

# Developing English Textbook for Pre-Service Flight Attendant Students

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**Abstract:** This study is intended to develop a textbook for pre-service flight attendant students having training in the flight attendant training center. The developed textbook is based on the existing syllabus and need analysis period. The developmental research from Borg and Gall is implemented. The needs survey is implemented to pre-service students, ESP teachers in Sekar Gegani, and experienced flight attendants. The developed product contains ten units related to actual working atmosphere in-flight. They are: 1) Pre-flight briefing 2) Boarding, 3) Announcement 4) Before Take-off, 5) Meal Service, 6) Dealing with problem, 7) Sales on board, 8) Emergency, 9) Disembarking, and 10) Getting a job.

**Key Words:** Textbook, ESP, Pre-service flight attendants

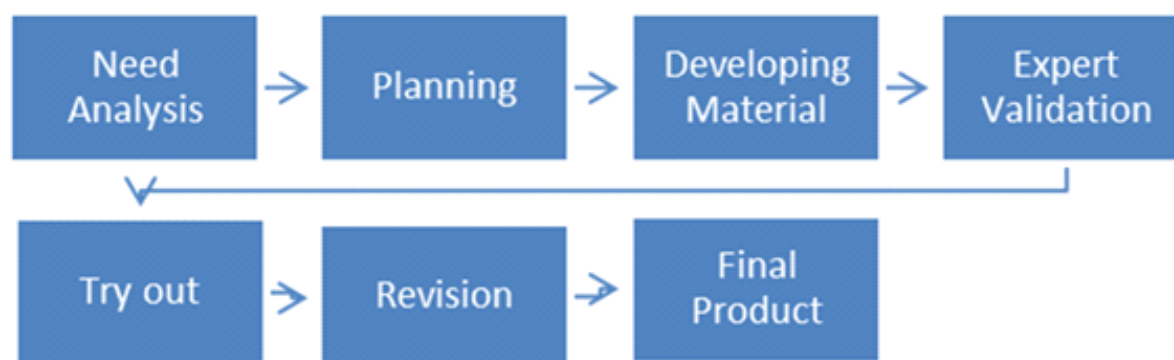
**Abstrak:** Penelitian ini bertujuan untuk mengembangkan buku untuk calon pramugari yang sedang menempuh pendidikan di lembaga pendidikan dan pelatihan. Buku dikembangkan berdasarkan syllabus yang ada dan temuan pada fase need analisis. Penelitian pengembangan berdasarkan teori Borg and Gall. Survey untuk mendapatkan data dilakukan pada calon pramugari, instruktur, dan pramugari berpengalaman. Buku terdiri dari 10 unit meliputi 1) Briefing sebelum terbang 2) Boarding, 3) pengumuman 4) Before Take-off, 5) Meal Service, 6) Dealing with problem, 7) Sales on board, 8) Emergency, 9) Disembarking, and 10) Getting a job

**Kata kunci:** Buku, bahasa inggris penerbangan, calon pramugari

The area of teaching-learning materials for English for the pre-service flight attendants at the Flight Attendant Training Centre acutely lacks suitable materials. Therefore, the researcher intends to contribute to the area by developing a textbook for the pre-service flight attendants. The researcher employs research and development design proposed by Borg and Gall (2007) which aims to develop English textbook for pre-service flight attendant students in the flight attendant training center. This research design is in line with what has been proposed by the experts that developing educational products, like curriculum, syllabus, learning source (text books, modules), instructional media, assessment instrument, teacher training material, etc. (Gay, 1990:8; Latief, 2014: 171). The product from this R and D research design is intended to provide or develop an appropriate English textbook for pre-service flight attendant students which will be used as the learning material in the Flight attendant training center.

