

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Report

According to Merriam Webster (1828), Docent is a person who leads guided tours especially through a museum or art gallery. Sometimes, people often call the word as a tourist guide, but it is less specific. Tour guide does his job in tourist resource including museum, but docent guides the visitors of museums and art gallery only. According to Cambridge dictionary (2020), Docent is someone whose job is to show people around a museum, zoo, etc. and tell them about the things in it. It means that a docent provides direction and guidance to visitors when they need a hand. According to Lexico dictionary (2020), Docent is a person who acts as a guide, typically on a voluntary basis, in a museum, art gallery, or zoo. So, in this sense a docent guides visitor in a museum, art gallery or zoo.

Anna et al. (2009) state that Learning in a museum is often informal rather than the formal environment of a classroom with which most people are familiar. It is important to clarify the difference between formal and informal learning environments. Formal learning for example the classroom activity which gives students specific requirements textbooks and a directed study program, while informal ones for visitors who in groups, families of different ages. They make choice to visit the museum. People learn primarily through visual, auditory, or kinesthetic methods of processing information. Learning visual

methods using written words. Auditory learning, this learning uses the senses of the listener using sound and recorded later on later, this type is contrary to the written word. kinesthetic learning, this learning uses the sense of touch which includes movement and touch. In doing learning in a museum using the auditory method that is learning to use the senses of the audience listen to what has been explained by the docent.

Anna et al. (2009) stated that Museum Education and Museum Educators, Museum education is complex and diverse enables museums to connect with their audiences in ways that help visitors take away a richer, more meaningful experience. Museum educators are experts in the ways people learn, and in developing materials and activities so visitors will be engaged. So, museum education are fields devoted to non-formal education such as museums. Museum education also involve visitors in the learning experience through an object. While museum educators tasked with developing and implementing all museum education and public programs.

According to Cambridge dictionary (2020) characteristic is typical of a person or thing. According to Longman dictionary (1978), a quality or feature of something or someone that is typical of them and easy to recognize it is this quality that distinguishes humans from one another. The differentiator referred to here is a different value from one's personality, because everybody has different characteristic or personalities. Nobody in this world has the same characteristic. Someone's characteristic also makes it easier for people to get to one another.

According to Merriam Webster (1828) characteristic is indicating a special quality or identity. Characteristic applies to something that distinguishes or identifies a person or thing or class. For this identify can make easier for people to know each other. In this chapter the writer wants analyze the difficulties of each visitor's characteristics at the museum November 10 because each visitor in museum has a different character, this character divided into several groupings and of course there are difficulties that must be faced by a docent.

According to merriam webster dictionary (1828) question is an interrogative expression often used to test knowledge. This question is often done to find unanswered problems so that the problem is made a series of sentences so that it can be answered on knowledge.

According to the free dictionary (2020) visitor is a person who pays a visit; caller, guest, tourist, etc. visitor often referred to as people who travel somewhere. In this case, the writer want to find out what are the types of questions posed to the docent for visitors

By analyzing the characteristics and types of questions by a docent the writer can help the docent who wants to work in a museum so that she hope that this writing is useful.



## 1.2 Statement of the Problem

1. What were the characteristics of foreign visitors while being guided at museum 10 November?
2. What types of questions were given to the docent by the foreign visitors while being guided at museum 10 November?

## 1.3 Purpose of the Report

- To know what the characteristics of foreign visitors while being guided at museum 10 November.
- To know what types of question were given to docent by foreign visitors while being guided at museum 10 November.

## 1.4 Significance of the Report

- a. For the writer
  - This final report is useful for improve English skills, especially in the field of speaking when dealing directly with foreign tourists.
  - Show everyone that learning English is important because in the era of globalization is now more advanced and growing.
  - To complete studies at Universitas Airlangga as a graduation requirement.
- b. For the alma mater.
  - This final report is beneficial for the alma mater so that other students in Universitas Airlangga can learn about museums and docents.

- To help lecturers at Universitas Airlangga to find out the strategies and characteristics in the November 10 museum and this knowledge can also be taught to students.
- c. For the company / institution
- This final report is useful for the community to build cooperation between Universitas Airlangga and museum 10 November.
- d. For other interns
- This final report can be used by other interns to find their true potential and ambition, as well as discover the effective ways to communicate and deal with people who use English as a foreign language.
  - In order to direct other interns to learn a lot in a museum.

## **1.5 Review of Related Literature**

### **1.5.1 Characteristic of Foreign visitor in groupings.**

Anna et al. (2009) state that Museum educators at some point will need to expand their activity repertoire to include programs and special events, which attract a wider audience and keep their members satisfied over the long run. That means that the educator can be responsible for developing, coordinating, and managing all types of visitor activities.

Anna et al. (2009) states the writer takes 4 points of characteristics of foreign visitors in groupings such as:

1. Children: The main goal is to direct their learning along the desired line. To solve this problem, it is necessary to ask children to sit cross-legged in a half circle to

make them self-controlled. They differ from adults in general brainstorming some of the more effective guiding ideas. Keep in mind when using small hands, eyes and ears that are full of enthusiasm, they will leave with more insight.

