CHAPTER III

THE DESCRIPTION OF THE ACTIVITIES

3.1 Job Position and Coordination

During the job training the writer was assigned in two main divisions in Bandung museum of Geology. The divisions were Exhibition division and Auditorium division. In the process of guiding, the writer made coordination with counselor and guide coordinator.

3.1.1 Job Position

As mentioned above, the writer conducted the job training in two divisions; Exhibition and Auditorium division. These divisions have different duty.To Inform all materials in every exhibition room to the visitors are the responsibilities of the exhibition division. In this division the writer became a guide and a translator who worked in exhibition room of History of life. On the other hand, in Auditorium division, the writer became an auditorium staff who guided the visitors to the auditorium and prepared equipment for a show.

3.1.2 Coordination

During the job training, the writer had different coordinator in every division but still was under a counselor, Mrs. Julianty Mulia, M.Hum, as supervisor. As a guide in exhibition division, the writer was learned the process of guiding from senior guide Ms. Anita Maharani. In the process of learning, the writer observed in room of History of life to collect information which would be given to the visitors. In Auditorium division, the writer was helped by Mr. Dedi Sutendi as one of audiotorium staffs to learn how to prepare equipment in auditorium. The writer also got articles to translate from Mrs. Julianty Mulia, M Hum. The coordination in job training was necessary to make process of guiding successfully.

3.2 Responsibilities

Based on job position above, there were three main duties assigned for the writer in Bandung Museum of Geology. They were an auditorium staff, translator, and guide. Every assignment had different responsibilities but was still related to the process of guiding.

3.2.1 The writer became an auditorium staff.

As one of the auditorium staffs, to make process of auditorium tour ran well was the first duty. The writer began to guide the visitors to the auditorium room. Then, to prepare equipment for showing a movie in audiotorium was the next duty was the next duty. During the show, comfort and safe of visitor were responsibilities of the auditorium staff. In the end of the show, the writer led visitors to the next activities, and informed another guide that the activity in auditorium was over to another guide.

3.2.2 The writer became a translator.

The next duty to the writer was a translator. Usually the articles received had a topic which was related to the museum world. During translating, the writer got much information to increase knowledge about museum. Therefore many information got, could be used by the writer and the museum. For example the first article was about "Museum Fund", it was told how the museum got the fund to keep and protect all the materials in the museum. From the articles, the museum was informed how to get fund from some geology's collectors in material investigations. In the end of the activity, the counselor would check the translation result and gave suggestion if it was not enough close to the meaning of the source language.

3.2.3 The writer became a guide.

Generally, a guide in the museum is the person who gives information about materials in every exhibition room to the visitors. In the process of guiding, there were some steps to become a good guide. Knowing all information about the materials in exhibition room, especially in History of life room was the first thing to do. After having enough information, the writer learnt how thw coordinator of guiding conducted the activity when they guide.

During doing the job training as a guide the writer realized that all visitors came to the museum with differnt educational background and purposes; most of purpose was to have a reseach, observation or just vacation. To make analysis easier, the writer clasified the visitors based on their educational background; the educational background was assumed to have a relation to the purpose of the visitors.

Based on the reason above, the writer realized it was necessary to find different ways to give information related to type of the visitors related to their educational background. It had purpose to make information which given same as the visitors needed. On the other word, the success of giving information in guiding process was depending on applying the correct ways of explanation. Finally, with some references from book of guiding, the writer would describe the way in which information was given related to the type of visitors.

3.3 The ways in which information was given related to the type of the visitors

Since a guide is the main duty than the other two, the writer raised a factual issue on guiding. The issue is the ways in which information was given related to the visitors. There are two main explanations given here. There are clarification which consists of introduction and application, and problem and solution.

3.3.1 Clarification

In clarification, there are two points to be explained. First, it was introduction which described on the some collections from room of History of Life and the ways in which information was given related to the visitors theoretically. The last one, it is about application of the previous topics mentioned in introduction.

3.3.1.1 Introduction

> In a source of guide instruction, the writer found an interesting statement, *"People didn't watch you smoking but they watch how you turned the fire on.*"

The statement was meant that people didn't watch what you were talking about something but they watched how you explained that. On the other words, the success

in giving information was depended on the way how you were giving the information. The statement gave an inspiration in doing duty as a guide.