## METHOD

In this procedure of development stage, the researcher applied some stages proposed by some experts such as by Dick and Carey (2009), Borg and Gall (2007), and Latief (2014). The researcher adapts some models of R and D methods from these three experts due to its time efficiency and effectiveness in developing the product. The first two procedures are need analysis and planning stages which are adopted from Borg and Gall. The next procedures are developing material, expert validation, and try out or user validation stages which are adopted from Latief. The following is revision stage which is adopted from Dick and Carey. The last procedure is the final product stage which is adopted from Borg and Gall. Therefore, the researcher adoptions from the experts on the procedure development stage can be seen clearly in the figure 1 above.



**Figure 1. An adoption from Borg and gall, Dick and Carey, and Latief in procedure of development**

### **Need Analysis**

This need analysis part is a very crucial initiation point. The researcher needs to know how the factual condition shows urgency that later on becomes the starting point for the researcher to develop the product. Hutchinson and Waters (1987:58) mentioned number of ways in which information can be gathered about needs, such as: questionnaires, interviews, observation, data collection, and informal consultations with sponsors, learners, and other. The data from need analysis will be obtained from three techniques: first method is by giving questionnaires and interview to the current pre-service flight attendant students in Sekar Gegani Training Center. The second phase is by interviewing the students who have worked or the experienced flight attendant. The next interview will also be given to ESP teachers. The current teachers at Sekar Gegani Training Center. The third technique is by analyzing the current available syllabus or handout which is being used by the English instructor in Sekar Gegani Training Center. However, based on the suggestion from the advisor, the researcher need to developed or adapt the available syllabus.

### **Planning**

In this stage, the researcher plans to develop the products from the pre-existing syllabus that has been developed by the previous material developer and used by ESP teachers in Sekar Gegani Training Center. In addition, the researcher is going to develop the product based on facts found on the need analysis

period. From that point forward, the entire information gathered will be based on the researcher's plan of product development.

### **Content of the Material**

The developed textbook will cover introduction part, main part, and closing. In the introduction part, the researcher will have the success story of the alumni from the flight attendant training center, student who has been working in international airline. The student will write his or her success story working in the international airline. By doing so, the researcher hopes that it attracts current students' intention in learning more from the developed textbook. The researcher will also place some motivational quotes which will be another motivation for pre-service flight attendant students to learn, the quotes might be about aviation, traveling and learning language. Next, the main parts of the developed textbook consist of three chapters which consist of some units, every unit covers some basic competences as what has been developed in the existing syllabus and adopted syllabus. The first chapter is the pre-flight activities, the second chapter is in-flight activities, and the next chapter is disembarking activities. The additional unit is getting job unit, it is going to be good material for students as the reference before applying a job at any airlines.

### **Structure of the Product**

The developed textbook consists of introduction on preflight as the beginning, inflight activities and the disembarking as the main part and self-study as

the closing. In the pre-flight chapter, the researcher provides the preflight activities that covers four units, namely preflight briefing and boarding, making announcement and before take-off. The following chapter is inflight as the main parts which consist of four units, those are personal approach unit, food and drinks unit, sales on board unit, and emergencies unit. The third chapter is disembarkation which covers two units namely before landing unit and getting a job unit. Finally, the last unit consists of self-study as the exercise for students to re-study on the materials which has been learned earlier.

**The Specification of the Product**

In this study, the researcher will develop a product in form of an English textbook consists of three chapters which contains some units in each chapter. The developed textbook consists of ten units as the number of basic competences in the developed syllabus. The developed textbook can be used for 12 meetings. The covered skills are listening, speaking, and reading. The components covered will be vocabulary and pronunciation. The researcher is going include some pictures that are related to the topic and audio for listening practice is also included. The size of the book will be range from 60 to 70 pages and will be using A4 paper size 80gram colorful paper.

**Product Development**

At this product development stage, the researcher develops the plan for the product. The

purpose is to have the product tested in the preliminary field-testing. This procedure is self-developed by the researcher so that all the aspects needed in the product can be included, which also makes the procedure changeable. The researcher uses the latest model of developing the educational product in this study which is simple to be implemented. The materials development is going to apply the modification of Tomlinson and Masuhara’s model (2004) can be clearly seen below:

**Expert Validation**

In the expert validation phase, the aims are to improve the developed product quality. Validating the developed product can be completed by asking the experts in the aviation field. Experts are those who are experienced and knowledgeable in their expertise (Latief, 2014) to evaluate the product. This stage is also aimed to check whether the product has met the criteria of a good product or has been in line with what this product is supposed to be in terms of the language used, the content and the lay out. Therefore, researcher employs three parties who have remarkable experience in aviation English teaching or aviation industry for many years.

