A FINAL REPORT

UTILIZING ENGLISH TO GUIDE FOREIGN TOURISTS IN MUSEUM OF BANK INDONESIA

Presented in partial fulfillment of the requirement for the Diploma Degree

In English Language

By

Muhammad Ilham Rislansyahputra

Student Number: 151611813012

Major: Business Communication

ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL STUDIES

UNIVERSITAS AIRLANGGA

2019

IR - PERPUSTAKAAN UNIVERSITAS AIRLANGGA

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Surabaya, 23rd December 2019

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ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

2019

IR - PERPUSTAKAAN UNIVERSITAS AIRLANGGA

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Risky Jayanto

STATEMENT OF ORIGINALITY

I, Muhammad Ilham Rislansyahputra (151611813012), honestly declare that the final report I write does not contain the works or parts of the works of other people, expect that those cited in the quotation and the references, as a scientific paper should.

Surabaya, 23rd December 2019

Muhammad Ilham Rislansyahputra

151611813012

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This final report dedicates for the writer's beloved parents

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May God always gives blessings to those people that I have mentioned. The writer feels that this final report is far from perfect because the author is a person who has many limitations. Therefore, the writer hopes that this final report will be beneficial for all readers.

The writer

Muhammad Ilham Rislansyahputra

CHAPTER I

INTRODUCTION

1.1 Background of the Report

English is used as a tool of communication for a lot of purposes. The examples are business, entertainment, education, and tourism (Rata, 2015). In Tourism, English is the most frequently used language in communicating with tourists, creating road signs so that foreign tourists do not get lost, different safety instructions in tourism objects, and brochures that explain interesting parts of the tourism objects (Rata, 2015). The reason why English is used as the language in communicating with tourists is because that the tourism sector represents a significant part of a country's economy (Blazevic in Rata, 2015). That is why a tourism institution and the employees who work for tourism institutions need to be fully prepared in using English as the language to satisfy tourists, especially foreign tourists because the success in satisfying tourists' demand and curiosity in tourism will impact the country's or the institution's income and reputation later on.

In Indonesia, there are many tourism objects that needed English as the language to guide and communicate with tourists, especially tourists coming from abroad. This is because English is an international language and is widely used in communicating with people all over the world (Prachanant, 2012). The examples of tourism objects in Indonesia that used English as the language to guide tourists are

Nusa Penida (Bali), Wakatobi National Park (South East Sulawesi), Raja Ampat Archipelago (West Papua), Borobudur Temple (Central Java), and so on. Besides that, Surabaya also has a tourism object that is visited by foreign tourists from all over the world, namely, Museum of Bank Indonesia. This is supported by the statement from Setiawan (2017) who said that there are roughly 230.000 tourists visiting the Museum of Bank Indonesia each year. From the statement above, it can be inferred that English is crucial for the success of the tourism object as it helps in ensuring how successful a guide for tourists can be.

The function of English in tourism globally is similar to how English is used for tourism purposes at Museum of Bank Indonesia (previously known as De Javasche Bank). Museum of Bank Indonesia is located in Surabaya which was opened in 2012 after its restoration (Utami, 2015). The museum contains various histories regarding the banking history of Bank Indonesia, the central bank of the country of Indonesia. The museum used English as the language in communicating with foreign tourists because roughly five million foreign tourists have visited Indonesia in 2019 (liputan6.com, 2019). Surabaya as one of the biggest cities in Indonesia is surely impacted by the high number of tourists who come to Indonesia. In order to maximize the potential of the high number of foreign tourists that visit Indonesia and Surabaya, Museum of Bank Indonesia used English as the tool of communication and information because English is an international language which is used globally by people coming from different sides of the world. This is proven by responsibilities that the writer had to do as a tour guide of Museum of Bank Indonesia. During the

internship, the writer had the chance to use English in guiding foreign tourists and providing information regarding Museum of Bank Indonesia by handling brochures in English for foreign tourists.

The responsibilities that the writer had to do during the internship at the Museum of Bank Indonesia as a tour guide matches the reason as to why the writer wants to do the internship for the requirement of graduation. The writer was excited to pick his choice to intern at the Museum of Bank Indonesia because he wanted to experience what it is like to work in tourism industry and at the same time applying the knowledge regarding English for tourism that he already received in College at the D-III English Language Program. Therefore, the writer wanted to write a report titled "Utilizing English to Guide Foreign Tourists in Museum of Bank Indonesia".

1.2 Statements of Problems

a. How English is used in guiding foreign tourists at Museum of Bank Indonesia?
b. What are methods of translation used in translating brochures at Museum of Bank Indonesia?

1.3 Purpose of the Report

a. To discover how English is used in guiding foreign tourists at Museum of Bank Indonesia.
b. To discover how to translate brochures for foreign tourists in English at Museum of Bank Indonesia.

1.4 Significance of the Report

1.4.1 For the writer

a. For the writer, the internship program can be used to apply practical skills that are obtained from college, get experience by working in a real workplace and have a new connection with other people outside the campus.
b. The writer could practice the speaking skill with the native speaker directly and understand how speaking was performed as a tour guide and visitor.
c. The writer could practice how to use English as the language in print media (brochure) of the Museum.

1.4.2 For the Almamater

a. For the alma mater, a good relationship is expected to be built that the writer hopes will last in the future and it is able to facilitate students of English Diploma Program to do an internship at Bank Indonesia Museum.
b. To explore and gaining more knowledge of English Diploma Student from learning the history of Museum of Bank Indonesia.

1.4.3 For Company/Institution

a. Bank Indonesia Museum has interns (students who conduct the internship at the museum) who have the ability to introduce and present the tourist destination which are useful for Bank Indonesia Museum and Government of Surabaya.

b. The establishment of bilateral between Universitas Airlangga and Museum Of Bank Indonesia

1.4.4 For Other Interns

a. Other interns can understand the experience how to be a good tour-guide and serve tourists in Bank Indonesia Museum or Historical Institution.
b. Other interns have the ability and adequate capacity that are important and useful in the working world later.

1.5 Review of Related Literature

1.5.1 Verbal Communication

Tour guides play an important role in introducing the target place to visitors. A tour guide is a connector between the target place and tourists. A tour guide is also a person who guides native or foreign people to the main tourist attractions like beautiful landscapes, museums, historic places, and cultural relics. The tour guide's verbal communication with the tourists is one of the main points which should be considered. According to Hosseyni (2012), pleasant way to speak, elevated verbal skills, and desirable and appropriate language tone enables the leader to establish a healthy connection with his/her tourists. Even the most knowledgeable and sensitive tour guide should be able to communicate with their group; otherwise he/she won't be a successful tour guide. According to Elmoghazy (2019), a tour guide should be able to conduct effective communication by giving suggestions, asking questions to

interact with tourists, and using clarification in order to avoid confusion during the guidance.

According to Wika (2018) there are several ways of giving suggestions to tourists such as, if you have time… (Example: If you have time, you should visit Cerro Santa Lucia), I would suggest going to/visiting… (I would suggest visiting San Pedro de Atacama. It's incredible), do not miss or you cannot miss… (Do not miss Thelonius! It's the best bar to watch jazz in all of Santiago), and so on.

