

CHAPTER I

INTRODUCTION

1.1 Background Information

Communication is a process of delivering information from one person to another in which the message is easy to understand (Lunenburg, 2010). For instance: the sender must convey a message to a receiver and the receiver must understand. When feedback does not exist in a communication, this communication process is called as *one-way communication*. Meanwhile, *two-way communication* is a communication process which involves feedback to build a sense of comfort in on-going interaction.

English communication is English used for communication with others by using language functions (Priscila & Sarah, 2004). English communication does not a taboo subject in public. Therefore, there are a lot of people who learned a communication uses English. English communication can also increase the soft skill which is useful for a profession.

Communication skills play important role in a profession, especially in tour guiding. According to Pond (1993), a tour guide is someone who gives explanation, service, and guidance to tourists about everything they are about to see when they visit a place or specific tourist area. Therefore, the tour guide should have

good communication skill because he/she is responsible to explain the attraction and destination. Good communication also requires good expression. In tour-guiding activity, we often understand others by looking at the facial expression. We look at expression while talking, we identify what we see to 'guess' the answer to questions (Wagner, Malisz, & Kopp, 2014). For instance: when giving explanation in guiding, we can use hands and eyes as expression. According to Wagner, Malisz, & Kopp (2014), one should use full expressions when communicating because it can increase effectiveness.

10 November Museum of Surabaya is one of the most popular museums in Surabaya, precisely on Bubutan Street. This museum is used as a learning media about the incident of 10 November battle in Surabaya. The place was previously used as Japanese headquarters, but nowadays it has changed into 10 November Museum of Surabaya. Inside the museum, the tourists are introduced with the weapon collection, uniform, old photo, and detailed explanation about the history of 10 November.

10 November Museum of Surabaya is a place where the writer did the internship. During the internship, the writer worked as a tour guide at the 10 November Museum of Surabaya. The responsibility of a tour guide in a museum is giving detailed explanation and description about the history of certain places and incidents to tourists. Moreover, a tour guide should also build good relationship with the tourists by providing good service and good communication (Suadharna, Nitiasih, & Putra, 2013). The functions of a tour guide are to provide appropriate information

about objects in the district and to help tourists with directions. In addition, the duty of tour guide is to help the tourists at the information desks by providing information to museum visitors and answering their questions.

The writer selected 10 November Museum of Surabaya as a place to do internship for several reasons. First, the writer wanted to apply the knowledge that the writer had learned from college. Furthermore, the writer wanted to learn more about tourism and hospitality. Moreover, the writer could learn directly in the field, precisely at the museum. While doing the internship, the writer observed that not all tour guides at the 10 November Museum of Surabaya possessed the required skills and strategies to provide the tourists with expected service. Thus, that motivated the writer to write the report entitled “Strategies of English Communication in Giving Information and Responding Question at the 10 November Museum of Surabaya”

1.2 Statements of Problems

1. What are strategies used by tour guide(s) when communicating using English language to give information foreign tourists at the 10 November Museum of Surabaya?
2. What are strategies that were used by tour guide(s) of 10 November Museum of Surabaya to respond to the foreign tourists' questions?

1.3 Purpose of the Report

1. To discover the strategies in developing good communication especially in giving information between tour guide and foreign tourists using English.
2. To discover the strategies to respond to the questions of foreign tourists at the 10 November Museum of Surabaya.

1.4 Significance of the Report

In writing this internship report, there are some advantages that appear in some parts including the writer, Alma mater of English Diploma Program, and the 10 November Museum of Surabaya.

1.4.1 For the writer

1. The internship program could increase soft skills because the writer was able to apply the practical skills obtained from the university.
2. The writer learned new experiences about problems of guiding at the museum.

1.4.2 For the Alma mater

1. To share the writer's real experience in guiding the foreign tourist at the museum.
2. To build good cooperation between English Diploma Program and the 10 November Museum of Surabaya.

1.4.3 For company/Institution

1. The museum was able to assess the quality of education of English Diploma Program in Universitas Airlangga.
2. To tighten the relationship between Universitas Airlangga and the 10 November Museum of Surabaya.

1.4.4 For the other Interns

1. To discover their true potential and ambition, as well as encourage them to broaden their knowledge about tourism especially museum.

1.5 Review of Related Review

1.5.1 English Communication

English Communication is English used for communication with others by using language functions (Priscila & Sarah, 2004). Most of the time, we use language to communicate and express ourselves. Actually, the language from one person is different to another. English communication should avoid words with ambiguous meaning and use brief sentence and familiar words instead.