**The Language Expert**

The language expert who validated the developed product is Dr. Yudi Setyaningsih , M. Pd, she is one of the English lecturers in Ma Chung University Malang. She has a lot of experiences in teaching English at the university level. English for

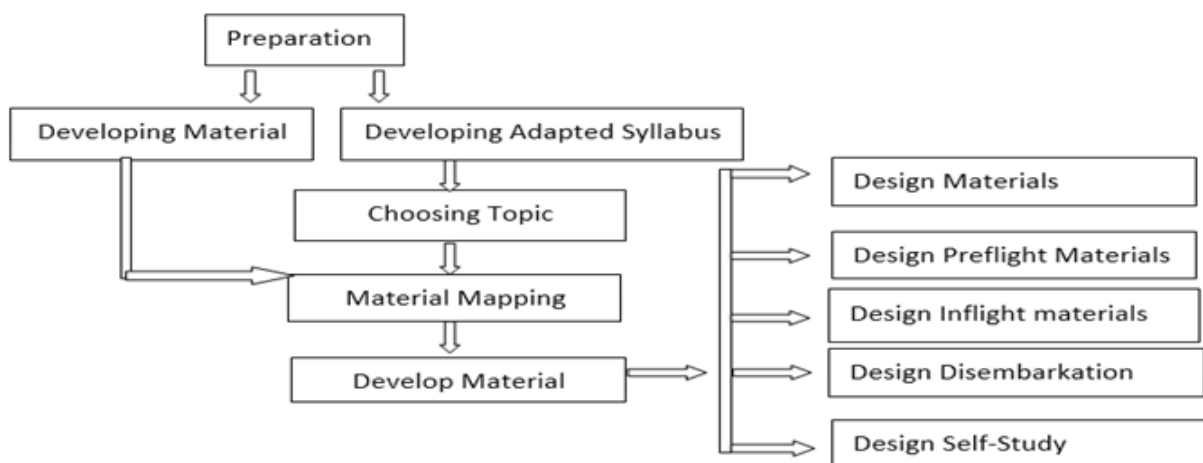


Figure 2. Modification of Tomlinson and Masuhara’s model of materials development (2004)

Social Science, English for Specific Purposes, Principles of Public Relations, Public Speaking, Cross-cultural Understanding, and Business Correspondence are her teaching specialty. Moreover, she has remarkable experience working as a cabin crew in Garuda Indonesia Airlines for seven years which absolutely will be beneficial aid for reviewing and providing constructive feedback to the developed textbook

#### ***The Expert of the Content***

The second expert that will validate the content of the developed textbook is Mu'ti Sazali S.Pd, who is currently working as an airline business training for the biggest airline company in Indonesia, Garuda Indonesia airline. Mu'ti graduated from English Language Teaching major in State Islamic University of Bandung. He has a lot of teaching experiences of English language. In addition, he has finished his education pursuing International Business at Miami Dade College, Florida in the United States. As part of his jobs, he travel a lot across Indonesia to give English training to Garuda Indonesia employees. Hence, due to his expertise as the airline business training in Garuda Indonesia, the researcher believes that he is going to be the best person in validating the developed product in terms of the content validity.

#### ***Users Validation***

The entire current pre-service flight attendant students in Sekar Gegani training center are going to be selected as the subjects to try out the developed product, approximately there will be around 50 to 100 students each year. The user validation will take only for four meeting or one month trial. The purpose on this try out is to identify whether the developed product is usable and practical for the classroom use without the researchers' attendance. At the end of the try out, the subjects will be given a set of questionnaires in turn regarding the use of the developed product from the students' perspectives.