According to Tolle (2019), dealing with international tourists may consists of daily responsibilities that requires special set of vocabulary and expression. There are at least several sets of speaking expressions that a tour-guide should master in asking for clarifications to tourists such as “I am sorry, I did not quite understand that”, “Pardon me, can you say that again?”, and “I am sorry, but I did not catch that, can you describe what you mean?”.

It is also stated that tourists could felt welcomed if they are encouraged to ask questions. Tour guides can do that by inviting tourists to ask questions. The examples of how a tour guide should invite tourists to ask questions for examples are: “Does anyone have any questions?”, “Please feel free to raise your hand if you have any questions”, and “Yes, sir/mam? Do you have any questions?”.

1.5.2 Nonverbal Communication

Nonverbal communication includes all messages that people exchange besides the verbal communication. According to Hosseyni (2012), nonverbal communication

involves all messages exchanged by individuals in addition to verbal communication; positioning yourself, your gait, gestures, faces and eyes, clothing, etc. are all nonverbal communication aspects. A nonverbal message, in addition to completing the verbal message, reinforces and clarifies it and makes a clear message available to the recipient. It is also stated that there are nonverbal communications that can be used by tour guides, those are:

a. Body language

Body organs movements are used as a instrument to transmit nonverbal messages. This type of transmission of messages is called body language. Body language and movements are very complex and every move can mean something different for the addressee under different conditions and cultural environments. Body language is one of the most important forms of interaction, including physical speech, head and hand motions, eye contact and appearance that impacts the listener more than verbal communication.

b. Posture

Posture shows the self-confidence, health, and proportion of interest in the setting that surrounds a person. Posture should be normal and natural, and people with less natural or normal posture should work to enhance it. Posture shows the self-confidence, health, and proportion of interest in the setting that surrounds a person. Posture should be normal and natural, and people with less natural or normal posture should work to enhance it. The most effective movements of head and hands are

those which are purposeful and natural. Nervous, anxious, unnatural and abnormal movements interrupt the guide's message.

c. Facial Expression

The primary reason for the significance of face in human communication is that, during interactions, this portion of the body is generally noticeable. When individuals speak to each other, most individuals look at each other's face and do not generally pay attention to other components of the body. Tour guides can demonstrate disagreement, surprise or real interest in the texts of others by using facial expressions. Mental status and tone are revealed by facial expressions. Facial expressions, unlike other nonverbal behaviors, influence relationships with others.

d. Eye contact

Eye contact is one of the most significant techniques in nonverbal communication. An immediate response follows appropriate eye contact. Most specialists recommend that speakers should have eye contact with each audience, and this is readily what a tour guide can do. Deliberate eye contact for an anxious novice speaker is too hard to determine who should maintain so many points in his mind. One should create a shift in the gaze or decision of those interested in his/her speech. In this way, having eye contact with them will not be difficult. Some audiences usually show negative reactions such as lowering eyebrows, looking at or doing something else while listening or pretending not to listen at all. These are what a novice person should cope and fight with. In contrast, those who are interested in

speech and those who nod or smile are a great support for the anxious lecturer. When the speaker keeps him/herself calm, every kind of reflections on the part of the audiences would be useful, even negative ones; and this makes the speaker gain some information or points about his/her performance.

1.5.3 Translation Methods

The method of translation is introduced by Newmark (1988). Peter Newmark proposes to look at translation methods as a continuum between the emphasis on Source Language (SL) and the emphasis on Target Language (TL). Newmark (1988) then considers a scale of seventh levels:

a. Word-for-word translation

According to Newmark (1988) The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is to understand the mechanics of the source language as closely as possible to TL. The order of word the source language will be followed closely meaning with TL.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. According to Newmark (1988), he stated that the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated

singly, out of context. As a pre-translation process, this indicates the problems to be solved.

c. Faithful translation

According to Newmark (1988) a faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

d. Semantic translation

According to Newmark (1988), semantic translation differs from ‘faithful translation’ only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents. The distinction between ‘faithful’ and ‘semantic’ translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original.

e. Idiomatic translation

According to Newmark (1988) Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Idiomatic translation reproduces

the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

f. Free translation

According to Newmark (1988) free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original which is not bonded structure and manner. Free translation reproduces the matter without the manner, or the content without the form of the original.

g. Adaptation

Adaptation is the ‘freest’ form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. Adaptation aims to replace source language with several culture which is have a similar meaning with target language because there was no familiar element on source language or cultural element on target.

1.6 Methods of the Report

The writer conducted a case study starting from the first day of his internship program until the end of the internship at Museum of Bank Indonesia. The data collection is done by using observation and non-structured interview. Afterward, the writer finally conducted the data analysis after the data are thoroughly collected.

1.6.1 Location and Participants

The writer conducted the case study on the ground of which his internship program was located, Museum of Bank Indonesia involving two senior staffs of the museum. The case study that the writer did was expected to ease his effort in writing his final report so that the report could be beneficial to all parties who read the final report later.

1.6.2 Data Collection

In carrying out the case study, the writer used several instruments as follow:

a. Observation

The writer used the observation method to discover the tourists and staffs' behaviors that are related to the statements of the problem of the final report that he wanted to write. The aim of this method is to find problems when doing tour-guiding activity and eventually work out a way to solve those possible problems. The writer did the observation method by simply working as a tour guide at Museum of Bank Indonesia and observe how other staffs behave and conduct their responsibilities in tour guiding. The writer also spent his free time in his work hours to continue to observe other staffs, hoping that he would be able to obtain much data as possible for the purpose of finishing his final report later. The observation method was used to get the idea on how staffs or tour guides of Museum of Bank Indonesia used English in guiding tourists in order to answer the statement of problem of the final report.

b. Non-structured Interview

The writer used this method after taking the observation method. This method was useful in a way to look for more concerning problems and problem-solving possibilities by talking around to other staffs in a much more intimate manner than observation. The writer conducted non-structured interviews by asking if the respondents (staffs of the museum) were currently free and were not doing anything at the moment. The writer then was able to ask them some questions in the form of non-structured interviews, hoping that the interview would help him finish his research and data collection. The questions that the writer asked for the semi-structured interviews are related to how tour guides of Museum of Bank Indonesia use English in their daily activities of guiding tourists, problems that occured when tour guides of Museum of Bank Indonesia try to use English to guide tourists, what kind of verbal or non-verbal communication that were usually used in guiding foreign tourists, and so on.

