# Tour guides

*by* Siti Nur'aini

# An analysis of the learning strategies for the tour guides

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## Abstract

This research studies the learning strategies used by a tour guide. This research focused on finding out the strategies used by a tour guide and what problems they face to improve their ability to become a tour guide. And the purpose of this study is 1) to find out the learning strategies of a tour guide. In this study, researchers found two tour guides who used the same learning strategy, namely the socio-affective strategy. Socio-affective learning strategies are learning strategies that involve many people or called group learning and one tour guide that uses cognitive strategies. Cognitive learning strategies are learning based on known facts or principles. 2) To find out the problems faced by a tour guide to improve his ability to become a tour guide. The problem faced by tour guides is confidence and knowledge, more like language, and you have to know the specific terms of a particular language and also the main factor is knowledge. Researchers use descriptive analysis to find the right information to obtain the research objectives as expected. The instruments used in collecting information are interviews and questionnaires. The researcher gave direct interview questions and questionnaires to get answers from the informants.

Keywords: *An analysis, Learning Strategies, Cognitive strategies, Socio-affective strategies, Tour guide*

## 1. Background of the Study

English is the second language that must be learned after Indonesian. That is the reason why a researcher chooses this topic to be used as research material. According to Putriyana, (2017). In addition, English can increase the marketability of schools that can teach English well. One of the goals of learning English is for students to be able to communicate in English both orally and in writing. In today's era of globalization, English is very important to master and use in most aspects of business or international studies, young students must master it well. According to Handayani, (2016). Entering the era of globalization or better known as the free market requires every individual to prepare reliable resources, especially in the field of communication. Learning strategies that must be used when learning a foreign language such as English. According to Weinstein & Mayer, (1983). Learning strategies can be defined as behaviors and thoughts in which a learner engages and which are intended to influence the learner's coding process. Learning strategies are not only limited to procedures or stages of learning activities but also include the preparation of materials or learning program packages that will be delivered to students. The learning strategy consists of all components of the subject matter and procedures that will be used to help achieve certain learning objectives. Based on the discussion above, a researcher has a research problem as follows: 1.) What learning strategies do tour guides use? 2.) What are the obstacles they face in developing their skills as tour guides? Learning strategies can also be interpreted as patterns of learning activities that are selected and used by contextual teachers, according to the characteristics of one's learning, namely school conditions, environment, and specially formulated learning objectives.

From this study, researchers tried to understand the learning strategies of a tour guide. O' Malley & Chamot, (1990) classifies learning strategies into 4 types: cognitive, meta-cognitive, effective, and social. Researchers are interested in implementing learning strategies as the topic of this research because everyone has their learning strategy. Especially for the Tour Guide, they even have a strategy for learning English only. We all know that mastering English is very important for guides. Because they are a representation of the place they describe. They must be ready to speak fluently in both Indonesian and English.

Then in becoming a tour guide also has problems faced when improving his ability to become a tour guide. Consistent with the observations and pre-research conducted by the researcher. Most of the tour guides in Semarang are self-taught English. They learn English by attending various English courses and discussion forums. They want to learn in active experimentation, they often join the first situation to improve their ability to speak English. From the research conducted, the researcher wants to know what types of learning strategies are, and how to overcome the problems faced in developing learning strategies. Indonesia has a lot of well-profiled tourism potential; can have a positive impact on the progress of the tourism industry that has been developed by Indonesia. In tourism, we all know a Tour Guide as a person who shows us about the places and the history of the places visited. English is also important for Tour Guides as they will give their information well to foreigners in the place.

## 2. Framework or theoretical/conceptual based on literature or data

In the learning process, we recognize what is called a learning strategy. Where we plan to learn what In addition to our native language. According to Laoli,

(2009), students who want to learn English well must realize that learning strategies are part of their needs. With a learning strategy, learning activities become better and more focused. We also need to learn a foreign language so that it adds to our horizons to make it easier to communicate with someone. According to Itania, (2014), language learning strategies help learners to develop communicative competence by teachers can help individuals apply more effective learning strategies. There are strategies that we use when studying a foreign language, to make it easier for us to understand and digest the learning we learn. We will learn. So that we can easily understand what we are learning. According to Alviani, (2019) to gain successful language learning are needed the appropriate of teaching and learning strategies in classroom, learners are also need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy.

