CHAPTER III

THE DESCRIPTION OF THE ACTIVITIES

This chapter is generally concerned with the description of the writer's activities during doing the job training in Museum of Asian-African Conference. The job position, coordination, responsibilities, and the comparison of interaction process towards foreign tourists on guiding in Museum of Asian-African Conference would be described.

3.1 Job Position and Coordination

3.1.1 Job Position

The writer worked as a guide in The Museum of Asian-African Conference. The responsibilities of a guide are guiding and giving more information about the collection of the museum and The History of Asian-African Conference to the domestic or foreign tourists.

3.1.2 Coordination

As long as the writer did the job training as a guide in The Museum of Asian-African Conference, the writer coordinated with some staffs, they are: Mrs.Dedeh Rokhaeni, S.Pd, the head of division of administration. Her responsibilities are managing employee affair, finance, correspondence, supply and household. One of her responsibilities is managing employee affair; it means that it includes the job training affair. For instance, when the

writer applied the job training in the museum of Asian-African Conference, the writer had to meet Mrs. Dedeh Rokhaeni, in order to discuss that the writer wanted to do the job training there by giving the permission letter of University to her. Then, she could decide whether the writer could do the job training or not. After the writer was accepted to do the job training there, the writer was under the responsibilities of Mr. Desmon Satria Andrian, S.S, an employee of subdivision of library. His responsibilities are managing the website of museum, preparing the exhibitions, guiding the delegates and foreign tourists, giving guidance to the students who would do the job training, guiding English and French Club. One of his responsibilities is giving guidance to the students who would do the job training; it means that he is responsible for managing all the job trainings by giving guidance and work to them. Besides, the writer also coordinated with Mrs.Diah Puspitasari aand Mrs.Ety Mulyati, employees of subdivision of employee affair. Their responsibilities are managing the employee affair, making the report of employee affair, managing the correspondence, and managing employees' attendance. One of their responsibilities is managing employees' attendance; it means that they are also responsible for the attendance of job training students. For instance, everyday the writer had to sign the attendance sheet and ask them to sign the attendance sheet too.

3.2 Responsibilities

The writer worked in The Museum of Asian-African Conference for five weeks. For two weeks, the writer got guidance from Mr.Desmon Satria Andrian. The writer got guidance together with two students who also did job training there. The guidance started at 8 am to 3 pm. It was about the history of Bandung and Asian-African Conference. In addition, we also learned about the communication and guiding. The guidance was conducted to prepare the students who did job training in the museum, so that the students had more knowledge about the history of Bandung, the history of Asian-African Conference, how to make a good communication and how to guide the tourists well.

After all materials of guidance were delivered, the writer could be a guide. On the third week to the fifth week, the writer started to guide, not only domestic tourists whom the writer guided, but also foreign tourists. Besides to be a guide, the writer was also asked to be a translator. In this case, the writer translated the labelling of India Exhibition's Collection. After translating, the writer was also asked to be an editor. Then, the writer was also asked to make inventory of the collections of Permanent Exhibition Room in The Museum of Asian-African Conference. In addition, if there was an event, the writer was asked to be a receptionist. The writer had been twice to be a receptionist, in The Opening of Festival of Asian-African Conference, and also in The Opening of India Exhibition. Then, the writer also was involved in many activities in the museum, there were Discussion of Molly Bondan's Books (Spanning A Revolution and In Love With A Nation), and watching historical movie. Those were jobs that the

writer did as long as did the job training in The Museum of Asian-African Conference.

3.3 The Comparison of Interaction Process towards Foreign Tourists on Guiding in Museum of Asian-African Conference

To be a guide is not easy, especially in Museum of Asian-African Conference. Worked as a guide in The Museum of Asian-African Conference is not only demanded to guide tourists and give information all about the history of Asian-African Conference, but also be able to make a good interaction with the tourists. How to make a good interaction is one of challenges to be a guide. It needs process to make a good interaction. Before the writer explains the interaction process, it is better if the writer gives the definition of the interaction.