c. Data Analysis

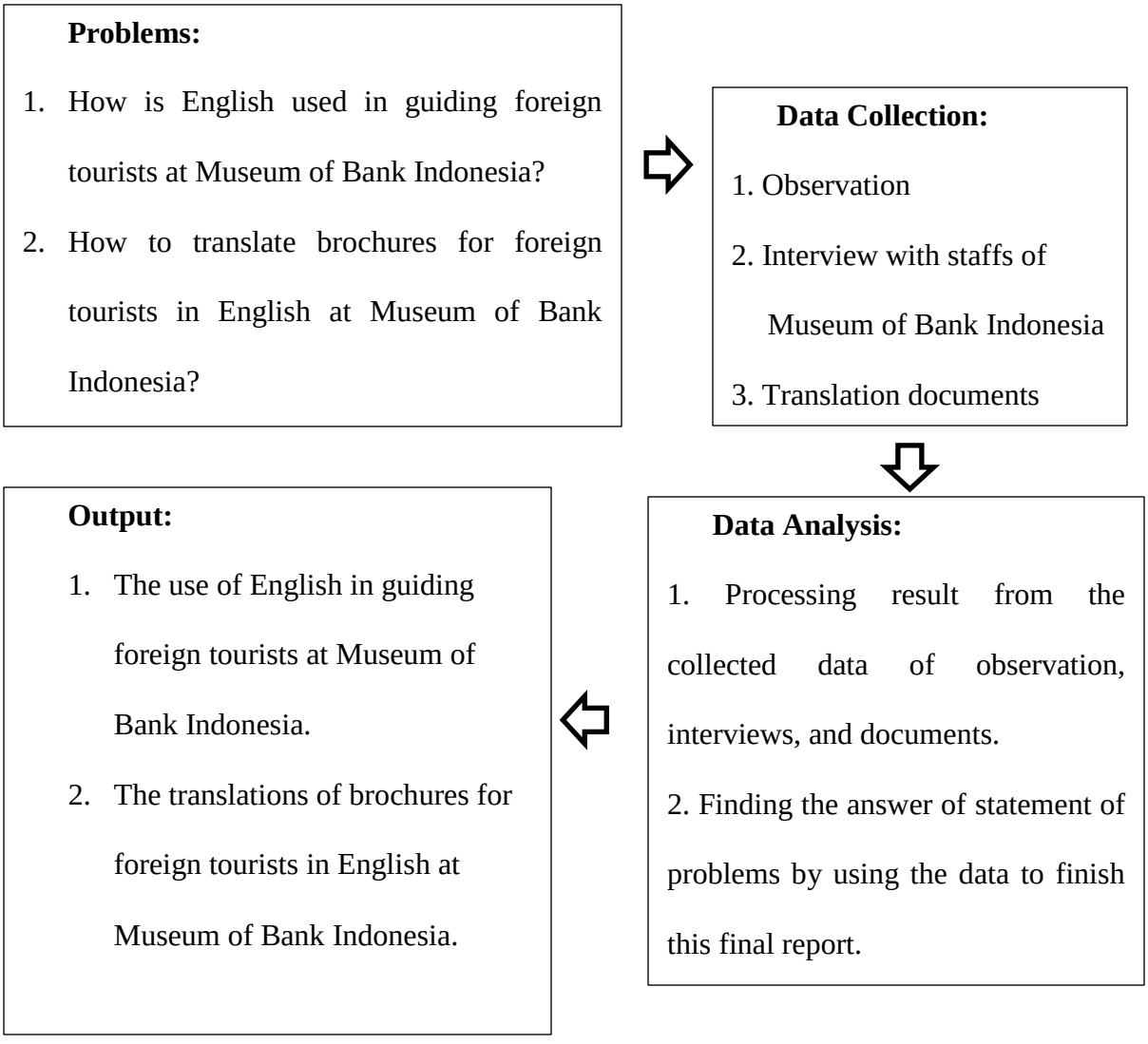
The writer finally conducted the data analysis from the results of data collection that he has done during his internship at Museum of Bank Indonesia. The data analysis was aimed to be useful for helping the writer in carrying out the writing of his final report. The writer conducted the data analysis by combining the result taken from the observation that he previously did and the non-structured interview which also has helped him in finishing the data analysis for the benefit of his final report's success.

Topic	Data
English in guiding foreign tourists (Verbal and nonverbal)	Interviews Observation Transcription
Brochure translations	Translation Documents

Table I. Triangulation of Data Collection Techniques

According to Table I, the writer broke down the data which were collected based on unit of analysis. In order to explain two kind of units of analysis thoroughly, the writer used data collection techniques by observation, interviews, and transcription.

1.7 Framework of the Report



CHAPTER II

COMPANY PROFILE

2.1 Brief History

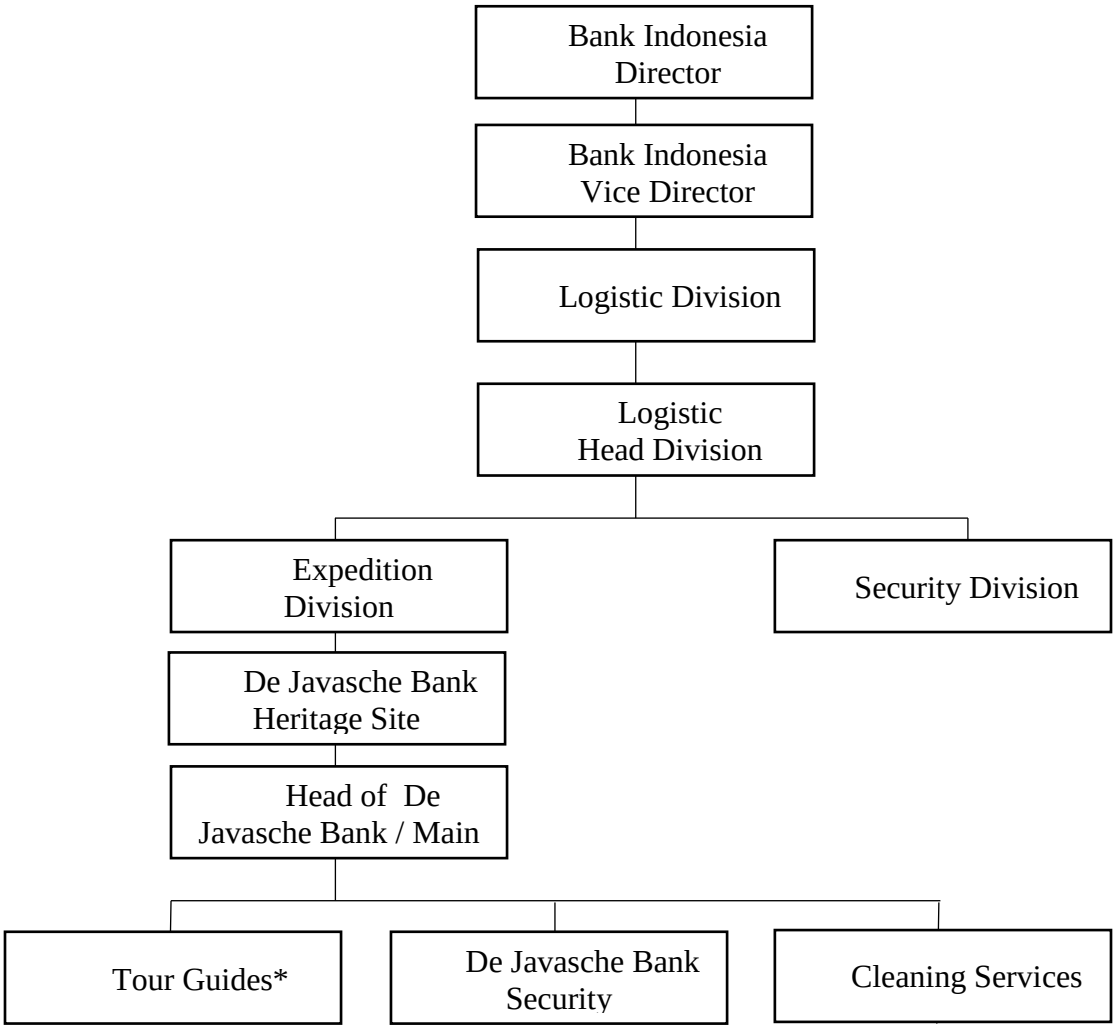
De Javasche Bank was one of the leading Dutch colonial banks established in Batavia on January 24th, 1828. In addition to its headquarters in Batavia, De Javasche Bank opened branches in various cities such as Surabaya, Jogyakarta, Solo, Cirebon, Makasar, Palembang, and Pontianak. The branch office of De Javasche Bank Surabaya was opened on 14th September 1829 with the head of the first branch being F.H Preyer assisted by A.H Buchler and J.D.H Loth as Commissioners. The building is located at the corner of Schoolplein (now, Jalan Garuda No.1 Surabaya) and Werfstraat (now, Jalan Penjara). The branch office of De Javasche Bank Surabaya is the first Office to implement a clearing accounting system among six major banks, namely Nederlandsche Handle Mij Factorij, De Hongkong Bank & Shanghai Banking Corp., De Chartered Bank of India Australia & China, De Nederlandsche Indische Handelsbank, and De Javasche Bank. This office is also listed as the first office to organize the clearing process in its own office building and act as the organizer.

