

Becoming A Qualified Tourist Guide at *Mandala Bhakti* Museum



FINAL ASSIGNMENT

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ABSTRACT

This final assignment is concerned with the qualification of a tourist guide at *Mandala Bhakti* Museum. The primary concern will be with English language requirement of the tourist guide. The writer chose to describe the language requirement because he found out himself that a large number of tourist guides had found it difficult in escorting foreign tourists visiting the museum. This is because not many tourist guides are proficient with their English. The job training which the writer conducted was intended to assist the tourist guides' practical English usage at the museum. In order to be of the assistance, the writer observed and interviewed his fellow tourist guides during his job training. The writer used practical conversations to assist the fellow tourist guides. The writer admits that he came across obstacles in the practice. The writer hopes that the practice will be of use for the tourist guides working at the museum.

Keywords: museum, foreign tourists, tourist guides, English language proficiency, conversation

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CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Mandala Bhakti Museum Semarang is a museum which becomes a historical proof for the birth of the army in Indonesia. The museum is managed by the Diponegoro Military Command or the military command in Central Java. This museum has a great potential in increasing a sense of nationalism, and it stores thousands of valuable objects from the colonial period, archives and important documents which have become the historical proof of the Indonesian army. The museum has been visited not only by local, but also foreign tourists.

To walk around the museum, the foreign tourists naturally need assistances from tourist guides who are proficient with their English. The need for English proficiency is based on the writer's observation during his job training. When doing the job training, the writer observed that many foreign tourists visiting the museum had found it hard to grasp the historical background of the valuable objects which the museum stores. The foreign tourists had found it even harder when they had to keep their enquiries left unanswered during their visit. The writer could see that the hardship disturbs the enjoyment in the foreign tourists' visit at the museum.

This final assignment is intended to describe the writer's effort to assist the fellow tourist guides, who spoke Indonesian most of the time then, to also speak in English more frequently. The writer managed the assisting process in three steps. At the beginning, the writer built a rapport with his fellow tourist guides. Then, he arranged their working

schedules to have convenient hours to practice conversations in English. Finally, he took one topic which is relevant to their job description for each practice session.

The writer hopes that the English proficiency as the outcome of this final assignment would be useful for the campus and the museum. The proficiency would serve as the skill which the writer had studied at English Diploma III Program, Vocational School, Diponegoro University. Besides that, the proficiency would serve as the assistance which the foreign tourists need at *Mandala Bhakti* Museum.

1.2. SCOPE OF THE STUDY

This final assignment focuses mainly on the qualification of the tourist guide at *Mandala Bhakti* Museum. The qualification will be focused on English language requirement. The qualification will be gained through a series of English conversations about the tourist guide's job description.

1.3. AIMS AND ADVANTAGES

The aim of this final assignment is to describe the process of practising the English conversations the tourist guides at *Mandala Bhakti* Museum. Whereas the advantages of this assignment are theoretical and practical. Theoretically, the writer could apply his knowledge about English conversations which he obtained from campus. Practically, the writer could contribute his speaking skills to the wellbeing of the museum, especially for the foreign tourists.

1.4. METHODS OF COLLECTING DATA

This final assignment was carried out as both library and field research.

1.4.1. Library research

The writer did library research because “(m)any projects require research in the library to enable students to supplement the information they can find in their textbooks and on the Internet” (beesburg). Next to reading his textbooks and browsing the Internet about the qualification for a tourist guide on campus and at home, the writer also sought additional information about the research topic previously mentioned in the campus library.

1.4.2. Field research

Field research is “the collection of information outside of a laboratory, library or workplace setting” (definitions). The writer did his field research by observing and interviewing his fellow tourist guides during his job training. The majority of the tourist guides were the museum staff, and the minority of which were, like the writer, students on the job training.

1.4.2.1. Observation

An observation is “the act of watching somebody/something carefully for a period of time, especially to learn something” (oxfordlearnersdictionaries). In his observation, the writer practiced his technique of recollecting the activities of senior tour guides who work at the museum in doing guiding services and handling the visitors, especially the foreign tourists.