#### ***Revision***

In this final revision phase, the researcher will revise some points from the product based on pre-service flight attendants students' responses on the try out period. When the revision is done, the researcher comes to the experts again to validate and asks the approval of the product and finally the product is determined as the final product. However, when the pre-service flight attendant students'

responses are completely valid, then the researcher will not revise any parts on the developed textbook.

#### ***Final Product***

When the researcher has completed the whole parts in revising the product and gain the approval from the experts then, the final product is ready to use by ESP teacher as the teaching material in many Flight Attendant Training Centers. The developed product possesses the points of practicality and usability that makes the product ready to go public or published by publisher.

#### **Description of the Setting**

This study was conducted in Sekar Gegani Training Center Malang. Sekar Gegani is a training center for fresh graduate students from high school who want to pursue their carrier as cabin crews or Ground staffs. The address is on Terusan Candi Mendut Street number 17 A Malang. Therefore there are two programs that are conducted by Sekar Gegani Training Center, namely Flight Attendant and Ground staff program. However, the developed textbook in this study is concerned only for the pre-service flight attendant students' necessity.

### **RESULTS AND DISCUSSION**

#### **The Result of the Needs Assessment**

The need assessment covers three parts of data collection process, the first data collection was gained from either interviewing or giving questionnaire, to the pre-service flight attendant students in Sekar Gegani Training Center Malang. The second data information was gained from interviewing the ESP teachers who are currently teaching English for flight attendants, there are three English teachers being interviewed. The last data gathering was obtained from interviewing the experienced flight attendants; the ones who have had experience in flying as either regular or irregular flight attendant for many years in various airlines company in Indonesia.

#### ***The Present pre-service flight attendant students***

There were 150 students in Sekar Gegani Training Center in the academic year 2015. The 90 students were taking flight attendant major and the 60 students were in the ground staff program.

However, from 90 students of flight attendant program, some students were on their personal business such as going back home for completing their documents, joining recruitment in the airlines, and other related school businesses; the researcher was only able to interview 10 of them as the interview sample and distribute the questionnaire to 48 flight attendant students.

### ***The Questionnaire for the Current Pre-service Flight Attendant Students***

The questionnaire was distributed to 48 pre-service flight attendant students and covers the following questions 1) their current level of English proficiency, 2) the students learning English expectancy, 3) the English learning experience they have ever had, 4) What English component they hope to learn 5) What kind of teaching media that will be helpful in learning aviation English 6) What teaching approach that the students enjoy the most? 7) What is the most suitable method of English teaching in flight attendant training center?

### ***Interviewing the Current Pre-service Flight Attendant Students***

The researcher was able to interview ten pre-service flight attendant students as the sample. There was no any specific reasons whom and why the researcher interviewed the particular students. Therefore, they were randomly picked up and the guideline questions were quite similar from the questionnaire, however there were some elaborations on some points. These are the points covered in the interview (1) how long have they learned English? (2) What media do they usually used to learn English? (3) What are the most challenging issues in learning English? (4) What kind of teaching media will help them learning aviation English easily? (5) What teaching approach that they enjoy the most? What media that can enhance their skills to learn English? (6) What is the appropriate materials in learning English? (8) What English skills should be given the most? (9) What kind of English exercises do they enjoy the most in learning English?

### ***Analysis on the Current Pre-service Flight Attendant Students' Responses***

In majority, the current pre-service flight attendant students are in the intermediate level (63%). The next level is beginner (20%) of the students. Nevertheless, according to the interview, the entire students still want to improve their speaking skill. When

they work as flight attendant in the future they will meet a lot of people, thus they must be able to communicate in English well. The advanced proficiency level of the students is 16%, since most of their hobbies were watching English movies and listening to English song. Moreover, two of them had foreign friends to chat with or practice their English. The last, 21% of the students were still in the beginner level and they surely want to improve their English skills. In fact, the 10 students were joining an English conversation course with a private tutor to advance their English speaking skill. It is shown clearly in the table below:

The important skills are accordingly speaking, listening, reading, and writing. The speaking skill was considered as the most important one, again, it was according to their comprehension toward the real-working situation that having a good English is a necessity for communicating with passengers. The second big percentage was listening, since it is closely related to speaking when dealing with or service the passengers on board. The next was 10 % of the students mention that reading and writing has equal number of the skill should be mastered. They mentioned that they are going to sometimes read and write in the workplace.