In 1907, De Javasche Bank's board of directors decided to renew the old building with a more modern new building throughout the archipelago, including a branch office in Surabaya. So, in 1910 a new building was built as it is now with the architect N.V. Architecten-ingenieursbureau Hulswit en fermont te Amsterdam. The

building includes the most prestigious building in Surabaya in its day. On July 1st 1953, the Bank was changed to Bank Indonesia and the building on Jalan Garuda No.1 was still in use until 1973. After that, Bank Indonesia Surabaya moved to Jalan Pahlawan No.105 Surabaya because the old building is not able to accommodate the existing activities. This sturdy and beautiful building is a valuable asset to the history of banking in Indonesia.

De jure, Bank Indonesia Surabaya was born together with the Constitution No.11 of 1953 concerning the Central Bank Principles of Bank Indonesia on July 1st, 1953. Historically the existence of the Surabaya Bank Indonesia Office could be sued since the time of the Dutch East Indies when it was still called De Javasche Bank Agentschap Soerabaja. In 1928 the De Javasche Bank Board of Directors established the "Surabaya Commission" which was tasked with reviewing the possibility of establishing a Surabaya Branch Office and on 14 September 1829 De Javasche Bank Surabaya was established. Since the beginning of the establishment of the Surabaya branch office, it occupied a building with rental status. Only in 1912 De Javasche Bank had its own building on Jl. Garuda Surabaya. The ownership of the Surabaya branch office was once controlled by the Japanese Colonial Government in 1942. However, after the allied army came to power again, De Javasche Bank was able to operate again on April 6th, 1946. For several years since De Javasche Bank being nationalized as Bank Indonesia Surabaya, it still occupied the De Javasche Bank office on Jl. Garuda. It was not until 1973 that the Bank Indonesia Surabaya Office occupied a new building on Jl. Pahlawan 105 Surabaya.

2.2 Organization Structure



*The writer's position

2.2.1 Bank Indonesia Director

The director of Bank Indonesia is the head of the company. The director is the key person in Bank Indonesia. The responsibility of the director of Bank Indonesia is to make sure that everything is doing well in Bank Indonesia Area.

2.2.2 Bank Indonesia Vice Director

The vice of the director of Bank Indonesia helps the director's main job. Besides that, the vice director of Bank Indonesia has the responsibility to finish all of the task that were given from the headquarter in Jakarta.

2.2.3 Logistic Head Division

The logistic Division has the task to provide all the resources of Bank Indonesia. In Addition, the logistic division also needs to facilitate the process concerning financial matters in the Bank Indonesia's environment.

2.2.4 Expedition Division

The division's task is to provide the remittances and checks. The expedition division also handles other important letters and public services in the presence of mobile cars from Bank Indonesia.

2.2.5 Head of De Javasche Bank / Main Tour Guide

This position has the responsibility to take care and supervise all of the employees. The head of De Javasche Bank also handles the responsibility of becoming the main tour guide.

2.2.6 Tour Guides

The tour guide's job is to help the main tour guide's responsibility in serving the tourists. Tour guides also have responsibilities to conduct other matters such as creating and spreading brochures and other informational instruments for tourists.

2.2.7 Security

The security's responsibility is to keep the De Javasche Bank always safe. Besides that, condusive and comfortable situation for visiting are also the main duty or aim for the security to get.

2.2.8 Cleaning Services

The cleaning service department has the main duty to keep the De Javasche Bank environment always clean. In Addition, positive level of health and comfort are also essential for this department to be fulfilled.

2.3 Locations

De Javasche Bank is located in North Region of Surabaya City, Jalan Garuda No.1 Surabaya, Jawa Timur, below this is the detailed information:

Office : Cagar Budaya Bank Indonesia "De Javasche Bank ", Jalan Garuda No.1, Krembangan Selatan, Krembangan, Surabaya.

Telephone : (031) 3531829

Facebook : De Javasche Bank

Instagram : De_Javaschebank_Surabaya

Youtube : De Javasche Bank Surabaya

2.4 Facilities

2.4.1 Musholla

The Musholla is called Musholla Al Hidayah. It is located in the front of gate near of security post. Musholla Al Hidayah is the mosque that have several facilities that make the employees, visitors and security to feel comfortable doing the daily worship. This Musholla is equipped with a toilet which is connected in one side with a place for ablution, also this mosque has an air conditioner that aims to provide comfort to the everyone who praying here. The size of the praying room is not too big but the place is maintenance so well by the cleaning services every day.

2.4.2 Toilet

The toilet consists of 2 rooms for gents and ladies, this toilet is equipped by modernization standard of European sanitation. The toilet always sprayed everyday with the fragrant aroma and cleaned every hour after large group of visitors drive away.

2.4.3 Kasuari Microbuses Station

Located on the front of the Heritage site gate, this station provides services for the people who going to another route in Surabaya City. Equipped with the one stop service, the microbuses will take us to anywhere we want to go in Surabaya City area. By paying Rp.5000 we can go anywhere with the route that we already planned to go. The size of the station is not too big because it is the Sub- Station and because this station is new, the hygiene of the station stays controlled every day.