According to Maryati and Suryawati (2003, *p. 22*), "*Interaksi sosial adalah kontak atau hubungan timbal balik atau interstimulasi dan respons antar individu, antar kelompok atau antar individu dan kelompok"*. Besides, there is another statement from Murdiyatmoko dan Handayani (2004, *p. 50*), "*Interaksi sosial adalah hubungan antar manusia yang menghasilkan suatu proses pengaruh mempengaruhi yang menghasilkan hubungan tetap dan pada akhirnya memungkinkan pembentukan struktur sosial"*. Based on the definitions above, the writer can conclude that interaction process is a process of communication between two subjects or more which can cause the response. To know more about the interaction process, the writer would try to describe some parts of interaction process, there are subjects, communication, and response.

First of all, there were two or more subjects; in this case the subjects are the guide and tourists. Then, there was communication between guide and tourists. The guide made communication with the tourists. Communication is the main point of interaction process; if there was no communication, there was also no interaction. The communication could be begun by making simple conversation, such as asking some questions; where are you from?, is it the first time you visit Bandung?, what places that you visited here?, how long you have been here?, and so forth. The simple conversation was conducted as long as the guiding is on. After the simple conversation was successful, the writer could make serious conversation related to Asian-African Conference. The simple and serious conversation could be conducted if the writer was able to understand anything spoken by the tourists, one factor is the dialects. According to the *American Heritage Dictionary of the English Language*, "a dialect is a regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a variety differing from the standard literary language or speech pattern of the culture in which it exists". From the definition, the writer concludes that each country has its own dialect. In this case, the writer was demanded to understand various dialects in order to make communication with the tourists. Beside dialect, the writer also had to be able to understand the body language (gesture) of tourists in order to know how was the tourist feeling. Actually, body language (gesture) is the movement of body's parts to express a thought or feeling.

As the result of communication, there was a response. As the writer said previously that there were foreign tourists from various countries with different purposes to visit the museum, so it could cause different responses. According to Kimball Young and Raymond W. Mack in the book entitled Sociology and Social Life (1968), there are two responses, negative and positive response. There would be negative response if the guide could not make a good interaction process as long as the guiding is on, and there would be positive response if the guide could make a good interaction process as long as the guiding is on. As long as the writer did the job training as a guide in Museum of Asian-African Conference, the writer got different responses from foreign tourists. It could happen since the writer guided foreign tourists from various countries. Based on the explanation above, the writer tried to compare several parts of interaction process, there are the way of speaking (dialect), body language (gesture) and responses.

1) The Interaction Process of Australian Tourists

When the writer guided the Australian Tourists, there was only good interaction process. The writer assumed that because it was proven when the writer guided the Australian Tourists in two different occasions. First, on August 13, 2010, there was only one Australian Tourist whom the writer guided. Second, August 20, 2010, there were two Australian Tourists. From two different occasions of the three Australian Tourists, there was only one Australian Tourist giving a bad interaction process; however the rest gave a good interaction process.

Therefore, the writer concluded that there was good interaction process when the writer guided the Australian Tourists.

When the writer guided the Australian Tourists, the writer observed those factors that were explained in the previous explanation. For the writer, the dialect of Australian Tourists was difficult to be understood since the Australians were English native speakers. The Australians spelling generally followed conventions of British English. As in British spelling, the 'u' is retained in words such as *honour*. Actually, there were no difficult words, but the way of his speaking was so fast, so that the writer could not understand word by word. When they asked something, the writer asked them to repeat what they said. Fortunately, they understood that the writer could not understand what they meant if they spoke so fast. As the result, they tried to spoke slower than before. It caused the good communication between the writer and the Australian Tourist. For example, when the tourists asked the writer about the history of Asian-African Conference, the writer could answer it. In addition the writer did not ask them to repeat what they said anymore.