1.4.2.2. Interview

An interview is “a formal meeting at which somebody is asked questions to see if they are suitable for a particular job, or for a course of study at a college, university, etc (oxfordlearnersdictionaries). In his interview, collected data with information from two of the senior tour guides at *Mandala Bhakti* Museum, namely Mr. Gandung and Mr. Badrun. The

purpose of the interview is to draw the opinions of the tour guides about the significance of having the ability to use foreign language in giving the information to the tourist

CHAPTER II

LITERATURE REVIEW

2.1. Museum

Mandala Bhakti Museum is institutional, it is managed by the IV Diponegoro Military Command or *Kodam IV Diponegoro*. As an institution it is “dedicated to preserving and interpreting the primary tangible evidence of humankind and the environment” (britannica). Similarly, *Mandala Bhakti* Museum is devoted to storing artefacts of civilization, specifically those of war times in Indonesia. The museum would benefit greatly from every single qualified tourist guide who could maintain the spirit of Indonesian civilization.

2.2. Foreign tourists

Museums are common tourist objects; they are visited not only by local but also foreign tourists. The compound word “foreign tourists” is structured of “foreign” and “tourist”. The word “foreign” may mean “relating to or dealing with other nations” (britannica), and the word “tourist” may mean “a person who travels to a place for pleasure” (britannica). Accordingly, foreign tourists may mean people from other nations who travel to a tourist object for enjoyment. It is obvious that the foreign tourists who visit *Mandala Bhakti* Museum find it hard to understand Indonesian in both spoken and written expressions on site.

2.3. Tourist guides

Considering that a tourist is a traveler, the writer thinks that the tourist needs somebody who would take them to the tourist object safely. At this moment, the tourist needs a tourist guide. At the museum, a tourist guide can be “a person who shows and explains the interesting things in a place” (britannica). When a foreign tourist visits *Mandala Bhakti* Museum, the tourist guide will be a person who shows and explains the interesting things at the museum.

2.4. English Language Proficiency

Being proficient means being “good at doing something” (britannica), so being proficient with English means being good at using the language. Becoming a tourist guide necessitates English language proficiency. This is because the tourist guide needs to use English well in order to perform her/ his job. Meanwhile, the foreign tourist generally uses the language to communicate when she/he visits *Mandala Bhakti* Museum. English language proficiency, then, is necessary for the tourist guide to have to escort the foreign tourist upon her/ his visit to the museum.

2.5. Conversation

A conversation is “an informal talk involving two people or a small group of people” (britannica). The writer is ascertained that practicing conversations in English could be an effort to achieve the English language proficiency. In practice, the writer made use of his vacant hours in a day of his job training to ask his fellow students on job training to talk about things related to *Mandala Bhakti* Museum. The writer had previously asked his supervisor as well as senior tourist guides the permission to practice the conversations.

CHAPTER III

DISCUSSION

3.1. A Brief Profile of *Mandala Bhakti* Museum

Mandala Bhakti Museum is known to become a historical proof of the birth of the Indonesian army or *Tentara Nasional Indonesia* (TNI). The museum is located on Soegijapranata Street No.1, Semarang. Mr Sunaryo, the writer's job training consultant, informed that the museum was built in 1906. The museum was designed by a Dutch architect named I. Kuhr E of *Ooiman Firm and Van Leeuwen*. Initially it was used for *Raad van Justitie* or the High Court Office for the European people in Semarang.

Quoted from *History and Development Mandala Bhakti Museum*, it is stated that *Mandala Bhakti* Museum is a military museum (1). The museum has a military and historical purpose: it collects paintings, weapons, and uniforms, and it is intended to narrate the history which connects the past and the future. The museum has become the media to transform the spirit of the predecessors' struggle in the heart of the present generation.



Picture 1. The front side of *Mandala Bhakti* Museum
(History and Development *Mandala Bhakti* Museum)

3.2. The Tour Guides' Activities at *Mandala Bhakti* Museum

The period when the writer did his job training at *Mandala Bhakti* Museum, in February 2021, was amidst the second Omicron Covid 19 pandemics. The pandemics hampered nearly all activities, including the services at the museum. The tourist guide service also rendered the impact of the pandemics. Health protocol was always strictly practiced; yet, only few foreign tourists visited the museum. After a couple of days, the writer came up with the idea of practicing conversations in English with the fellow tourist guides. He was sure that the tourist guides would benefit mutually from the practice.