2.4.4 Kasuari Culinary Center

Kasuari Culinary Center is one of favorite destinations in Jalan Garuda area, we can find many kinds of foods here especially East Java foods such as Soto Ayam, Nasi Bebek, Nasi Campur, Rawon and many else. This is located behind of the Kasuari Culinary Center take about 200m by walking. This spot opens every day and 24 hours. The quality of the foods generally not bad because the seller always re-new the foods and drink every day. The price of foods is average between Rp.15.000 – Rp.35.000.

CHAPTER III

DISCUSSIONS

3.1 Description

In this chapter, the writer would explain the answer from statement of problems that were written in chapter 1 including, (1) How is English used in guiding foreign tourists at Museum of Bank Indonesia and (2) How to translate brochures for foreign tourists in English at Museum of Bank Indonesia.

3.1.1 The use of English in guiding with foreign tourists at Bank Indonesia Museum

The writer did an internship at the Museum of Bank Indonesia for the requirement of graduation from Universitas Airlangga. The position that the writer was given during the internship was to be a tour guide. The writer was given the chance to apply knowledge obtained from college about English for tourism. This is because Museum of Bank Indonesia are frequently visited by foreign tourists coming from abroad. The writer had to be ready to use his English skills to guide those tourists. The use of English in guiding tourists is the most important in the form of verbal communication. According to Hosseyni (2012), verbal communication is important because even the most knowledgeable and sensitive tour guide should be able to communicate with their group; otherwise he/she will not be a successful tour

guide. Further explanation will be described in the sub-chapter English used for Verbal Communication.

The first function of English in guiding foreign tourists who come from different countries of the world is for verbal communication. The writer was assigned to be a tour guide for a big institution like Bank Indonesia Museum without any real-world experience regarding tourism except the knowledge that the writer got from English Diploma in English for Hotel and Tourism course. In order to gain knowledge and confidence in guiding foreign tourists, the writer conducted observation to other senior tour guides who were guiding foreign tourists. The purpose of the observation is to know whether tour guides of Bank Indonesia Museum use English properly in communicating with foreign tourists who visit the museum. Based from the result of the observation, it can be inferred that senior tour guides use English properly in verbal communication with foreign tourists but further research was needed in order to investigate further regarding the kinds of verbal communications that were used by senior tour guides in Bank Indonesia Museum.

Afterwards, the observation result that the writer has gathered was eventually used to be applied by the writer to perform appropriate verbal communications of English in guiding tourists. In addition, non-verbal communication is also important to be conducted in guiding tourists. Non-verbal communication is used because verbal communication itself when guiding tourists is not enough. Nonverbal communication includes all messages that people exchange besides the verbal communication. Similarly, the writer also conducted an observation in order to gain

further knowledge regarding non-verbal communications that are used by tour guides of Bank Indonesia Museum. Afterwards, the result of the observation regarding non-verbal communication was applied by the writer in guiding foreign tourists.

3.1.1.1 Verbal Communication in Guiding Tourists

Based on the writer experience of conducting observation and interview during the internship period in guiding foreign tourists, the writer used verbal communications in the form of giving suggestions, asking for clarification and speaking with pleasant tone. The first technique of verbal communication that was applied by the writer in guiding foreign tourists was giving suggestions. This is also supported by Wika (2018), who stated that there are several ways of giving suggestions to tourists that can be used by tour guides in guiding tourists. There are several ways of giving suggestions that were conducted by the writer are described below.

1. *If you have time…*

The writer applied this way of giving suggestions in one of his tour-guiding sessions with a group which are mostly consisted of foreign tourists. In applying this suggestion, this is what the writer said:

> "Okay, everyone. Thank you for coming to this museum and listen to my explanation regarding this museum. Unfortunately, the time is up, but **if you have time** you could re-visit the sector of banking system history of Indonesia as there are still many parts of the sector that you can explore."

The bolded phrase is a suggestion that the writer made when guiding a group of foreign tourists. The writer decided to use the phrase above because the time of the guidance was up and there are still many exciting sections of the museum that could be explored by the foreign tourists

2. *I would suggest going to…*

The writer applied this way of giving suggestions in one of his tour-guiding sessions with a group consisted mostly of foreign tourists. In applying this suggestion, this is what the writer said:

> "Unfortunately, that is all that I can give to you for the introduction of this Museum's sectors. But if you still have any curiosity regarding this place, **I would suggest going to** the banking system history of Indonesia."

The bolded phrase above is a verbal communication that the writer made with the aim to invite tourists to visit the museum's most exciting section. The writer decided to use the phrase because most foreign tourists were confused in choosing which sections that they should visit first before their time is up at the museum.

3. *Do not miss…*

The writer applied this way of giving suggestions in one of his tour-guiding sessions with a group consisted mostly of foreign tourists. In applying this suggestion, this is what the writer said:

> "**Do not miss** the sector of vintage money of Indonesia as I could not explain and describe them all one by one. Do visit the sector again if you are indeed curious the kinds of money that this country used in past times."

The bolded phrase is a verbal communication that the writer made at that time in order to remind the foreign tourists that Bank Indonesia Museum has an exciting section full of vintage money of Indonesia that should not be missed by tourists.

The use of verbal communication in the form of giving suggestions was important for the writer to conduct. This is because giving suggestions helped foreign tourists in having a great time visiting the museum. Foreign tourists were satisfied after given recommendations regarding what sections that they should see by the tour guide of the museum.

The second form of verbal communication in guiding tourists is by asking questions or clarification to the tourists. According to Tolle (2019), tourists could feel welcomed if they are encouraged to ask questions. Tour guides can do that by inviting tourists to ask questions. The purpose of asking questions to tourists besides to make them feel welcomed is also to ask for clarification whether they understand or have any question regarding sthe speech that was delivered by the tour guide earlier. The writer conducted several ways of asking for clarification in guiding foreign tourists during the internship at Bank Indonesia Museum. This is supported by the statement of Tolle (2019), who said that there are several examples to ask for clarification to tourists in a proper way. The ways of asking for clarification that were applied by the writer are described below.

1. *Does anyone have a question*?

For this way of asking for clarification, the writer was able to apply it after he finished giving the guidance to foreign tourists.

> "That is all for the guidance of this Museum. Now, after the guidance, comes the Q&A session. **Does anyone have a question**?"

The bolded part above is one the example of verbal communication in asking for clarification. The aim of the phrase at that time was to ask the audience, foreign tourists, if they have any questions regarding the speech of the museum guidance that the writer had given. This has to be conducted as it gave the writer more chance to explain parts of the museum clearer to the foreign tourists at that time.

2. *Please feel free to raise your hand if you have any questions*.

The writer was able to apply this way of asking for clarification when the guidance was finished and he wanted to know if anyone of the tourists that he guided wanted to ask about any confusing explanation from the earlier speech. In applying this method, this is what the writer said:

> "Okay everyone, thank you for listening. That is all for the guidance of this museum today. I know some of you might get confused or did not understand what I was trying to explain to you earlier. So, **please feel free to raise your hand if you have any questions**. In fact, I urge you to ask any question, anything."

