# CHAPTER I

# INTRODUCTION

In this chapter, several points will be explained. The research background, research questions, research purposes, significances of the research, framework of thinking, and the previous study.

## A. Research Background

English is not a new thing in the aviation or airport area. Several books are discussing English in the aviation. Cutting (2012) in 2012 mentioned some books such as Ground services by Hall (1976), In-flight services by Akiyama C. (1976), Aviation in English: Flying and traffic control by Williams (1978) and Airspeak: Radiotelephony Communication for pilots by Robertson (1987). Unfortunately, those books were only intended for those who work in the air such as pilot, flight cabin, or ATCOs. Until today, there is still no such books discussing English for those working on the ground airport area or customs staff.

Based on the limited observations, problem that occurs on the HSIA there is a few European tourists rather than Melayu tourists who visit HSIA, it affects the customs staff not accustomed to use English to communicate and feel that English it is not that important for them. Even there is a few European tourists customs staff must learn English because the fact that Husein Sastranegara is an International airport, there will be a tourists from the European or American and they need to communicate in English. One of the passengers said staff fluency of speaking English, the message they delivered clear and understandable, but the tourist thought that the way they speak was not fluent enough. By the data and facts that have been collected, customs staff are more fluent with Melayu language rather than English, this research has a purpose to design English program with ESP-based for customs staff needs.

There is several research that has been discussing English in the airport area, one of the research from Julia (2018) discussing the analysis of the English grammar and the pronunciation from Pilot. Meanwhile, Hazarti A (2015) discussing topic communication between Pilot and ATCOs in using English and vice versa. Furthermore, research from Meesri (2015) discussing the topic in the aviation area about the use of ICAO-Based Needs Assessment. Last but not least from Narasak (2018) discussing the correlation between ICAO test and the TOEIC test for flight attendants. The current research is different from the previous researches that has been conducted by focus on finding the problem that occurs in the field and the reasons why it can happen and to find a proper program for the HSIA airport custom staff.

This study is intended to design an ESP-Based program for airport customs staff of Husein Sastranegara International Airport (HSIA) to foster their English communication skills. This study is essential to figure out the proper program for HSIA Customs Staffs in using to train their English communication ability.

## B. Research Questions

There are two research questions regarding the problem mentioned in the background:

1. What are the results of ESP needs assessment of HSIA Customs Staff?
2. What is the proper ESP-Based English program for HSIA Customs Staff?

## C. Research Purposes

There two several purposes for this study:

1. To know the results of ESP needs assessment of HSIA Customs Staff.
2. To know the proper ESP-based English program for HSIA Customs Staff.

## D. Significances of the Research

Theoretically, this research expected to find out the proper ESP-based English program for HSIA customs staff to foster their English. This research expected to be a useful source of information in the academic field, especially in the ESP area about the proper program for customs staff.

Practically, this research is expected to give some advantages to help customs staff to foster their English skills to communicate. Additionally, it can contribute to all the teachers or lecturers to consider the purpose of ESP in making program for students to learn.

## E. Research Framework

English for Specific Purposes (ESP) is defined as teaching and learning English as a second or foreign language. Since 1960s ESP has become a distinctive part of Teaching English as a Foreign Language (TEFL), it is crucial because English has become the contemporary lingua franca. Dudley-Evans (1997) said that ESP is a fundamental characteristic with several points. First, ESP is defined to meet specific needs of the learners, makes use of underlying methodology and activities of the discipline it serves, is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Furthermore, there are also the variable characteristics that has several points too. First, ESP may be related to or designed for specific disciplines, may use, in specific teaching situations, a different methodology from that of General English, is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level, is generally designed for intermediate or advanced students, and ESP courses assume some basic knowledge of the language systems. Based on that explanation, ESP is a basic knowledge needed to be taught in this case; ESP can be a key in using English to communicate.

Communication is essential because if it is not done by someone who has competence in communication skill, it may lead to miscommunication. When non-English speakers involve in an English conversation for the first time, they might not be able to contribute significantly. Anita Muho (2011) state that most foreign/second language learners use specific strategies either consciously or unconsciously when processing new information and performing tasks in language classrooms. These strategies are expected to help learners keep conversing in English in the conversation. Some foreign/second language learners use communication strategies when they find problems conveying their ideas and thoughts in the target language. This happens when the learners cannot select or use appropriate words, idioms, structures, phrases, or the combinations of those language features.