When it comes to the English components they want to learn, most students want to improve their pronunciation 45%, the students said that pronunciation is a crucial part from the communication, thus they considered it as the most important component. The next is 40 % of students want to learn deeper and expand more some vocabularies related to aviation knowledge. This is because there are numerous different technical terms in aviation industry that they have never learned while they were in senior high school.

The most advantageous teaching method for them in learning English is demonstration and discussion 37% and 23% respectively. The students thought that by having demonstration using realia such as trolleys for serving meal, boarding pass for checking in, safety-demo kits, baggage etc., they could understand the materials better and it led them into real working atmosphere. The realia would also be useful in conducting a role play activity in the classroom in teaching and learning process.

Moreover, the discussion activity enabled the students to share their understanding on a specific topic about the aviation to their friends. During the discussion session, their friends could give them feedback directly and they are fine with it. The next

approach is presentation 16 %, the students consider when they presented the material in front of class, it improved their confidence speaking in front of public and of course it would be truly beneficial in the workplace someday.

### **Interviewing the ESP Teacher**

Three English teachers were available in Sekar Gegani Training Center, and those three teachers are cooperatively spend their time to be interviewed. The first teacher is an experienced flight attendants in Garuda Indonesia Airlines, Dr. Yudi Setyaningsih, M.Pd, she worked for 7 years. Additionally, she is a language expert since she is currently working as an English lecturer at Machung University. The other two are the English teachers with various experiences in teaching English in many English institutions but having no working experience in aviation industries. The interview covered some points 1), Teaching techniques used in the teaching, 2) The level of students' proficiency, 3) The teacher's expectation on students' competency after the study, 4) The teaching aids available in the training center, 5) The most language skills given to the students, 6) Time allocation for English class in the training center, 7) the teachers' teaching experience.

The teacher with airlines background agreed on emphasizing the speaking skill in teaching English for pre-service flight attendant students. In fact, speaking will mostly be used at work to communicate with passengers. By having a good communication skill, the flight attendant will have the smooth communication with passengers at work. The communicative technique is what mostly she has been applying in teaching English at the training center. This is in line with her experience working as flight attendant. Similarly, the teachers with general background responded that they also apply communicative method in teaching English. This was to enhance the students' speaking skill. Even though the teachers did not have experience working as flight attendants, the teachers believed that working as flight attendants would spend most of the time giving service to passengers, at the same time communicating with them as well.

### **Interviewing the experienced flight attendants**

The interview process to experienced flight attendants were delivered by email. Since the most

experienced flight attendant who were being interviewed is still active flight attendants or they are currently working for airline, therefore the 20 emails were sent to them. However, due to their busy schedule of working, only 11 flight attendants replied back the email with the answers. On the other hand, the 11 replies were constructive enough for the product development. The material covered in the interview are 1) English skills that should be highlighted in the training center, 2) English skills that used the most in their daily activities, 3) what method their instructors used when teaching English in their previous training center, 4) the most advantageous method for them in learning English, 5) the appropriate equipment or teaching media to enhance the English skills, 6) what materials of English class should be given most, and 7) what evaluation applied in measuring their English proficiency achievement.

The experienced flight attendants' responses were almost similar to the skills which was being stressed in the training center. They mentioned that speaking skills are very useful and the most used ones. Since, they will meet many people and serve the people thus good communication in English takes a very important role in their duties as flight attendants. The teaching model used while they were in the training center was mostly discussion, demonstrations, and presentation. Absolutely, these activities are the appropriate teaching technique to enhance their English speaking ability.