Beside the way of speaking (dialect), the writer also obsereved the body language (gesture). As long as the guiding was on, his gesture showed that they were really interested in the history of Asian-African Conference; they listened the writer’s explanation accurately, observed each panels carefully and tilted their head; it meant that they showed the curiosity of Asian-African Conference.

The good communication caused the good responses. They asked some questions, for instance, when the writer guided them in the Australian Exhibition

Room, they asked about the meaning of the statement “Everything Dutch is Black” and they also asked about the History of Asian-African Conference. In addition, when the writer asked something, they answered it.

2) The Interaction Process of Japan Tourists

According to the writer’s experience on guiding foreign tourists in The Museum of Asian-African Conference that guiding the Japan Tourists caused a good interaction process. It was proven since the writer guided the Japan Tourists in several occasions. From three different occasions on guiding Japan Tourists, there were always good interaction processes. The first occasion on guiding Japan Tourists was on August 15, 2010, there was only one Japan Tourist whom the writer guided. Second, on August 16, 2010, there were four Japan Tourists. Third, on the same date, there was one Japan Tourist. From three different occasions of six Japan Tourists, the writer also observed the dialect, body language (gesture) and the responses.

Based on the writer’s observation of six Japan Tourists, the writer concluded that there were only the good interaction process. It could happen because the dialect was easier to be understood. Japan Tourists were non-native English speakers, so the writer was easy to make communication with them. In addition, the English of the Japan Tourists was not good enough; they spoke English slowly, so that the writer could understand what they said. Another factor that the writer found was that Japanese used pitch accent (lower and higher pitch), pitch accent was variety of restricted tone systems, it meant that Japanese spoke

with different tone in a word, for instance when Japanese spoke mu^zukashii (dif ficult), he spoke the word slowly in low and high tone, whereas English and many western languages use stress accent. Stress accent is giving intonation in certain words in order to emphasis the words. For instance, the word "*didn't*" has to be pronounced the intonation clearly. It makes even more difficult for the Japanese to speak English.

Besides, the writer also observed the body language of Japan Tourists. As long as the guiding was on, the body language of the Japan Tourists showed that they really wanted to know about the history of Asian-African Conference, such as they tilted his head, it meant that they showed the curiosity of Asian-African Conference. In addition, when the writer explained something to them, they made little noises, such as 'uh huh' and 'mmm', it meant that he had curiosity, understood and wanted to hear more. They also made slow nodding, it showed that they agreed and understood what the writer was talking about. When the writer tried to explain something related to Asian-African conference, they looked like enthusiastic. It was proven when they observed each panel carefully. In addition, they also smiled when the writer tried to make a joke, for instance the writer said "Norodom Sihanouk is the youngest delegates at the time. He is called as lady killer, because he was the most handsome man among delegates", when the writer said "lady killer" they smiled. It meant that they understood about the joke.

In addition, the response of interaction process of Japan Tourists was positive. It was proven, they always responded when the writer asked something

related to Japan, such as when the writer asked the meaning of a title from Japan article in the panel of newspaper, they answered what the writer asked, and then they also tried to explain kinds of Japanese language.

3) The Interaction Process of French Tourists

The interaction processes of French Tourists were different from the interaction process of Japan Tourist. The writer guided the French Tourists in two different occasions. First, on August 23, 2010, the writer guided one French Tourist. Second, on August 27, 2010, the writer also guided one French Tourist.

Based on the writer's experience on guiding the French Tourists, the writer concluded that the interaction processes of French Tourists were only bad interaction process. How could it happen? First, for the writer, the dialect of French was difficult to be understood than Japanese. When the French Tourists said "that's ok", the "th" in the words "that" becomes "z". In addition, when they said "good", the "oo" sound in words like "good" becomes a long "u," as in "food". In English, native speakers pronounce the "r" sound in the middle of the mouth. In French, it was all the way in the back, almost swallowed. This was the most distinctive sound in this dialect, and absolutely must be mastered. So, when the French Tourists spoke English, it was not clear enough for the writer.