The bolded part above is a verbal communication in the form of asking for clarification that the writer used when he felt at that time that some tourists seemed confused by what the writer had just explained. The writer was aiming to give the tourists freedom to ask him any questions regarding the speech that he gave. The writer encouraged the tourists at the end of the guidance to ask questions so that they are satisfied with the guidance and the visitation at the museum. The writer was

sure that some of the foreign tourists were confused by the explanation regarding the museum's sections because the writer himself knew that he delivered the speech too fast and too hurry.

3. *Yes, mam/sir? Do you have any question*?

The writer was able to apply this method of asking for clarification when he was in the middle of guiding and a foreign tourist raise his hand to ask a question.

> "Yes mam/sir? I recognized that you raised your hand, **do you have any question** regarding anything that I was currently explaining?"

The bolded phrase above is a way of asking for clarification that the writer applied at that time in the aim of finding out whether the audience understand what the writer as a tour guide was trying to explain in his speech. The phrase was used because the writer overheard some foreign tourists ask each other questions regarding the museum's section. That is why the writer decided to use the phrase to invite the tourists to ask, just in case if the foreign tourist was too shy to ask the writer some questions.

Verbal communication in the form of asking for clarification was very useful for the writer. This is because it helped the writer to understand whether the foreign tourists understood what the writer was trying to explain during the guidance or if any of them have a question that would like to be answered by the writer as the tour guide. The writer had to make sure that the foreign tourists understood what the writer was trying to explain to them regarding the museum's sections in order to avoid making foreign tourists leaving the museum disappointed.

The third technique of verbal communication used in guiding foreign tourists at Bank Indonesia Museum is by using the pleasant tone. In order to find out how to use pleasant tone when guiding foreign tourists, the writer decided to interview a senior tour guide of Bank Indonesia Museum. Some parts of the interview transcription can be seen below.

> The writer:
> "I am excited to guide foreign tourists at this Museum. But frankly, I did not have any experience in guiding foreign tourists, do you have any suggestions for me?"
>
> Senior staff:
> "It is okay if it is your first time in guiding tourists, you are an intern anyway. Use this internship to study and learn. I think the most important thing for me in guiding foreign tourists is how a tour guide is able to speak pleasantly, and the tone is appropriate and desirable."
>
> The writer:
> "Thank you for that, I will keep those suggestions in mind the next time I guide foreign tourists. Thank you for your time and these suggestions. I think they are very spot on."

Based from the parts of the interview that the writer made with a senior tour guide in Bank Indonesia Museum, it can be inferred that a tour guide should be able to speak pleasantly with desirable and appropriate tone. This is supported by the statement made by Hosseyni (2012) who said that pleasant way to speak, elevated verbal skills, and desirable and appropriate language tone enables the leader to establish a healthy connection with his/her tourists.

The next step that the writer did after conducting the interview was implementing the suggestions regarding how to speak to foreign tourists with a pleasant tone. The writer decided to implement the suggestion given by the senior tour guide during his guidance the next day after the day of the interview. Unlike before, the writer this time managed to avoid to speak with a flat tone, the writer was able to conduct the guidance by speaking with more pleasant tone. The writer spoke louder than before during the guidance, but at the same time tried to keep it not to loud to avoid scaring the audience. This activitiy was proven useful as the writer was able to see that the audience listened to the writer with focus. Besides that, the writer also spoke to foreign tourists during the guidance with calm voice. The writer did this in order make the audience listened to the writer with more interest. This activity was also proven to have an effect to the foreign tourists as the writer was able to see that the audience was listening to the writer with more excitement.

The use of English in giving suggestions, asking for clarification, and speaking with the appropriate tone are important when guiding tourists, especially foreign tourists. Both forms of verbal communications in English, giving suggestions and asking for clarifications, are useful for foreign tourists. The verbal communications were applied by the writer in order to ensure that foreign tourists left the museum satisfied and felt that they did not waste their time by visiting the museum.

3.1.1.2 Non-verbal Communication in Guiding Foreign Tourist

Non-verbal communication is also important when it is used in guiding tourists. This is because the tourists will not be listening in excitement if the speaker himself is not interesting enough to be listened to. According to Hosseyni (2012), nonverbal communication involves all messages exchanged by individuals in addition to verbal communication; positioning yourself, your gait, gestures, faces and eyes, clothing, etc. are all nonverbal communication aspects. The writer who was assigned to be a tour guide at the Museum of Bank Indonesia also had to conduct non-verbal communication when guiding foreign tourists. The writer applied these several types of non-verbal communication so that his guidance was considered successful and the foreign tourists were satisfied with his performance. Those several non-verbal communications are:

1. Body Language

Body language was one of non-verbal communications that the writer conducted in order to successfully deliver his speech when guiding foreign tourists. Body language was needed as foreign tourists who visited the museum were not looking for stale speech. They want enthusiasm from the tour guide. According to Hosseyni (2012), Body movements are used as an instrument to transmit nonverbal messages. Body language and movements can mean something if they are transferred to the audience. It is also stated that body language is one of the most important forms of interaction, including hand and head motions.

The writer conducted an observation to see if other tour guides, especially the senior ones, applied non-verbal communication (body language) in guiding foreign tourists. Based on the observation, the writer was able to know that all tour guides of Museum of Bank Indonesia demonstrated body language (head and hand gestures) such as pointing at objects while explaining them, bobbing their heads left and right to appear more enthusiastic while explaining. Based on the observation that the writer conducted, he also found that the foreign tourists who were explained by the tour guides who use body language look focused and interested to hear what the tour guides were saying.

The writer then applied the body language that other tour guides has done in guiding foreign tourists. In a tour guiding session, the writer dared himself to practice body language by pointing on objects when explaining about vintage money of Indonesia to foreign tourists. The writer applied this technique at the situation when a foreign tourist asked the writer as a tour guide where the vintage money was located. The result of the practice was that foreign tourists looked to where the writer was pointing with enthusiasm.

2. Posture

Posture is also one of non-verbal communications that the writer implemented during his duty in guiding foreign tourists. According to Hosseyni (2012), posture is an important non-verbal communication because it shows self-confidence, health, and proportion of interest in the setting that surrounds a person. It is also stated that posture should be normal and natural in order to attract the interest of the listener.

The implementation of posture as a non-verbal communication that should be conducted when guiding tourists is also found at Museum of Bank Indonesia. The writer conducted an interview with a senior tour guide of Museum of Bank Indonesia. The topic of the interview was regarding whether posture is important in guiding tourists. Taken from the excerpt of the interview, the senior tour guide answer regarding whether posture is important in guiding tourists or not can be found below.

> "Of course, posture is important because you want to look charismatic and confidence in front of your audience. How is your audience going to listen to you if you, as the speaker, do not look convincing? The key is to stay natural but solid at the same time."

Based on the proof provided by the senior tour guide of Museum of Bank Indonesia, it can be inferred that posture is needed to be implemented because it is an important factor of non-verbal communication when it comes to successfully guiding tourists.