### **Analysis of the Findings**

After analyzing the entire findings, the researcher came to some analysis, the questionnaires distributed to pre-service flight attendants students can be classified into several ranges which some points have gained greater attention from the respondents than other points. The analysis was classified based on the respondents' answers. In fact, speaking is the skill that obtained the greatest consideration from the students which would be used as the basis for developing the product. Also, speaking becomes the main objective in the instructional objective in Sekar Gegani Training Center without denying the other skills even with less priority. Listening is the following skill given to the students by playing the audio and visual aids from the internet or online sources. Afterward, demonstration and discussion are the most method applied for teaching in Sekar Gegani Training Center

but other methods such as presentation, lecturing, and modeling are also applied.

### **Result of Development**

The results of the need survey presented in the previous section leads this research to the development of the product. The materials development is going to apply the modification of Tomlinson and Masuhara's model (2004) as stated above in the product development stage. This began from choosing topic, material mappings that consist of pre-flight, in-flight, and disembarkation and develop the materials.

### **Materials mapping**

The flight attendants will be mostly working on-board, since flight attendants' main job is as the host or hostess as the airlines representative and looks after to the passengers' comfort and safety. Thus they will be fully responsible for the entire necessity of the passengers beginning from the pre-flight, in-flight and disembarkation. Therefore, the developed material will cover these three main focus.

The pre-flight chapter consists of the material for pre-flight briefing, boarding, and before take-off. The preflight briefing is a preparation activity conducted prior to the flight by all crew member. The purpose is to give the flight overview and all information about the passengers' circumstances to the cabin crews. There will be a purser as the person in charge of the flight who will lead the pre-flight briefing. The second unit in the pre-flight is boarding, it is when the flight attendants meet and greet the passengers to come onboard. The next unit is before take-off, this time the passengers will check and ensure that all passengers are in a ready flight condition. The announcement and safety demonstration will also be given by the cabin crews including instructions for passengers sitting at the emergency exit window.

The second chapter is in-flight section, it covers meal service, dealing with minor problem on board, sales on board and emergency situation. In the meal service unit, it starts from offering the available food and describing it to passengers. The next unit is dealing with minor problems. This is the time where flight attendants assist the passengers and solve the problems which happen during flight. The following unit is sales on board. This sale activity consist of

making offer, explaining about the product and making transaction with passengers. The last unit is emergency situation, this situation needs a series action from the flight attendants. The flight attendants must be able to give clear instruction and explain the use of the emergency equipment well.

The third chapter is the disembarkation. The flight attendants make final announcement and check the passengers. The flight attendants give clear announcement toward the destination, the weather, local time and thanking for flying with. The last, researcher include getting job unit, since after finishing the training in Sekar Gegani Training Center, the pre-service flight attendants students will apply for a job in a particular airline. Therefore, this unit will be a beneficial for the students to know more about the job interview information.

### **Result of Experts Validation**

The researcher submit the developed product to the two experts, the first expert is the English lecturer at Machung University and having working experience as a flight attendant for Garuda Indonesia Airlines. After validating the product, the first validator suggest some crucial parts from the product. The following are the points needed to be revised first is the structure of every chapter, in terms of the skills or components.

The second expert is a part time lecturer in Muhammadiyah University Jakarta and in the same time working as an airline business training at Garuda Indonesia Airlines. He suggests in the vocabulary part, it should be more elaborated and closely related to the work fields. Since there will be so many technical terms in the aviation industry or aircraft. He also criticized on the arrangement of the topics in the developed textbook, it is better for the researcher to have the similar topic arrangements in every unit, thus it is going to be easier for students to learn the textbook.