Besides, as long as the guiding was on, their gesture showed that they were not interested in the history of Asian-African Conference. Their gestures were different from the Australian and Japan Tourists. For instance, when the writer explained about the history of Asian-African Conference, they were busy to look

surroundings. They did not listen the writer's explanation accurately. Their gestures also showed that they did not want to be guided, for instance when the writer tried to guide them, they preferred to look around alone. By observing their gestures, the writer knew that they did not have curiosity to know more about Asian-African Conference.

As the result, the responses also were negative. For example, when the writer asked "do you like history?", then they just answered "yeah" without any explanation at all.

4) The Interaction Process of Netherland Tourists

Absolutely, the interaction process of French Tourists was same as the interaction process of Netherland Tourists. The writer guided the Netherland Tourists in two different occasions. First, on August 21, 2010, there were two Netherland Tourists whom the writer guided. Second, on August 23, 2010, there was one Netherland Tourist. From two different occasions of three Netherland Tourists, there was one Netherland Tourist who gave the good interaction process, but the rest gave the bad interaction process, therefore the writer concluded that there was only bad interaction process when the writer guided the Netherland Tourists.

First, the writer could understand what they said since the dialect of Dutch was easy to be understood. Although there was different when they said "the", they pronounced it "də". But it was not difficult to know what they said, it was just little different. The understanding of dialect was good, but it was not enough

to make good communication. Since their body language (gesture) showed that they were not interested in the history of Asian-African Conference, there was only bad communication. For instance, as long as the writer explained something, they were busy to look around the museum; they were ignoring the writer's explanation. Their gestures also showed that they did not want to be guided, for instance when the writer tried to guide them, they preferred to look around alone. As the result, they gave negative responses to the writer. The negative responses were same as French Tourists.

Those are some cases which the writer compared each other based on the writer's experience on guiding.

3.4 Problems Identification

As long as the writer did job training in The Museum of Asian-African Conference as a guide, the writer found some obstacles that had to be solved. Firstly, there were foreign tourists from various countries who came to visit the museum with different purposes. There were tourists who just wanted to look around the museum and there were tourists who really wanted to know more about the history of Asian-African Conference. In this case, the writer was difficult to distinguish them when starting the interaction process. Secondly, foreign Tourists who visited Asian-African Conference came from various countries. Therefore they had their own dialects. In this case the writer was difficult to understand many kinds of dialect. Thirdly, there were some tourists

who gave bad responses when the guiding was on, for instance there were some tourists who preferred to look around by them selves, when the writer was still guiding the tourists. In this case, the writer did not know what the writer should do when the case happened.

3.5 Solution of The Problems

There are some solutions to solve the problems which the writer often found as long as did the job training. For the first problem, based on the writer's experiences as long as doing the job training as a guide in Museum of Asian-African Conference, to distinguish tourists whether the tourists had a curiosity about the History of Asian-African Conference or not, it was important to make interaction process. Trying to solve the first problem, the writer decided to asked the tourists "do you want to be guided to look around the museum?", it was asked after the tourists filled the guest book. By asking like that, the writer knew the tourists who had the curiosity about the History of Asian-African Conference and tourists who had not. Second, the tourists who visited The Museum of Asian-African Countries came from various countries, therefore they speak different dialects. Trying to solve the problem, the writer had to observe the intonation and articulation carefully. By observing, at least the writer knew what the tourists wanted to say. If the writer could not understand the intonation and articulation, another way was observing the body language (gesture). For the third problem, the writer tried to find the solution by consulting this case with the other guides of museum. Then the writer found the solution, if this case happened when the

guiding was on, the writer allowed the tourists to look around the museum by explaining the rules in the museum and if the tourists needed help, the writer informed them that the writer was waiting in the information desk.