

**FACING ASEAN ECONOMY COMMUNITY (AEC):
DEVELOPING COMMUNICATIVE COMPETENCE FOR GOLF CADDY
IN NEW KUTA GOLF, PECATU, BALI**

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ABSTRACT

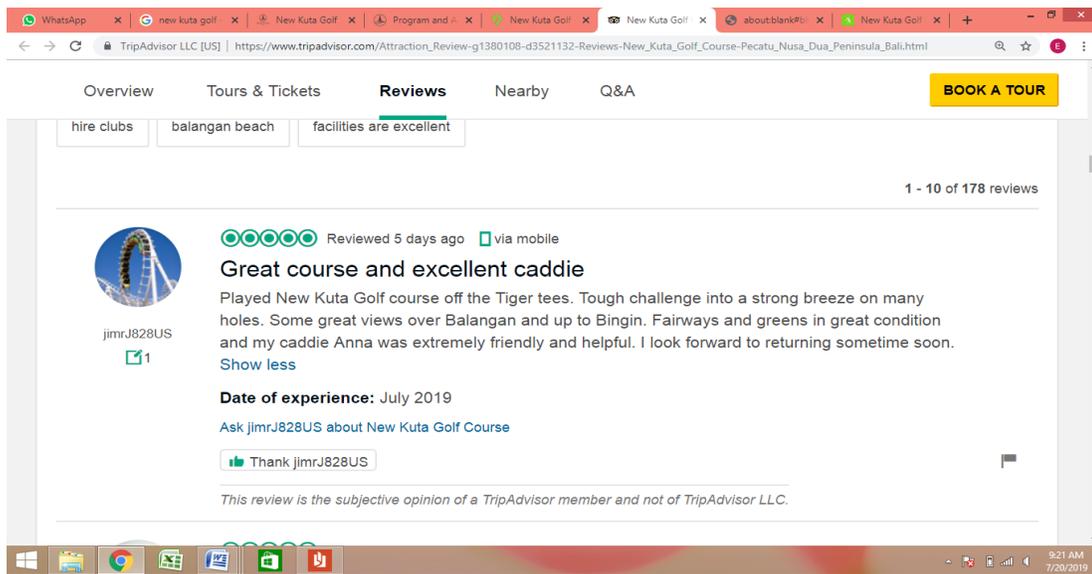
Indonesia has been a member of the Asean Economy Community (AEC) since 2016 and by becoming a member of the MEA, Indonesia has turned into a strategic market in marketing foreign products both goods and services. With the existence of the AEC, a single market will be created in the ASEAN region. This single market will create a free flow of goods, services, and capital and investment trade. In addition to getting a lot of benefits from it, there are also many challenges faced, one of which is in terms of the readiness of its human resources. Lack of skills to communicate with foreigners is one thing that needs to be highlighted. The same thing happened to the golf caddy at New Kuta Golf Pecatu who still uses body language to communicate with international tourists. This research aims to identify the needs analysis of the caddies to develop their communicative competence to have meaningful communication with the guests. English for Caddy is a form of English for Specific Purposes (ESP), in which the results of this research can be used as a reference for subsequent research, namely syllabus planning and the development of teaching materials of ESP. There were 20 caddies as the informants to be involved. The data collection was done through observations, questionnaire and interview.