Besides that, according to O' Malley & Chamot, (1990) that defined the kind of learning strategies is divided into three types, meta-cognitive, cognitive, and socio-affective strategies.

*a. Meta-cognitive strategies*

This strategy involves a process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring. In a learning process, of course, there is a plan carried out by a student who is prepared to correct and evaluate what they have learned.

*b. Cognitive strategies*

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference. When we learn something we usually use separate notes to study.

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*c. Socio-Affective strategies*

This kind of strategy has a close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.

For the three types of learning strategy a researcher only choose two of learning strategies, that is cognitive strategies and socio-affective strategies. Then the reason, why the researcher do not used meta-cognitive strategies because who has a study plan is a teacher.

The researcher found several theses as previous related research in learning strategies for tour guides. The research was conducted by Elis setyaningrum (2018) "Strategies for Learning English Foreign Language Students by Students at Mas AnnurTangkit". The purpose of this study was to find out what strategies were used by class 2 students Mas AnnurTangkit. This research was conducted using a qualitative descriptive method. Researchers used data collection techniques through questionnaires and interviews. Based on the results of the study, it can be seen that students tend to use more metacognitive strategies and social strategies. However, there are some students who are weak in meta-cognitive strategies. The results of the questionnaire show that meta-cognitive strategies get 80.4%, cognitive strategies get 82% and social strategies get 90.4%. In the results of previous research conducted by a student who may have a different strategy with a tour guide, in terms of learning and in terms of knowledge, here the researcher wants to know what strategies are used by a tour guide in mastering foreign languages, because they study more in foreign languages. Field rather than learning theory.

## 3. Research Method

According to Surakhmad in Subroto (1992: 5) states that "in qualitative descriptive research, researchers use techniques to find, collect, classify, analyze data, interpret it and finally draw conclusions." So in this descriptive study, what a researcher does is to collect and analyze what they see in the field and make conclusions about what they have seen before. From the research a researcher use qualitative descriptive.

*a. Technique of collecting data*

Data collection techniques used are:

A researcher use recording with video to collect the data and use interview, questionnaire, and documentation.

1) Interview

According to Artis, (2021) an interview is at the most fundamental level, a meeting between strangers. In this research, according to the type, a researcher uses guided interviews. In a guided interview, the interviewer is provided with a complete and detailed list of questions. So, the questions have been prepared properly and systematically by a researcher.

2) Questionnaire

According to Sugiyono (2013: 199) a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. In this study a researcher used a closed questionnaire to limit the answers of the informants. The closed questionnaire is a closed questionnaire is a questionnaire in which there are alternative answers that have been determined by the questionnaire. The answer can usually be yes or not.

3) Documentation

Paul Otlet (In the International Economic Conference: 1905), Paul Otlet explained that documentation is a special activity in the form of collecting, processing, storing, recovering and distributing documents. Which is used as a complement to data or accompanying accurate evidence of the observations made.

b. *Technique of analysis data*

In this study the researcher used data reduction, display data and conclusions. According to Miles and Hubermen (1984), they suggest that the activities in qualitative data analysis are carried out interactively and continue to be complete, so that the data is saturated. The measure of data saturation is indicated by no longer obtaining new data or information. Activities in the analysis include data reduction, data display, and conclusion drawing / verification.