2. Group: this category is a mixture ranging from children to adults. Tips to help do this group by moving the group along the hall or gallery. How to do this guiding is to walk past the place and to ask the group to stop and then retreat to the middle of the group in front of the object or exhibition being discussed.

3. Family audiences: Family was defined as a multigenerational visiting unit of no more than six members, with at least one child between five and ten years of age and one adult, at the age of nineteen or older. Show them how to learn opportunities which is accessible every day in our life.

4. Students: Many museums require one adult for ten students. However, for young children or the second grade of elementary schools one adult is required for five children. This is based on site needs and activities.

5. Falk and Dierking (2000) Lone visitor is the ones who come alone to museums to meet interesting people because they think museums are safe and comfortable.

6. According to Erica (2015) a good docent exhibits enthusiasm for the museum and for art, has a sensitive understanding of the abilities and needs of visitors to learn, uses a variety of teaching techniques such as asking questions, providing information, leading discussions, encouraging visitors to find new meaning and actively participating in all guide training.



### 1.5.2. Types of question

According to Leslie (1997), that the art of asking questions is one of the basic skills of good teaching. Socrates believed that knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good teaching an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learner reach new levels of thinking. Through this question and answer, art can extract not only factual information, but also help in: connecting concepts, making conclusions, raising awareness, encouraging creative and imaginative thinking, helping critical thinking processes, and generally helping to explore the level of knowledge, deeper thinking, and understanding.

According to Leslie (1997) the types of question are divided by five categories such as:

1. Factual: In this category submit simple answers. usually at the lowest level which is often right or wrong in asking this question. Sentence questions that we are familiar with the term factual.
2. Convergent: The answer to this question is usual in very limited accuracy. This question contains understanding, application, analysis or where the answerer makes conclusions based on personal awareness.
3. Divergent: These questions allow audiences to explore different avenues and create many different variations and alternative answers or scenarios. This type of question invites to analyze, synthesize, or evaluate a knowledge base.

4. Evaluative: These questions usually analyze various levels from a perspective or so-called system context and visual perception before answering arriving at newly synthesized information or conclusions.

5. Combinations: This question contains a combination of several things.

6. How to Respond if the docent does not know the answer to a question: According to docent training manual (2016) The amount of available information on the exhibit topics is virtually boundless, so even when it is well prepared, questions will inevitably arise that the docent may not be able to answer. Do not make up an answer. Let visitors know information that they get. Offer them to record information via email, so that the docent and other staffs can research and provide answers to them.

## **1.6 Methods of the Report**

### **1.6.1 Location and Participant**

The writer researched at the iconic museum in Surabaya the museum 10 November. This museum for all ages from kindergarten children to the elderly.

The writer did a tour guide in museum 10 November Surabaya. There are tourists from 12 country such as: Australia, Holland, Japan, Wales, Canada, South Korea, Singapore, Malaysia, Germany, Belgium, USA, Spain. The time needed during tour guide is approximately 30 minutes.

### **1.6.2 Data Collection**

In accomplishing the case study, the writer used several instruments below:



### 1.6.2.1 Note taking

The writer takes note taking while guiding the writer to observe the characteristics of the tourists and makes an agenda in the form of a column complete with the date and time of the guide. Here is the note:

- 8<sup>th</sup> January, 2020 on 10.12 A.M tourist from Australia.
- 9<sup>th</sup> January, 2020 on 3.12 P.M tourist Dutch.
- 11<sup>th</sup> January, 2020 on 9.43 P.M Japanese tourist & 1.51 P.M tourist from Wales.
- 12<sup>th</sup> January, 2020 on 3.11 P.M tourist from Canada.
- 15<sup>th</sup> January, 2020 on 2.44 P.M tourist from South Korea.
- 24<sup>th</sup> January, 2020 on 2.04 P.M tourist from Singapore.
- 29<sup>th</sup> January, 2020 on 2.04 P.M tourist from Malaysia.
- 5<sup>th</sup> February, 2020 on 11.28 A.M tourist from Germany.
- 9<sup>th</sup> February, 2020 on 1.04 P.M tourist from Belgium.
- 14<sup>th</sup> February, 2020 on 10.14 A.M tourist from U.S.A
- 4<sup>th</sup> march, 2020 on 12.45 P.M tourist from Spain.

### 1.6.2.2 Interviews

The author saw an interview between a guide and tourists from South Korea, America, UK, interview about Surabaya.

### 1.6.2.3 Voice record

The writer took the records when guides. So, the writer can also know what questions tourists ask when guiding.

#### 1.6.2.4 Observation

The writer also made an observation when the other guides are guiding. So, that the writer can get knowledge from them.

#### 1.6.2.5 Take the photo and video

The writer also took a photo when he was guiding and also a photo with a foreign tourist who the author guide as proof that tourists are guiding. besides that the writer also took an interview video.

### 1.6.3 Data Analysis

Table 1. Triangulation of data collection techniques to answer statement of problem.

Unit of analysis	Data collection
the characteristics of foreign visitors while being guided	Observation ,voice record and Interview.
types of questions were given to the docent by the foreign visitors	Observation ,voice record and Interview.

Following up the table above, the writer guiding foreign for a maximum of 30 minutes and interviewing approximately 5 minutes.

## 1.7 Framework of the report