Keywords: English for Specific Purposes, golf caddy

INTRODUCTION

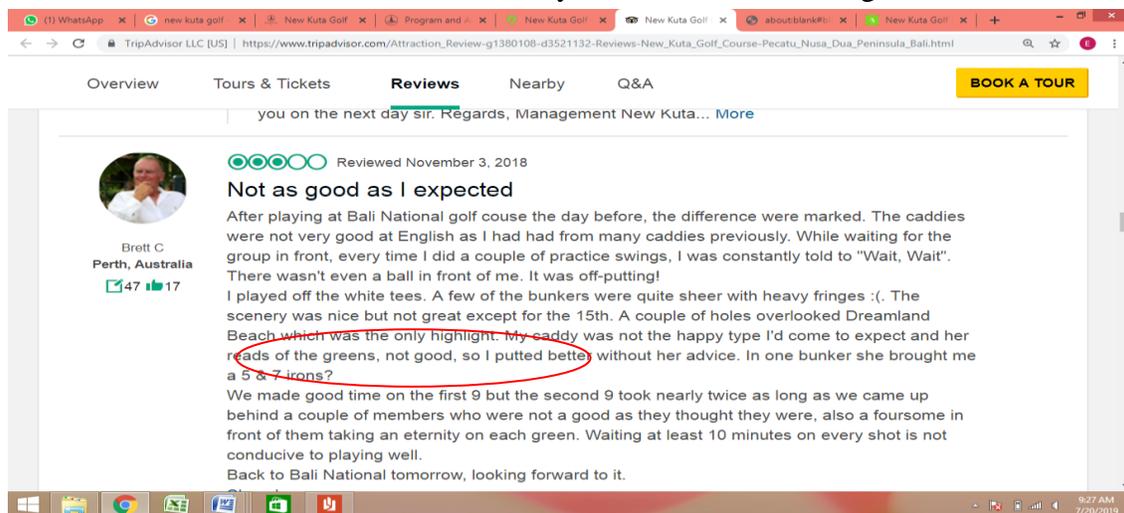
One of the challenges for Indonesia in this AEC era is the readiness of the Indonesian people themselves to face market competition. With the implementation of the free trade, Indonesia has turned into a strategic market in marketing foreign products both goods and services. With the existence of the AEC, a single market will be created in the ASEAN region. This single market will create a free flow of goods, services, and capital and investment trade. Therefore, the international tourists' turnover is considered high especially in high and peak season. It is a strong reason for the stakeholders in particularly those people who are directly get involved to be able to speak other languages; in this research English is strongly examined. As a part of Indonesia, Bali is a province with the highest turnover of foreign tourists. Tourism is an aspect which becomes the main pillar of the livelihoods of the people of Bali. Tourism in Bali is not only about beaches or other natural phenomenon-oriented. Sports facilities can be a tourist destination for foreign tourists. Golf course is one of the tourist attractions in Bali based on sports for middle and upper class, where the caddy will communicate in English. One of the biggest golf courses in Bali is New Kuta Golf, located in Pecatu, Badung.

New Kuta Golf is the first link style layout in Indonesia. Located on the Bukit Peninsula, the field, designed by Ronald Fream, David Dale & Kevin Ramsey, has a background in the vast Indian Ocean. The field, which stretches over an area of 85 hectares with a length of 6832 meters, consists of 18 holes with par 72. New Kuta Golf was established in 2007 equipped with a variety of facilities including a clubhouse with restaurants and bars which are ideal for guests after running rounds. It also has a golf academy with the guidance of certified instructors who will train beginner or amateur to be better. New Kuta Golf can be used as a wedding reception venue with special packages. This place has adequate facilities with the widest field in Bali. This can be seen from the comments or reviews of several travel agent sites and the official website of New Kuta Golf.



Pic 1 : Excellent review in TripAdvisor

Unfortunately, out of all facilities provided by New Kuta Golf, sometimes there are a couple of negative comments or responses from guests who have visited this place. The negative response is generally due to the price that is too expensive, a disappointing lay-out, too long to wait for their turn to play, and the quality of the caddy in providing explanations and predictions as well as their English skills. Although not all caddies experience difficulties to communicate in English, but this kind of thing affects the reputation of New Kuta Golf. The following are reviews taken from Tripadvisor and the official website of New Kuta Golf which contains negative comments related to the caddies' ability to communicate in English.



Pic 2: Bad review from TripAdvisor

The development of the tourism sector requires several human resource factors, one of which is the communication factor in which language as a means of verbal communication plays an important role. People who belong to the tourism industry have obstacles in using English, for example, the speed of speaking, and pronunciation. They use several ways to deal with these obstacles, such as interrupting if they do not understand the meaning, using dictionaries and body gestures to deal with these obstacles (Galela, 2014). Based on observations and interviews, it was found that the caddies faced several problems which could be detailed as follows:

- a. There are still many caddies who use body language in explaining or communicating with foreign tourists (visitors) at New Kuta Golf.
- b. Inadequate human resources, especially in terms of foreign language skills, in this case English. Therefore, a caddy who is skillful in foreign languages is needed to support sustainable tourism.
- c. In the high season, especially on July - August, there are a number of increasing foreign tourists visiting the New Kuta Golf which make the number of caddies in demand. This has contributed to triggering caddy skills to be able to communicate using international foreign languages.