English Communication has two forms: There are formal and informal communication (Velentzas & Broni, 2014). Formal communication is communication used in formal situation and is usually used by a worker to do their job. For instance: official meetings, letters and a manager asking a worker to carry out certain task. In

contrast, informal communication is used outside of particular event as well as daily conversation, talking in the lunch room or hallway. Informal communication can be prolific and negative. It has possibility to develop teams, improve working relationships and produce ideas as workers are in a quite environment (as cited in Velentzax & Broni, 2014, p.4).

1.5.2. English Communication in Tour Guide

According to Huang, Y. (2008), a tour guide should be aware that they have to adapt to cultural differences in order to have effective and appropriate communication with foreign tourists. The guides are careful about language skills, including different vocabulary, tones and speed to communicate with varied tourists. Students of English department have English basic in communication and familiar with vocabulary, tones and speed in speaking interaction. According to Mancini (2001), a guide is someone who takes people on sightseeing excursions of limited duration. Looking at a related perspective, a guide is seen as someone who leads groups of visitors and gives them information about displays or scenes in museums, cultures, towns, or any other place of interest. In this regard, it describes the job of the tour guide as leading, interpreting, inspiring and entertaining in an unambiguous geographical or environmental setting in which their specialized knowledge of various languages and cultures is applied, and therefore this is the definition that this research follows. However, other definitions put their central focus on the importance

of the personality and the conduct of the guides as essential ingredients that constitute the work of the guiding process.

During a tour, a tour guide should use strategies to overcome communication barriers. There are seven strategies of english communication that tour guide should use. According Huang, Y. (2008). They are:

1. Uses appropriate content

Uses appropriate content is content that give should suitable and related with the object that were explained.

2. Gives information in appropriate sequences

Gives information in appropriate sequences is gives information that started from the greetings, explain the content, and closing,

3. Reaches audience engagement

Reaches audiences engagement is when a tour guide explains a content, the audience focus and listen to all of what the guide explains.

4. Uses clear pronunciation and grammar.

Uses clear pronunciation and grammar is when a tour guide explains an information, the audience still understand to all of what the guide explains although the tour guide uses the pronunciation and grammar does not perfect.

5. Creates positive effect to the audience.

Creates positive effect to the audience is when the tour guide can gives a pleasant

impression to the audience. So, the audience feel more relaxing, satisfied, and happy.

6. Pays attention to appropriate vocabulary.

Pays attention to appropriate vocabulary is the tour guide should uses the a vocabulary that the audiences are not confusing and still polite.

7. Uses appropriate opening and closing.

Uses appropriate opening and closing is the tour guide provides attention in the form of persuasive and interactive sentences.

Communication is a process of transferring message to the audience. In order to be successful, the communication of the tour guide should provide information that can be understood by the audience (Commonwealth of Learning 2016). Geva (1991) stated that tour guides are responsible for tourist satisfaction with the services provided, which is effectiveness in communication. Strategies of communication in tour guiding are about understanding how the tour guide interacts with the audience and how the tour guide presents themselves as social actors. Therefore, a tour guide should use strategies to overcome misunderstanding in communication with audience. There are eight strategies of communication according to Commonwealth of Learning (2016). They are:

1. Be an artist that focuses on the audience
2. Ask for clarification to the audience

3. Be clear and brief
4. Be stabilized
5. Be supported and presents pride of the country
6. Focus and concentrate on verbal and non-verbal communication
7. Be convenient
8. Deal with complaints and offer help.

In eight points above according to (Commonwealth of Learning 2016), we can apply the strategies in tour guiding activity. When communication are applied in a good way, of course the tourists satisfaction will increased and hence the feedback from the tourists can be a parameter for the tourism company.

1.5.3 Strategies to respond to the foreign tourists' questions

One of the main problems with question and answer session is that tour guide often provides inappropriate response. The questions at the end or in the middle of the guiding are terrifying for a tour guide as they are hard to predict and prepare. But, question is a vital part in guiding because the audience is free to give complaints and ask. So, the tour guide can provide feedback about the clarification and the answer from the audience questions. According to Silence & Think (2008), responding and answering to question in guiding is one of the responsibilities of a tour guide.

According to University of Leicester (2009), there are four strategies to help a tour guide in responding to question more effectively, they are:

1. Listen

Many audiences ask question with wordy words and that may confuse a tour guide in responding. A tour guide should listen to the entire question to increase the ability to respond appropriately. Serving with confidence and paying attention to the audience are also suggested.

2. Pause and understand

Repeating the question clearly to audience is important to make sure that everyone “hears” the question or the answer provided may not make sense to some people. This will give some additional time to think about the question and formulate a response.

“You want me to explain the process of ...?”

“Do you mean in relation to factor X or factor Y?”

3. Communicate and implicate

This usually happens when guiding a large audience. It is essential to remember because the tour guide should be responsible to avoid audience questioning another audience. It is important to make sure that the audiences can hear and understand all questions by repeating them, while keeping them away from boredom is also essential.