The writer took the suggestion provided by the senior tour guide and decided to justify his posture on his next shift of guiding foreign tourists. The writer applied this technique at the situation where the foreign tourists looked uninterested toward the writer. The writer decided to justify his posture in order to gain his audience's attention and appear more convincing as a tour guide of a museum to the foreign tourists.

3. Facial Expression

Facial expression is also one of important non-verbal communications beside body language and posture that needed to be implemented in guiding tourists.

According to Hosseyni (2012), The primary reason for the significance of face in human communication is that, during interactions, this portion of the body is generally noticeable. When individuals speak to each other, most individuals look at each other's face and do not generally pay attention to other components of the body. Tour guides can demonstrate disagreement, surprise or real interest in the texts of others by using facial expressions. Facial expressions, unlike other nonverbal behaviors, influence relationships with others. Tour guides at Museum of Bank Indonesia also implemented facial expression in their activities of guiding tourists. The writer was able to find out about this after conducting observation to senior tour guides who were guiding tourists at that moment. Based on the observation that the writer conducted, the writer found out that senior tour guides of Museum of Bank Indonesia used facial expressions such as smiling, frowning eyebrows, and glaring eyes. After that, the writer also found out that the audience reacted to the facial expression by listening to the tourists' speech more enthusiastically.

By using the finding of the observation, the writer then carried out his guidance for foreign tourists hereinafter using facial expression to appear friendlier to the foreign tourists. Facial expressions that were done are including smiling, frowning, and glaring eyes. Those facial expressions were done at the same time by the writer in the situation during the deliverance of the speech for guiding foreign tourists. The writer had to be careful in the interval of using those facial expressions (smiling, frowning, and glaring eyes) in order to avoid looking weird during the

deliverance of the speech, because the writer's goal was to be friendly so that tourists could be more enthusiastic in listening to the writer at that time.

In a nutshell, non-verbal communication is an important aspect in guiding tourists. This is because non-verbal communication helps tour guides to transfer what they are trying to say (verbally) to their audience. A tour guide should always remember to implement non-verbal communication when guiding tourists if he wanted the guidance activity to be successful. Non-verbal communications that the writer conducted including facial expressions, body language, and posture all gave great impact to the writer as a tour guide for foreign tourists at Bank Indonesia Museum. Foreign tourists who were exposed by non-verbal communications made by the writer were showing more enthusiasms and excitement in listening to the tour guide. This was different where the writer first guide foreign tourists and did not use any non-verbal communication. The foreign tourists were busy talking with their friends and some of them were even opening up their phones.

3.1.1.3 Method of Translations used in translating brochures at Bank Indonesia Museum

The writer was also given the task to translate brochures of Bank Indonesia Museum besides guiding foreign tourists. The writer was assigned to translate brochures because he is a student of English Diploma major in Universitas Airlangga and because of that, the museum trusted him to translate the brochure. The translation of brochures made by Bank Indonesia Museum were necessary as the tourists who

visit the museum are not only locals, but also foreign tourists who come from different countries in the world. According to Newmark (1988), translation methods are categorized into seven parts. Those categories are word-for-word translation, literal translation, faithful translation, semantic translation, idiomatic translation, free translation, and adaptation. In translating the brochures created by Bank Indonesia Museum, the writer only used faithful translation method instead all of the seven methods because faithful translation method suits the process of translation of the brochure from Bahasa Indonesia to English. The faithful method suits the process of translation of the brochure the best as it can convey what the writer wanted to show to the readers of the brochure. The translation method that the writer used will be explained further, Faithful Translation.

According to Newmark (1988) a faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

The writer decided to use this method of translation because the purpose of faithful translation is to convey the meaning of a text without being constrained by the source language grammatical structure. This has to be done as Bahasa Indonesia’s grammatical structure is different from English. The example of the translation from

Bahasa Indonesia to English can be seen below by using the faithful translation method.

Source language:

> "*De Javasche Bank (DJB) merupakan bank sirkulasi zaman colonial Belanda yang berkantor pusat di Batavia. Seiring dengan perkembangannya yang pesat, maka DJB pun mendirikan kantor-kantor cabang yang tersebarluas di wilayah Hindia Belanda, antara lain di KOTA SURABAYA yang di buka pada 14 SEPTEMBER 1829*"

Target language:

> "De Javasche Bank or DJB was a Circulation Bank in the Dutch Colonial Era whose head office was located in Batavia. Along with its rapid development, DJB established branch offices which were spread widely across the territories of Dutch East Indies. One of the locations of the branches is in Surabaya which was opened in 14th September 1829."

Based from the example provided above, it can be seen that the text that the writer translated uses faithful translation method as the grammatical structure of source language and the target language is very different. The writer decided to use faithful translation method because the target audience of the brochures are mostly foreign tourists who come from countries might understand English as English is the most used language in the whole wide world. In addition, the faithful translation method was chosen to translate the material in order to fully deliver the purpose of the brochure so that the meaning of the source material is still intact without any alteration.

Further specific proofs regarding why faithful translation is fit for the text can be seen for the phrase "bank sirkulasi" in Bahasa Indonesia and it is translated to "circulation bank" to English by using faithful translation method. On the other hand, the phrase "bank sirkulasi" in Bahasa Indonesia is translated into "bank circulation"

when using word-for-word translation. The translation of the phrase by using word-for-word is not fit for the source phrase “bank sirkulasi” which means a bank that handles circulation whereas “bank circulation” means the circulation of a bank. The most proper way to translate the phrase is by using faithful translation where the meaning of the original phrase still stays the same even though the grammatical structure is different in faithful translation, “circulation bank”.

The next example as why faithful translation is the proper method to translate the text from Bahasa Indonesia to English can be seen at the phrase “antara lain” from the source language. The phrase “antara lain” generally means among others. But for the case of this text, “antara lain” means “One of the locations” as writer of the text was trying to provide information on the brochure regarding one of the branches of DJB that was located in Surabaya. Based on the example above, it can be seen that the source language and the target language have the same meaning without any additional information or words but the grammatical structure between the two languages are different.

Another example of a faithful translation can be seen from the grammatical structure of the sentence in source language:

> “*Seiring dengan perkembangannya yang pesat, maka DJB pun mendirikan kantor-kantor cabang yang tersebarluas di wilayah Hindia Belanda, antara lain di KOTA SURABAYA yang di buka pada 14 SEPTEMBER 1829”*

Where the text was translated into:

"Along with its rapid development, DJB established branch offices which were spread widely across the territories of Dutch East Indies. One of the locations of the branches is in Surabaya which was opened in 14th September 1829."

It can be seen that the text in target language, English, is separated into two sentences instead of just one like the text in source language. This was done because the writer used faithful translation method in translating the brochure, and because of that, the writer had to alter the grammatical structure of the source language so that it could fit the grammatical structure of the target language without adding any additional information or changing the meaning of the text that the brochure wanted to say.

Beside the example of a translation paragraph provided above, there is also another example of faithful translation in other paragraph that the writer made for the brochure.

Source language:

"Namun pada 1973 kantor tersebut tidak lagi digunakan, karena kapasitas gedung tidak cukup memadahi"

Target language:

"In 1973, the office was no longer used as the capacity of the building was not sufficient."