English language learning model is not only done with the General English learning model but also using the English learning model specifically (English For Specific Purposes). This learning model should necessarily be carried out in accordance with the needs of students in their respective fields (Susana & Iswara, 2019). It is generally acknowledged that English for Specific Purposes focuses on relating the process of teaching and learning English to the learners' communicative needs. ESP teachers know what the learners need English for, the content of the language course could be tailored accordingly and the teaching process should focus on these specific needs (Hutchinson & Waters, 1987). As a result, curriculum content and developing teaching materials must be based on needs analysis.

Before designing appropriate materials for the caddy golf, it is better to identify the need analysis to meet the requirement of the tourists. According to Albakrawi (2013), if needs are clear, then the learning aims can be expressed more easily and the language course can become motivating. If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material. Further, irrelevant materials will influence their motivation to learn. It implies that the needs assessment provides the researcher with the base on which to build new knowledge.

“As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation”(Flook in Lamri (2016)).

As cited in Lamri (2016), Flook stated that considering the needs of the learners take important role before starting to teach since it sets their route and situation to the target language, in this case English. Need analysis functions to identify elements of students' target English situations and using them as the basis of ESP instruction, therefore, teachers will be able to

provide students with the specific materials they need to succeed in their courses and future careers.

Besides, it reflects the existence of a certain problem that requires an intervention and must be dealt with. Those problems can be from the situational language functions that *dokar* driver might face from their personal experiences. In short, there are a number of points in which performing need analysis is highly needed; 1) to determine the relevance of the material to the learners situation, 2) to justify the accountability of the material to all the constituents implicated in the situation, 3) to describe and explain learners' differences in terms of needs and style and, 4) to produce appropriate materials that will fulfill learners' requirements and needs.

Those absolute characteristics are obviously referred to ESP since learners' needs are of vitally central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology. Besides having its principles or known as absolute characteristics, ESP also has variable characteristics which become additional characteristics to absolute; they are listed as follows.

- a. ESP may be related to or designed for specific disciplines
- b. ESP may use different methodologies from General English
- c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- d. ESP is generally designed for intermediate or advanced students.
- e. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

The nature of the course design stages and the syllabus, materials, methodology, and evaluation will be influenced by the target ESP learning situation and the target situation. At the same time each stage will influence and be influenced by other stages. Therefore, course design is a dynamic process. As needs and resources change and develop into adjusted forms, the course design will have to respond to these necessary changes and developments through feedback channels which are already defined.

The outcome of this research is to designing a syllabus on teaching English for Golf Caddy. Castro (2015) in her article "Design of English Language Teaching Materials" explains that there are a numbers of syllabuses exist; 1) lexical syllabus, 2) functional syllabus, 3) situational syllabus, 4) topic-based syllabus, 5) task-based syllabus, and 6) multi-syllabus. Based on the characteristics of each syllabus, this material design belongs to situational syllabus since it is organized around the different real life situations that the learners can face. Thus, situational needs are emphasized instead of grammatical units. This syllabus is particularly appropriate for students that are learning a language for specific needs or purposes. Some illustrations what this syllabus will exist, such as in the topic: at the restaurant, at the bank, at the hotel, etc including at the golf course. In these situations, related vocabulary and grammar has to be pre-learnt to make the communication more meaningful. Dialogues and role play are highly taken into consideration since they have key role in the learning process.

METHODS

This research was conducted to produce the syllabus of golf caddy as the output. It is a descriptive research with a qualitative approach. Qualitative descriptive research is aimed at describing existing phenomena, which pays more attention on the characteristics, quality, and interrelationship between activities (Sukmadinata, 2011). In addition, descriptive research does not provide treatment, manipulation or alteration in the variables studied, but describes a real condition. The data were obtained through interviews and questionnaire. The interviewee was the Human Resource Manager of New Kuta Golf and 5 caddies; while the questionnaires were distributed online (by Google Form) to 20 caddies.

The questionnaire used Likert scale 1 (Strongly Disagree) - 4 (Strongly Agree). It consisted of four indicators; a) purposes of learning English, b) challenges in learning in English, c) domain of interest, and d) classroom management. In the first indicator (purposes of learning English), all the statements covers the objectives or goals why they would like to learn English. While for the second indicators (challenges in learning English), there were a number of statements the obstacles they found in doing the communication with the guests (native golf players). Domain of interest as the next indicators covers the domains or the skills the caddies would like to prioritize when learning English. There were 4 skills (speaking, writing, reading, and listening), and 2 sub-skills (grammar and vocabulary) were given as the alternatives. The last indicator of classroom management covers seating arrangement, grouping, and class activities.