“That was a great question”

“I’ve been asked to outline my thinking behind ...”

4. Respond

When a tour guide tries to answer question, the tour guide should focus the answer on the questioner. Clear and detailed response is necessary. If a tour guide does not know how to answer a question, faking answer would be fatal. It is much better to be honest and tell the audience that the proper answer will be provided when it has been confirmed.

“Does that explain why we chose to ...?”.

“I am sorry about...”

1.6 Methods of the Report

The writer conducted a case study starting from first day of his internship program until the end of the internship at 10 November Museum of Surabaya. The data were collected through observation and audio taped.

1.6.1 Location and Participants

The writer conducted a case study at the 10 November Museum of Surabaya for one month from 20 January until 19 February. The case study was conducted on six international tourists who came to the 10 November Museum of Surabaya. I conducted observations on foreign tourists who visit to the Museum 10 November

Surabaya. During one month of the internship, there were many foreign tourists who came to the 10 November Museum of Surabaya. I was responsible to give explanation about the history and interesting things at the 10 November Museum of Surabaya to foreign tourists.

In terms of background of the participants, a tour guide should be active in learning English as they often use it to communicate with international tourists. Some foreign tourists that I guide mostly come from Europe and Asia. They are from various countries like Japan, Singapore, Netherlands, and Germany. As I experienced, male tourists from 30 to 50 years old seem to have more interest in visiting the 10 November Museum of Surabaya. They usually visit the place with their families. Among the many tourists I guided, I met three people whose occupation is teachers. Almost all the tourist I guided are friendly, thus making me more comfortable asking them questions. They also agreed to take part in my final report.

1.6.2 Data Collection

In terms of data collection, the writer collected some audio taped conversations between the tour guide and foreign tourists. To gather the data, the writer need 21 days to conduct the observation and collected conversation recordings while guiding foreign tourists.

1.6.2.1 Observation

In terms of observation, daily journal was written down for each guide to

discover the foreign tourist's behavior during the learning process of English communication in guiding. The writer wrote a daily journal about time, country of origin, and a little explanation when the writer did a tour-guiding activity to the tourists.

No.	Date	Time	Country	Agenda
1.	January, 24 2020	12.21 P.M	Malaysia	The writer guided tourists from Malaysia who came to the 10 November Museum of Surabaya in number of 4 persons which are two pairs couples. They looks so friendly and very welcome when the writer offered to see around the museum. Not only guided, The writer also did the observation during tour-guide activity.
2.	February, 7 2020	12.15 P.M	Swedia	The writer guided tourists from Swedia. They came with a nuclear family of four which consisted of a father, a mother, and two daughters. The age of daughter around 23-25 years old. They looked happy and pay attention when the writer guided them.

3.	January, 27 2020	15.17 PM	Singapore	The writer guided two female tourists from Singapore. They came with her friend. The age around 45-55 years old. She looked friendly and active to ask.
4.	January, 29 2020	13.07 P.M	Germany	The writer guided a marriage couple tourists from Germany. They are really focus and friendly because they know that the writer is internship student. Moreover, they said that they are history teacher in Germany. They looked enjoy when the writer guided them.
5.	January, 31 2020	10.52 P.M	Germany	The writer guided a tourist from Germany. He came to the museum alone. His age around 52 years old. He looks enjoy when the writer helped to see around the museum. He also tell about her country and the profession as a teacher.
6	February, 15 2020	10.11 P.M	Netherland	The writer guided a marriage couple tourists from Netherland. They are really focus and happy when The writer guided

				them especially when the writer told about their country. Their age around 50-55 years old. They are also very enthusiastic when asked a question.
7.	January, 24 2020	14.32 P.M	Japan	The writer guided 2 females tourists from Japan. Not only guide, the writer also did an observation during tour-guiding activity. Unfortunately, they looked hurried when I guide them.

Table 1: Daily Journal during Observation.

1.6.2.2 Audio taped

In terms of audio taped, the writer voice-recorded each conversation with foreign tourist in guiding. The writer recorded 7 interviews and labeled each by their respective name and country origin so it will be easier to analyze. For instance: on 24 January, the writer guide the foreign tourist from Malaysia. The writer replayed the conversations and transcribed them later

1.6.3 Data Analysis

In terms of data analysis, the writer used triangulation of data collection techniques to answer the statement of the problem. The analysis can be seen at the following table.

Units of Analysis	Data Collection Techniques
The communication and interaction between tour guide and foreign tourist.	Observation (notes and daily journal) Audio taped
How the tour guide can handle the problem.	Observation

Table 2 Triangulation of Data Collection Techniques

1.7 Framework of the Report