On a normal daily basis, the tourist guides at *Mandala Bhakti* Museum had had their own routine. Mr Gandung explained that every tourist guide at the museum should be responsible for the capacity, hospitality, exhibition, and report of the museum. One, the tourist guide should limit the number of visitors in the building under twenty-five people. Along with her/ his colleagues, the guide might need to schedule visits to the museum. Two, the tourist guide should be acknowledgeable and polite towards the museum visitors. From the building entrance when she/ he says “hello” to the building exit when she/ he says “goodbye”, the guide needs to leave pleasing impressions for the visitors. Three, the tourist guide should be careful with the museum exhibitions. This is because there are precious objects to display in every exhibition which the museum performs. Four, the tourist guide should report on the characteristics of the museum visitors. The characteristics include age, gender, occupation, purpose of visit and nationality.



Picture 2. The realist painting, The capture of Pangeran Diponegoro, is exhibited at the museum (History and Development *Mandala Bhakti* Museum)

3.3. The Tour Guides' English Language Proficiency

The position of tour guides at *Mandala Bhakti* Museum actually necessitates English language proficiency. Mr Badrun explained that the present tourist guides on service at the museum do not really have English language proficiency. He told the writer that he had already had his say to the museum management about the language proficiency which future recruits should have. He admitted that sometimes he had difficulty in performing his service at the museum because he thought that he was not proficient enough with his English. Like what Mr Gandung did, Mr Badrun agreed to practice conversations in English, of which permission had already been granted by Mr Sunaryo.

3.4. The Tourist Guides' Conversation Practices at *Mandala Bhakti* Museum

Upon receiving the permission, the writer strode for three elements so that the tourist guides would be able to practice conversations in English at *Mandala Bhakti* Museum. The three elements comprise a rapport, schedule, and topic. At the beginning, the writer built the rapport with his job training consultant. The writer started an initial interview with the consultant. In the initial interview, the writer introduced himself; informed his intention in

doing the job training; and requested assistance from the museum staff. The script of the interview will be listed in the appendices.

Furthermore, the writer observed the tourist guides' activities in order to schedule the conversation practices. From the interviews with Mr Gandung and Mr Badrun, the writer found out that the office hour for the tourist guides is from 7am to 4pm on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays. On Saturdays and Sundays, the museum is officially closed; however, whenever there are events at the museum, all staff are required to be present. After a while, the writer found out that every tourist guide had different vacant hours on a working day. Then, the writer scheduled the conversation practices in the vacant hours shared by the tourist guides. On that day, the writer would pick a topic to talk with his fellow tourist guides. To begin with, the writer would like his fellow tourist guides be reminded that

In conversation, it is often helpful to show other people that we understand what they are trying to communicate. A smile, a nod of the head, and eye contact are encouraging to others and invite them to continue. Frowning, shaking one's head no, or looking away while others are speaking will discourage others from trying (Roth and Aberson, 1).

Considering the basic convention in a conversation above, the writer tried not to interfere with a tourist guide's turn to talk. Instead, the writer would let her/ him talk in mixed languages, between Indonesian and English. The writer expected the guides to enjoy practicing the conversations. The writer believes that the guides will be encouraged even more when they enjoy the conversation practices.

The writer planned the practices in sessions. Each session should last around one hour. Somehow the writer realized that the vacant times did not really mean vacant. Sometimes one or two tourist guides asked permission to leave earlier, or, even, skipped one session because their duty called in. What mattered more for the writer was the situation

when the guides kept their spirit to attend the session and took part in the conversation practice. The writer had picked a topic before the session began.

The solution to this problem was make another practice in next day, also being consistent is important in practicing English conversation. The writer hope that will be useful in the future, because the key in English proficiency is always practice. After doing practices, senior tour guide become more confident while using English language. This practice can be useful later while pandemic is over and everything goes normally.

CHAPTER IV

CONCLUSION

4.1. Summary

Mandala Bhakti Museum has attracted both domestic and foreign tourists to visit. Escorting the foreign tourist is one of the services which the museum provides, and the service is carried out by the tourist guides at the museum. To perform their service satisfactorily, the tourist guides need English language proficiency. In order to keep up the

English language proficiency, the writer involves his fellow tour guides in the conversation practices. There will be one topic for each session of the practices.

4.2. Recommendation

Being consistent is important in the conversation practices. That means that the tourist guides need to practice the conversation on a regular basis. The writer is certain that little by little the guides' proficiency with English language will be leveled up, providing that they keep practicing the conversations. Thus, in no time they will become qualified tourist guides at the museum.

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Interviewees

Mr Sunaryo. Job training consultant.

Mr Gandung. Senior tourist guide.

Mr Badrun. Senior tourist guide.