Further, interview was also used to obtain the data and to clarify information being recorded in the questionnaire. This research used semi-structure interview since it was believe that there were a number of questions or responds that would be freely expressed (beyond the prepared questions). The informants were the Human Resource Manager and 5 caddies (all females). The types of questions given were different; questions given to HRM were more into the caddies' service and performance, and guests' satisfaction upon the caddies' service in particularly the communication being connected. Meanwhile questions given to the caddies were more into their challenges in learning and using English and their need (specific language functions) when practicing their language skill in the real life.

FINDINGS AND DISCUSSION

The findings gained from the questionnaire would be displayed and explained per its indicator as follow.

NO	INDICATORS	LIKERT SCALE			
		SD	D	A	SA
		1	2	3	4
A	PURPOSES OF LEARNING ENGLISH				
1	I like and enjoy learning English			14 [70%]	6 [30%]
2	I believe that English can be additional value for my self			9 [45%]	11 [55%]
3	I can communicate worldwide if I can speak English			5 [25%]	15 [75%]
4	English helps me to find any jobs			5 [25%]	15 [75%]
5	English enhances my confidence to communicate with people			12 [60%]	8 [40%]

Table 1. Caddies' responses on the first indicator

Based on Table 1, it can be seen that none of the responses was negative; it means the caddies realized that learning English gave advantages and beneficial for them. All of their responses tended to positive scale (both *Agree* and *Strongly Agree*) which showed that they believed that learning English would positively affected their performance especially o communicate with foreigners.

NO	INDICATORS	LIKERT SCALE			
		SD	D	A	SA
		1	2	3	4
B	CHALLENGES IN LEARNING ENGLISH				
6	It is hard for me to understand what foreigners' say			10 [50%]	10 [50%]
7	I do understand what foreigners are saying, but difficult to give any responses			6 [30%]	14 [70%]
8	I have limited number of vocabulary			13	7

				[65%]	[35%]
9	I find difficulty to express my ideas in speaking and writing in learning English			10 [50%]	10 [50%]
10	I find difficulty to make sentences in grammatically correct			8 [40%]	12 [60%]

Table 2. Caddies' responses on the second indicator

All of the caddies found it difficult to communicate both in spoken or written form. All the statements were answered in *Agree* and *Strongly Agree* which meant they really found that kinds of challenges in their real life, in particularly working as caddy. Their biggest problem were understanding and responding the guests' utterances verbally. It happened because a number of reasons; a) limited vocabulary, therefore they failed to understand the guests' words, b) difficult to express the ideas, c) they were afraid what being conveyed was not like they intended to say, and d) difficult to construct grammatically correct sentences.

NO	INDICATORS	LIKERT SCALE			
		SD	D	A	SA
		1	2	3	4
C	DOMAIN OF INTEREST				
11	in ESP class, I need speaking skill to be prioritized			10 [50%]	10 [50%]
12	I believe that role play will help me practice English at workplace			9 [45%]	11 [55%]
13	in ESP class, I need listening skill to be prioritized			9 [45%]	11 [55%]
14	I believe that more listening exercises helps meto understand foreigners' utterances at workplace			8 [40%]	12 [60%]
15	in ESP class, I need writing skill to be prioritized		12 [60%]	7 [35%]	1 [5%]
16	I believe that writing texts or dialogue will help me to express my ideas or thought at workplace		12 [60%]	8 [40%]	
17	in ESP class, I need reading skill to be prioritized		13 [65%]	7 [35%]	
18	I believe that by given any texts dealing with my job will help me to understand		10 [50%]	10 [50%]	

	English at workplace				
19	In ESP class, I need grammar and vocabulary skill to be prioritized		5 [25%]	15 [75%]	
20	I believe that by given more words and grammar exercises will enrich my vocabulary and grammar at workplace		5 [25%]	15 [75%]	

Table 3. Caddies' responses on the third indicator

According to Table 3, it can be seen that the domain being preferred was speaking and listening. Obviously seen that only in domain speaking and listening, all the caddies responded in column Agree and Strongly Agree; role play and more listening exercises were believed to increase their competencies in related skills. While in domain writing and reading, most of their responses tended to *Disagree*. Surprisingly, there was only 1 caddy put the choice on *Strongly Agree* in point 15 (writing skill). The caddies preferred to deepen their competencies on speaking and listening rather than on writing and reading. It happened since they met the guest face to face (directly) which emphasized more into the competency to listen and to speak (reply) the guests' utterances. A number of guests' reviews said that the caddies were not very good and competence in English. This review occurred because of caddies' incapability to have wrong or late response to guests' instructions.