As mentioned in chapter II, History of life is the exhibition room chosen by the writer to do job training. This room is divided into four exhibition cornesr which consists of *Pra-Kambium, Paleozoikum, Mesozoikum,* and *Kenozoikum,* also exhibition corner of world of fossil. There are some materials that become the best collections which are necessary to be explained to the visitors. The collections were:

1. *Periphinites supremus* (Fossil of *Mollusca*)
2. *Stomatolite* (Fossil of alga)
3. *Tyrnnasaurusr rex* (Fossil replica of carnivore dinosaur)
4. *Homo erectus* (fossil of ancient human)
5. *Stegedon trigona cephalus* (Fossil of ancient elephant)

Based on to the topic which is described in this paper, the ways to inform materials in history of life room were very important. As mentioned before the writer were clasified the visitors from their educational background. It was into three groups of visitor, those were:

1. Students of school

They came from elementary, junior and high school and joined in some groups which consisted of 70 until 100 students. It was made the exhibition room full of many students. In that situation, it was necessary to give explanation quickly to maintain their focus. So, the writer used simple explanation. It had purpose to give information in short time. This explanation just gave the main information about the material. In process of guiding, the writer guided the visitors from Junior high School of Imogiri I Yogyakarta

2. Student of University

They came from university who joined in one group which consisted of 5 until 15 people. As active visitors, they needed more information than school student. Related to that, the writer used attractive explanation. The writer used this explanation to make guiding tour more attractive. It had purpose to make visitors interesting in information which had given. To make an attractive explanation, the writer began with the most interesting information about materials. In the process of guiding, the writer guided student of ITB.

3. Teachers

The kind of this visitor usually came not more than 5 people. To give all information to the visitors, the writer used complex explanation. Knowing about details of material was very important to use in this explanation. Usually, these explanations mentioned about complete information of materials which consisted of class, size, years and places of the materials living or found. The visitor was allowed asking about the other information which was needed. In the process of guiding the writer guided the foreign teachers from California University.

3.3.1.2. Application

After classifying the way in which information was given related to the visitors, the writer tried to apply explanation in the process of guiding. First the writer guided the visitors to history of life room. Based on the guiding technique, process of guiding began with greeting. For example:

> *"Good morning student / everyone / Ladies and gentlemen, welcome to the room of History of Life. My name is Dede Supriadi, today I will be your guide that will take you to explore the world of history of life, please follow me"*

After the greeting was done, the writer continued to explain the materials with different way of explanations related to the visitors. As example of application, there were three different visitors which would be guided, those were:

1. Students from Junior High school of Imogiri I Yogyakarta

2. Students of ITB (Bandung Institiut of Technology)

3. Foreign teachers from California University.

The first visitors came from Junior high School of Imogiri I Yogyakarta. The teacher of the school asked the writer to use English in guiding process. Related to the visitors, the writer used simple explanation. Because there were too many students in the room, the writer explained all the materials from the middle in the exhibition room. The writer began the explanation materials in the first corner of exhibition room, here were the explanation:

> *"Welcome to the history of life room. This room was divided into four of exhibition corner and one exhibition corner of world of fossil. I will explain some important materials and you can ask if you have question about information of materials"*

As mentioned above the simple explanation just gave the main information about materials. Then, the writer began with 1st material in the first corner of exhibition room. It was *Periphinites supremus* (Fossil of *Mollusca*), here was the following explanation:

> *"To explore the history of life, you can begin with the first material from the left corner of this room, the material is fossil of molusca, its habitat lived in open sea"*

After that, visitor guided the visitorsto the 2nd material, it was *Stomatolite* (Fossil of alga), and the explanation would be described:

> *"Next that is a fossil of alga which a part of the stomatolite groups and lives in tropical intertidal zones"*

The guiding continues to the 3rd *Tyrannosaurus rex* (Fossil replica of carnivora dinosaur). The explanation given was:

> *"Now in the second exhibition corner, you see the replica of Tyrannosaurus rex, which is the fossil of the biggest creatures in planet earth "*

Then the writer took the visitor to the 4th material. It was *Homo erectus* (fossil of ancient human), and the explanation would be described:

> *"In the ancient human room, you can see fossil of Homo erectus, it fossil is one of the ancient men in the world which was found in Indonesia"*

Finally, the writer explained the last material. It was *Stegodon trigonacephalus* (Fossil of ancient elephant), and here was the explanation:

> *"In world of fossil you can see ancient elephant fossil, it fossil is a kind of ancient elephant which ever had been lived in Sundaland"*

Before the guiding process was ended the visitor allowed to ask the information about materials which they need to know.

Next, to apply attractive explanation, the process of guiding the students of I Bandung Institute of Technology was given here. Same as the first process, after

greeting was done the writer began to explain the first material *Periphinites supremus* (Fossil of *Mollusca*), here was the following explanation:

> *"The first material is fossil of Mollusca, the fossil was distributed all over the world and one of the most successful creatures in the sea in ancient age "*

As mentioned before in clarification, these ways of explanation were conducted by informing the most interesting information about materials. The most interesting information about materials above was

> *"the most successful creature in the sea in ancient age"*.

Different from the first ways, in this explanation a guide was explained in every corner of exhibition room. Related to that, there were bridging after explanation in each corner of exhibition was ended. Here was the bridging:

> *"Well, I think it's enough for the information here, now we can see the materials in the next corner of exhibition room. Follow me, please!"*

This bridging also applied in the last ways of explanations.