It can be inferred from the part of the translation that the writer made for the brochure (full translation can be seen at the appendix of the final report), the phrase "*tidak cukup memadahi"* from the source language was translated into "not sufficient". The reason of this was because the writer used faithful method in translating the brochure. In order to achieve that, the writer translated the phrase

using different grammatical structure the source language, but the meaning is still the same without changing any meaning whatsoever or adding any information.

The faithful translation method is the best method to translate the text provided above as the purpose of the text is to give information as accurate as possible to its readers, which are foreign tourists. Therefore, the writer decided to use faithful translation instead of other translation methods.

3.2 Obstacles

3.2.1 Obstacles in Using English When Guiding Foreign Tourists at Bank Indonesia Museum

The first obstacle that the writer has to meet regarding the statement of problems of the final report is when the writer tried to investigate whether tour guides of Bank Indonesia Museum, especially senior tour guides, use English properly in communicating with foreign tourists. The writer has to observe the activity of tour-guiding during his internship where he also had his own responsibilities to do as a tour guide. Because of that, the writer experienced difficulty in finding the perfect time to conduct the observation. The difficulty to find perfect time to conduct observation was met because the writer was not allowed to do any additional activity if the museum was full of tourists and needed the manpower of every tour guide of Bank Indonesia Museum to guide foreign tourists. Because of that, the writer chance to find the perfect timing to observe other tour guide was limited.

Furthermore, the writer experienced an obstacle when conducting the interview with the senior tour guide of Museum of Bank Indonesia. The writer felt that the timing of the interview has to be perfect because observation itself is not enough. The writer has to do interviews in order to look closer to the problem and really get the answer that the writer was looking for. In finding the perfect timing of doing the interview, the writer has to be quick and determined because both of the tour guide is a senior who handles many tourists from abroad and he have somewhere else to be and almost have no time for doing interviews. The tour guide that the writer wanted to interview after the observation obviously has another group of tourists to guide. Most of the time, the writer had not got the chance to fully interview the senior staff because the senior staff already had somewhere to be before the interviews were finished The explanations above are the reason as to why the writer struggled to look for answer via interviews regarding how English is used in guiding foreign tourists in Bank Indonesia Museum harder.

3.2.2 Obstacles in Translating Brochures Made by Bank Indonesia Museum

The obstacle that the writer faced regarding how English language is used in guiding foreign tourists is not the only one. The writer also faced another obstacle related to the job of translating brochures from Bahasa Indonesia to English. The obstacle that the writer faced was that the writer has never translated a brochure or other promotional media before. The writer obtained the knowledge of translation

methods in English Diploma but has never practiced on how to translate promotional media such as brochures. In order to overcome this, the writer ask other senior staffs to help him and give him suggestions regarding the translations that he was making. The suggestions were given by the senior staffs after the writer finished working on the translation. The writer then asked other senior staffs in order to made the translation better for readers who are foreign tourists. The suggestions that the senior staffs gave for the writer after finishing the translations were including how the writer should translate the brochure simple, not overdone, and clear. Besides that, the important solution that the writer did when translating brochures was by opening a book containing translation methods created by Newmark (1988) in order to look for the best and most proper method of translation to use that can fit the brochure which he was translating.

3.3 Added Values

There are added values that the writer able to obtain that are related to the statement of the problems of this report. Those added values that are related to the statement of the problems will be explained below.

3.3.1 Added Values in Finding Out How English is Used in Guiding Foreign Tourists at Bank Indonesia Museum

The writer was able to obtain some added values in finding out how English is used in guiding foreign tourists at Bank Indonesia Museum. The writer learned how a tour guide should always be able to use English, especially verbally, to guide foreign

tourists. This is because foreign come from many different parts of the world and not all of them all English-speaking countries. Foreign tourists would get confused easily if the English language that is used in communicating is not clear enough. The situation of confusion was happened during the guidance because the writer was not clear and loud enough in speaking to the group of foreign tourists. The writer had to repeat the explanations until the foreign tourists that the writer guided fully understood what the writer was trying to say. Besides that, using English properly to guide foreign tourists can be used to make the guidance more interesting and more satisfying for foreign tourists who come to the museum full with curiosity. Furthermore, the proper use of English in guiding foreign tourists at Bank Indonesia Museum will make the tour guide appears more professional. Profesionalism is essential in Bank Indonesia Museum as it is one of many big tourism objects in Surabaya that gets visited by foreign tourists a lot.

3.3.2 Added Values in Finding Out the Best Method of Translating a Brochure Made by Bank Indonesia Museum

The writer was able to acquire several added values in finding out the best method of translating a brochure from Bahasa Indonesia to English. By conducting the internship, the writer was able to know what kind of translating method that can be used for translating promotional media such as brochures. The writer learnt that every translation method has its own use and cannot be implemented on all kinds of texts. The opportunity to obtain knowledge from conducting this final report and

finding out the best method of translating a brochure of Bank Indonesia Museum can be useful for the writer in the future when the writer wants to work in a tourism sector or advertising. Furthermore, the writer felt that the experience that he got from the internship would help the job easier if the writer ever decided to work as a tour guide later on after graduating from Universitas Airlangga.

3.4 Related Courses

3.4.1 Cross-Cultural Understanding

This subject aimed to teach the writer how to understand the cultural values that related with the people behavior. In this case, the writer can understand how to behave well to others of different cultures which later affect his behaviour when guiding foreign tourists and conducting the analysis related to the statement of the problems in the final report.

3.4.2 English for Hotel and Tourism

This subject was very helpful when the writer did an internship at Bank Indonesia Museum. The subject taken by the writer taught how to provide information to the tourist about tourism at the museum in the appropriate way and manner.

3.4.3 Speaking IV

This subject helped the writer in the terms of communicating verbally with the foreign tourists. The subject has helped the writer develop in the terms of speaking English fluently which eventually was useful for the internship where most of the job that were given to the writer were related to speak to foreign tourists.

3.4.4 Listening IV

This subject has taught the writer how to be a good listener and be able to understand what the foreign tourists had to say. When the writer has successfully

listened and understand what the tourists wanted to say, he then eventually could proceed to communicate and give what the tourist wanted to know.

3.4.5 Pronunciation III

The output of this course is that the students possess the knowledge and skill on how to correctly pronounce words. The knowledge from the course has helped the writer in how to appropriately pronounce many words that were needed to say out loud during the internship at Bank Indonesia Museum

3.4.6 Public Speaking

The course that the writer attended at Universitas Airlangga has helped the writer a lot because the purpose of the course is to give the students necessary knowledge in how to conduct public speaking appropriately in front of many people. This is very helpful for the writer as the job of a tour guide at Bank Indonesia Museum requires the writer to be able to at least speaks in front of several people and getting their attention

3.4.7 Practice in Translation III

This course is useful for the writer as gives the writer the knowledge necessary for the writer to translate brochures from Bahasa Indonesia to English by using faithful translation method. This is very beneficial for the writer as translating brochures is one of the writer responsibilities when doing the internship at Bank Indonesia Museum.