Surprisingly, although reading and writing were put aside, but the last point (point 20) indicated that most caddies showed their preference in learning grammar and vocabulary as supporting skills. They admitted that although grammar was not the main priority in learning English, but it took a part in constructing the sentences or utterances. One of the obstacles to make more meaningful communication with the guests was the limited number of vocabulary and lack of grammar knowledge. However, although speaking and listening were preferable, it was inevitably that in their practical life, these four skills would be integrated and related each other.

NO	INDICATORS	LIKERT SCALE			
		SD	D	A	SA
		1	2	3	4
D	CLASSROOM MANAGEMENT				
21	ESP includes the introduction of			12	8

	application of English in the workplace			[60%]	[40%]
22	Games must be attached depends on its purposes during the class activities				20 [100%]
23	Classroom activities should be done individually		14 [70%]	6 [30%]	
24	Classroom activities should be done in pair work		7 [35%]	13 [65%]	
25	Classroom activities should be done in group work		4 [20%]	16 [80%]	

Table 4. Caddies' responses on the fourth indicator

According to Table 4, this indicator covered classroom management which consisted of grouping, seating arrangement, and classroom activities. It was inevitably that everyone liked games to be inserted in any classroom activities. There were several types of games; a) as icebreaking activity, and b) fun activity to lead or to follow up the main concept. Whatever the functions of the games, it was always fun to have games in any activities. Therefore, it was predicted that 100% caddies had Strongly Agree in point 22, stated that there must be games in any classroom activities. From the grouping, it is obviously seen that the caddies were still reluctant to study individually; most of them preferred to work in pairs or in a group. It might be because they did not have enough confidence to work on any tasks alone or individually. They had more confidence to discuss or to do any kinds of tasks given in pairs or in a group.

Based on the interview conducted to the Human Resource Manager and 5 caddies, there were a number of points being summarized, listed as below:

a. Factors effect on guests' review

Guests' comment (in spoken, written or through social media) can be either good or bad. If guests met the satisfaction, it would be resulted in good comment, but when they felt annoyed or failed to meet the enjoyment, bad comment would be on. There were a number of reasons underlying these good comments, such as good facilities, good hole with great views, and good service of the caddies. In other hands, the bad comments appeared since they assumed that the caddies gave inaccurate prediction or less informative, incompetence caddies in having communication in English, and too expensive rate for 18 holes.

b. Caddies' service and performance

It was one of the factors to affect the guests' review. The services and performance was not merely seen from their physical appearance and grooming, but also from the way they made communication with the guests. A good one would be carried out when they have good English both spoken and written to make meaningful communication. Also, they were able to minimize the use of body gesture. Body gesture was only made to help them to communicate if there were any words they hardly conveyed successfully.

c. Language functions needed in learning English

To make meaningful communication, there were several language functions need focusing. The language functions needed were:

- Greeting and introducing self
- The procedures
- Giving direction
- Describing facilities
- Asking for repeats
- Prepositions
- Giving and receiving compliment
- Handling complaint

CONCLUSION

Bad guests' comment or review was not merely influenced by the expensive rate of playing the golf, the facilities or the physical things available, but also from the caddies service and performance in particularly in making communication. Good communication would be carried out if the meaning of one party was conveyed successfully like what was intended to say both by the caddies or the guests. Based on four indicators covered in the questionnaire, it was concluded that:

- a. Seen from the purpose of learning, all of the caddies realized that English was clearly important for them, to give additional value for themselves, to help them finding the jobs, and to enhance their confidence to speak worldwide.
- b. Seen from the challenges of learning English, the caddies had a number of difficulties to communicate in English. The difficulties occurred since they felt difficult to express the ideas, they were afraid what being conveyed was not like they intended to say, and they found it difficult to construct grammatically correct sentences
- c. Seen from domain of interest, speaking and listening skills and grammar and vocabulary as well were preferable to be priority to focus. While reading and writing

were put aside since these two skills were not really practicable in their real life at workplace.

- d. Seen from the classroom management, the caddies were still reluctant to study individually; most of them preferred to work in pairs or in a group. It might be because they did not have enough confidence to work on any tasks alone or individually.
- e. The language functions the caddies needed to focus on were: greeting and introducing self, the procedures, giving direction, describing facilities, asking for repeats, prepositions, giving and receiving compliment, and handling complaint.

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