Cultural sensitivities have been considered.	2,50
5.	The language in the textbook is natural and real.	3,17
6.	The situations created in the dialogues sound natural and real.	3,50
7.	The load (number of new words in each lesson) is appropriate to the level.	3,00
8.	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole materials.	3,00
9.	Words are efficiently repeated and recycled across the materials.	2,50
10.	Pronunciation is contextualized.	3,50
11.	Pronunciation is learners friendly without complex charts.	3,00
Mean Score		3,08

The mean score from table 3 is 3.08. This indicates that the respondents agree that the

vocabulary learning material is appropriate from the learning and teaching content aspect. Of all the items, the tasks difficulty and the authenticity of the materials have the highest scores (mean 3.50). Most tasks in the vocabulary learning materials were adapted from authentic sources such as for the written texts, the researcher used excerpt from regulation and airline/airport documents. However, the respondents give moderate score for cultural sensitivity and vocabulary repetition across the book. Airport-related vocabulary is almost standardized around the world, especially the technical terms and names of equipment, procedures and items. This might be the researcher's difficulty in creating culturally sensitive content for the vocabulary learning materials.

Conclusion

The process of developing the materials is based on Alessi and Trollip (2001) stages of material development, namely, planning, designing and developing. The final product of the development is an English vocabulary learning material. The result of the analysis shows that the English vocabulary learning material is appropriate for the students of Air Transport Management. This is shown by the mean scores for both general attribute, teaching and learning content of the vocabulary learning materials.

The implication of this study is that the vocabulary learning materials can be used as supplementary materials for Air transport Management students. In addition to that, the instructors may use the materials to support the teaching and learning process in the English for Airport Management course. Further studies can be conducted on the students' attitude and views on the use of the vocabulary learning materials.

References

- Alessi & Trollip. (2001). *Multimedia for learning: Methods and development*. Massachusetts: A Pearson Education.
- Anthony, L. (2018). *Introducing English for specific purposes*. New York, NY: Routledge.
- Brown, H. D. (2007). *Principles of language learning and teaching*. USA: Longman.
- Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In: Soler, E.A., Jordà, M.S. (eds) *Intercultural Language Use and Language Learning*. Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-5639-0_3.
- Cooker, L. (2008). *English language learning materials: A critical review* (eds. Bryan Tomlinson). New York:

- Continuum International Publishing Group.
- Crocker, D. (2008). *Dictionary of aviation: Over 5,500 terms clearly defined*. London: A&C Black.
- Cutting, J. (2012). English for airport ground staff. *English for Specific Purposes*, 31(1), 3-13.
- Dudley-Evans, T., & ST John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Ellis, S., & Gerighty, T. (2008). *English for aviation*. Oxford, UK: OUP.
- Ellis, S., & Lansford, L. (2011). *English for cabin crew*. Oxford, UK: OUP.
- Emery, H., & Roberts, A. (2008). *Aviation English for ICAO compliance*. London: Macmillan.
- Emery, H., & Roberts, A. (2010). *Check your aviation English*. London: Macmillan.
- Harmer, J. (2007). *The practice of English language teaching*. Cambridge: Longman.
- Hidayat, R. (2018). A need analysis of English for airline staff programs. *English Education Journal*, 9(4), 589-613.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge: Cambridge University Press.
- Kementerian Perhubungan. (2021). *Peraturan Menteri Perhubungan Nomor 37 Tahun 2021 Tentang Personel Bandar Udara*. Jakarta
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Seri Sosial Humaniora*, 12(1), 9-20. DOI:10.7454/mssh.v12i1.128
- McDonough, J., Christopher S., and Hitomi M. (2013). *Materials and methods in ELT: A teacher's guide* (Third Edition). New Jersey: John Wiley & Sons.
- Mukundan, J., Reza, H., & Vahid, N. (2011). Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research*. 4 (6),. 4. 21-27. 10.19030/cier.v4i6.4383.
- Nation, P. (2013). *Developing materials for language teaching* (eds. Bryan Tomlinson). Bloomsbury Publishing. New York.
- Shawcross, P., and Jeremy D. (2011). *Flight path: Aviation English for pilots and ATCOs*. Cambridge: Cambridge University Press.
- Skeldon, P. (2008). *English language learning materials: A critical review* (eds. Bryan Tomlinson). New York: Continuum International Publishing Group.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung Alfabeta.
- Undang-Undang nomor 1 tahun 2009 tentang Penerbangan
- Wyatt, R. (2009). *Check your English vocabulary for leisure, travel and tourism*. London: Bloomsbury Publishing