In assessing the learners' specific needs, we come across the term "needs analysis which has been different along the decade. At the initial stages of ESP (the 1960s and early 1970), needs analysis consist of assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. According to Duddley-Evans and St. John (2009) there are eight components in today's concept of needs analysis which have been grouped into five broad areas including: (1) target situation analysis and objective needs analysis (2) linguistic analysis, discourse analysis, genre analysis (3) subjective needs analysis, i.e. learners wants, means, subjective needs-factors that affect the way they learn (4) present situation analysis for the purpose of identifying learners' current skills and language use; (5) means analysis.

Because ESP courses are based on needs analysis, the learning objectives are more specific rather than General English courses, and it can be assumed that students will be more highly motivated in learning about topics and texts which are related to their study or work areas.

## F. Previous Study

Several studies have been conducted related to this topic. The first study is conducted by Meesri (2014) of which objectives are to know (1) how aviation students assess themselves based on ICAO language proficiency skills ;(2) what topics in aviation do the students want to learn and last ;(3) what online tools do aviation students find helpful. The method in this research is mix method by using quantitative method in a section in which the researcher measures the result of the test and qualitative method to interview the students about the test that they have done. The results that is from the six language proficiency test from ICAO consisting of pronunciation, structure, vocabulary, fluency, comprehension and interaction the students believed that they encountered more difficulties in structure or grammar, be it spoken or written; also grammar difficulties include verb tenses, the use of prepositions, adjectives in series, and sentence structures. Furthermore, their interaction skills indicated that students found it challenging to start a conversation in English. The result of the study also shows that the topic they wanted to learn is about the airport such as the authorities in there the rules etc., since most of the students who participated in this research are in the airline business. At last, the researcher found that aviation students considered audio-video conferencing, chat, instant messaging and web conferencing as possible online tools that could be used as alternative methods to face-to-face instruction. Furthermore, streaming audio-video, narrated slideshows, document libraries, databases and website links were also considered as helpful by the participants.

The second study comes from Hazrati A (2015) with the objective of the research is to analyze some of the aviation incidents and accidents to illustrate how cultural factors affect communications between multicultural interlocutors in order to encourage the teaching of aviation English as a lingua franca. The method used in this research is a qualitative method by analyzing the conversation between the pilots with the ATCOs to find whether there are any differences in the English that they using. The results are that English used by pilots, flight teams, and ATCOs are way different from

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any standard English. This can be one of the reasons why accident happens because some people or pilots did not understand what they said and it is clear that what foreign aviation crew need is far more than intercultural sensitivity. The ability that they need to have should also encompass intercultural competence in order to keep miscomprehension problems to a minimum.

The third research comes from Julia (2019) this study is intending to describe the rhythmic properties of Aviation English, a feature of the language that we believe plays a critical role in communication and miscommunication. The method use in this research is the qualitative and quantitative methods by analyzing the conversation between the pilot and the ATCOs. The result of this research show that prosody of Aviation English is quantifiably different from the prosody of Standard American English. Differences in the structure and environment of Aviation English have produced a register with a more restricted pitch range, faster articulation rate, more uniform vowel intervals and more variable consonant intervals than Standard American English. Vowel and consonant variability in Aviation English appears to be driven by an interaction between articulation rate and English phono tactic constraints as well as vowel reduction differences between the corpora.

The last research to discuss comes from Narasak (2018) with the objective of the study is to find the correlation between the ICAO Language Proficiency Requirements (LPRs) and the TOEIC test for Thai flight attendants. The method use in this study is by using a quantitative method by collecting the TOEIC score from approximately 3000 flight attendants and comparing the TOIEC test result with the LPRs test result. The purpose is to know the different correlations between both test towards their skill to communicate with the attendants. The result of this study said that the correlation between the ICAO Language Proficiency Requirements (LPRs) and the TOEIC test was weak. The researchers suggest that the applicants or flight attendants need to take the LPRs test and not only the TOEIC. Also, Thai Airways should develop their proficiency test to make sure that both the applicants and the flight attendants are ready

to jump into the aviation area with the better English language to use to raise Thailand Airways services.

    With all the previous researches that have been explained, the current research has a gap with all this researches. All of the four researches mainly focused on the analysis of the pilots or the ATCOs/ATCs on how they communicate, the grammatical structure, their pronunciation and how it affects the flight and the test for flight attendants. This current research will mainly focus on the ground staff area, specifically those working as customs staff in the airport.