After that, the writer continued explaining the 2nd material *Stomatolite* (Fossil of alga), and the explanation would describe bellow:

> *"Next, this is fossil of alga. This fossil is material which becomes the oldest collection in the museum"*

The most interesting information in material above was

> *"the material becomes the oldest collection in the museum".*

Therefore, guiding continued to the 3rd material *Tyrannosaurus rex* (Fossil replica of carnivora dinosaur) in the corner of Mesozoikum age. Here were the explanation:

> *"This is fossil of Tyrannosaurus rex, this species also called King Tyrant Lizard because is the biggest dinosaur of carnifora in the world"*

The most interesting information in material above was

"this material also called King Tyrant Lizard".

Next, the writer took the visitor to the 4th material; it was *Homo erectus* (fossil of ancient human) in exhibition corner of ancient of human. The explanation would be described:

> *"This fossil is Homo erectus, it has known in the world as The Java Man, previously well known as Pithecanthropus erectus Dubois"*

The most interesting information in material above was

"this material has known in the world as The Java Man".

Then the writer would describe the last material. It was *Stegodon trigonacephalus* (Fossil of ancient elephant) from exhibition corner of world of fossil, and here was the explanation:

> *"This is fossil of ancient elephant, the reason why this fossil named trigonacephalus is the skull of the elephant head that has trigonal shape"*

The most interesting information in material above was

"*the skull of head of this material has trigonal shape".*

The process of guiding in history of life was ended. The writer gave them to the other guide to continue their activity in the museum.

Next, the last ways of explanation, this would be applied to foreign teachers from California University. Same as guiding process above, after greeting was given the writer began to explain the first material *Periphinites supremus* (Fossil of *Mollusca*), here were the following explanation:

> *"This is fossil of Mollusca, it is class of Perishinitidae. It has size range from large to huge. Live in late Jurassic age and found in Solnhofen, Bavaria, Germany"*

As mentioned before, these ways of explanation consisted of class, size, years and places of the material living or found. They were also applied in each explanation previously.

After that, the writer guided the visitors to the 2nd material, it was *Stomatolite* (Fossil of alga) the explanation was described below:

> *"This is fossil of alga, this fossil has a conical to cylinhical structure with typical height 3m. This fossil lived from Pre-cambrian to Cambrian age. It presented by Toyohashi Museum of natural History"*

Then the writer guided the visitors to the 3rd material *Tyrannosaurus rex* (Fossil replica of carnivora dinosaur), the explanation given was:

"This fossil is Tyrannosaurus rex, it lived in age of Late cretaceous. It has height 6,5 m, length 14 m, and weight 8 m. It was found in North America, Alberta, Montana and Mongolia in Asia"

Then the writer continued to explain the 4th material which was *Homo erectus* (fossil of ancient human). The explanation would be described:

"This is fossil of ancient human which was found in Sangiran Dome in Pucung village by Toekimin in september 13rd 1969".It was lived 750.000 years ago in Pleistocene age with length 2m and class of Mammalia"

Finally the writer took the visitors to the 5th material which was *Stegodon trigonacephalus* (Fossil of ancient elephant), and here were the explanation:

"This fossil is ancient elephant, it class of Mamalia, it has long curves until 4m and length 2, 5 m and it was found in East Java area"

The guiding process was ended. The writer guide the visitors to the another exhibition room.

In the end of guiding process in History of life room, the writer gave closing. Here was the closing:

"Alright student / everyone / Ladies and gentlemen, I think the explanation about this room is enough. Now we can go to the next room that is geology of Indonesia room and it will be guided by the other guide. Thank you for your coming and your attention."

After learning all the explanation which was given, using differences of explanations was applied to make guiding process better. All the visitors were

allowed to ask the information which they needed. The visitor would receive all the information, increase their knowledge, and feel new experiences during the exploration every of exhibition room in Museum of Geology.

3.3.2 Problems and Solutions

The writer contributed the best abilities to be a good guide. It didn't mean there were not problems during the writer did the job training. There were some problems which were found. The basic problem was the writer did not know how to conduct guiding the visitors in the real world. Second, the writer didn't have enough time to observe and remember materials that were explained in guiding. Finally, the writer didn't know how to give explanation about materials related to the visitors.

The writer was realized to solve the problem as fast as possible in order to do work well. For the basic problem, the writer learnt how to be a professional guide from some sources such as: Instruction book of guiding, how to be guide for beginner and the writer also learnt how senior guide conducted guiding. There wasn't easy to be a guide who had responsibility to inform all materials to the visitors but the writer had never stopped to learn and to increase abilities; learning by doing.

To remember the materials, the writer spent more time in exhibition room. Then the writer made a note which described some materials which were very important to be explained. This way made materials easy to be remembered.

Although there was just a little time to make observation, the writer tried to learn different materials each day until having enough information about all materials.

After having enough information about materials, the writer learnt how to inform materials for different visitors. As a guide, the writer realized that to give information successfully, the information which was given should be adjusted as visitors needed. To make analysis easier, the writer classified the visitors in to three types of visitors such as, students of school, students of stuniversity and teachers. Finally, the writer applied some ways in which information was given related to the visitors.