### **Result of the Try Out**

After being validated by the experts, the developed product was used in try out stage by the English teacher at Sekar Gegani Training Center Malang. The try out was conducted in March 2016 and the sample of the try out were 13 students, the January class students. Stefanie used the developed product in two meetings and did not meet any

difficulties in applying the developed product even she has never worked in aviation industries. The teacher mentioned that the majority of the students could follow the lesson and understand the topic in the developed product very well. The students feel motivated and enjoy to learn from one chapter to the following chapters. This is also as the new materials for them to learn since there was no similar product before in Sekar Gegani Training Center.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The final developed product has been completed and ready to be used as the teaching material either as the main or supplementary teaching material in any Flight Attendants Training Centers. The product is developed based on the adapted syllabus and the research findings in the need analysis period. Therefore, the researcher believes that the developed product will be truly beneficial to the pre-service flight attendant students, ESP teachers and the Aviation stakeholders. Furthermore, the developed product will overcome the issues dealing with the lack of the teaching materials in the training center that has been presented in the previous section. The ESP teacher and the aviation stakeholders will have a good choice, the developed product, in teaching English for pre-service flight attendant students since the developed product will complement, the researcher does not want to claim that the developed textbook is new material, the various materials that might have been available out there.

The strength of the developed product is truly in terms of the nowadays pre-service flight attendant students' necessity on the English lesson. This developed product is in line with the findings and absolutely matched with what pre-service students' English need in the workplace. Thus, it will be a truly advantageous assistance for students to learn a contextual aviation English. Basically, the flight attendants' main duties are from the pre-flight, in-flight and disembarking. Therefore, the developed product is arranged from the pre-flight, in-flight and disembarking. There is another good additional unit in the developed product that is the "getting a job unit". This unit will be a preparation activity for the pre-service flight attendant students to apply a job in any particular airlines either national or international airlines. The possible weakness from the developed product occurs in the training centers. The training

centers' staff or ESP teachers might have been developing the materials by themselves since they know exactly what their students' need are. Therefore, they want to develop a material independently due to their own students' necessity

### Suggestions

The researcher has some recommendations for the stakeholders of the flight attendant training centers, ESP teachers and pre-service flight attendant students for using the developed product. The next recommendation is for the product dissemination. The final recommendation is for the future material developers or researchers.

#### *Recommendations of the Product Usage*

The researcher recommends on the developed product usage to all of the flight attendant training center stakeholders, ESP teachers, and all the pre-service students. Firstly, for stakeholders, this developed product might be considered as the new appropriate material and be the priority to apply in teaching English for pre-service flight attendant students.

Secondly, for ESP teachers, the developed product will be a useful guide to teach the pre-service flight attendant students. The teacher can consider the developed product as the main teaching material. The developed product will be advantageous in terms of its practicality and usability for pre-service flight attendant students. The developed product is going to enrich the students' English skills, particularly the skills which will be used mostly when the students work as flight attendant, those are speaking and listening. The students will also learn some new technical term in aviation English, thus this is closely related to the real-working atmosphere.

The last for students, this developed product will lead the students to the contextual working atmosphere. This is because the developed product is arranged well based on the real English necessity at work. Thus, by using the developed product to study, the students feel the real-working situation. The pre-service flight attendants can use the developed product as the learning instrument in class or as a self-study guide at home.

#### *Recommendation for Dissemination*

The researcher also suggests for all people who are involved in aviation business trainings such as the owner of flight attendant training centers and



ESP teachers for disseminating the developed product. The owner of flight attendant training center, especially the owner of Sekar Gegani Training Center, where this research took place, may print out the developed product to be used as the core teaching material in the training center. Besides, the owner of the training centers can insert the developed product into the present curriculum applied in training center.

The ESP teachers may use the developed product as the teaching material either as the main or supplementary material. The ESP teachers can also use the developed product as the new reference to enrich the teaching and learning process in the training center where the ESP teachers teach. Furthermore, the ESP teachers may modify or use some parts from the developed product as needed in the teaching and learning process.

### ***Recommendations for Future Developers***

The researcher suggests for the future developers who have similar attention on the aviation English, particularly English for cabin crew, to use the developed product as the basis for developing the materials. Since, the developed product is based on the current findings and students' necessity in learning English, particularly in Sekar Gegani Training Center. The researcher also suggests the future researchers to take sample from various training centers to enrich the obtained data in the need analysis period since in this research, the sample of the data was only taken from one flight attendant training center. It would be a good idea for further researchers to develop books covering all the English four skills.

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