*Figure 1:*

*Data colection steps (Miles & Huberman, 1984)*
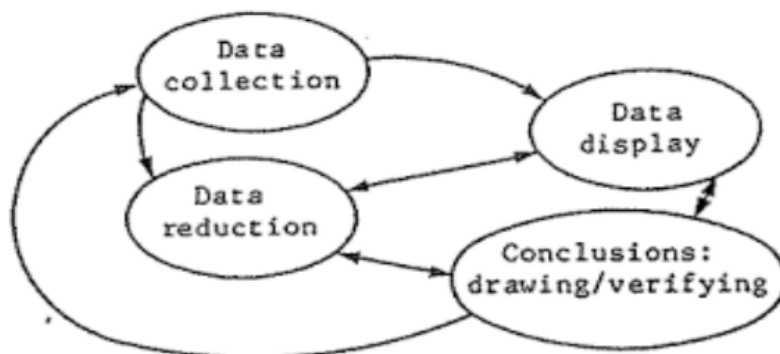
According to Miles, data reduction is a process of selecting, focusing attention on simplifying, abstracting, and transforming crude data that

emerges from field data. You need to do data reduction because in general, there are a lot of qualitative data, especially from the results of interviews and observations.

According to Miles, data display is an analysis designing series and columns of a metric for qualitative data and determining the type and form of data entered into the metric boxes. A researcher uses these two techniques because they are most easily understood and understood by a researcher.

After the researcher performs the data processing stage above, the next thing to do is draw conclusions. The conclusions written should include the important information in your research in general. The conclusion should also be written in a language that the reader can easily understand and is straightforward.

## 4. Findings and Discussions
### a. Findings

In this research, a researcher examined three tour guides in Semarang. Three tour guides were examined, namely one male tour guide and two female tour guides. In this research, a researcher uses a questionnaire and interviews to obtain data from each tour guide. To understand the results of this study, a researcher presents a table that has been filled in by a tour guide who then gives the conclusion below. When conducting research, the researcher asked several questions for the tour guide, from the results of the interview a researcher knows the types of learning strategies carried out by a tour guide. Then the second is the problem faced in improving his ability to become a tour guide.

Table 4.1

*The following are the kinds of learning strategies used by Tour Guides.*

| No | Name | Kinds of Learning Strategies |
|----|------|------------------------------|
| 1. | Participant 1 | Socio-Affective Strategies |
| 2. | Participant 2 | Socio-Affective Strategies |
| 3. | Participant 3 | Cognitive Strategies |

*Source:* Putriyana, (2017)

From the table of the first tour guide, in this case, the tour guide of the two learning strategies from O'Malley and Chamot's theory, there are two that I use, namely cognitive strategies and socio-affective strategies, tour guides like both but prefer group learning strategies because they can exchange information while working or studying. So the conclusion is based on the description above, the strategy used is socio-affective because according to O'Malley and Chamot's theory the socio-affective strategy is A kind of strategy that has a close relationship with social activity and interacts with the other. An example of socio-affective strategies is cooperation and question for clarification. Where Some prefer group learning strategies because they get more information by exchanging information that is owned by each group member.

From the table of the second tour guide, the informants is from the theory that has been taken from O'Malley and Chamot, namely that there are cognitive strategies and socio-affective strategies in this tour guide who prefers to learn individually rather than in groups, because according to his explanation in the interview he prefers to learn by listening to lectures from a person or listening through the media and more explained after that summarizes what has been learned to better understand what is being explained. So the conclusion is that from O'Malley and Chamot's two theories,

the tour guide's answer is a cognitive strategy, which means that according to O'Malley and Chamot, this strategy involves a direct learning process about the learning material itself and have limited specific learning task. An example of this strategy is repetition and making an inference. When we learn something we usually use separate notes to study.

From the table of the third tour guide, according to the source of the two theories, according to O'Malley and Chamot, a tour guide prefers to study in groups because according to him, in group study he adds insights and he happens to always study in groups while in an educational institution. So, in every lesson he always learns in groups, it can be concluded that from the two strategies according to O'Malley and Chamot's theory, a tour guide's cognitive and socio-affective strategies use a socio-affective strategy. According to O'Malley and Chamot, the socio-affective strategy is this kind of strategy that has a close relationship with social activity and interacts with the other. An example of socio-affective strategies is cooperation and question for clarification.

In conclusion, from the three sources, they have their own learning strategies. There are those who are more interested in studying individually, some are interested in studying in groups. Each of them has its own advantages. According to them, group learning adds insight, can exchange ideas or broader knowledge that will be known. There are also those who choose to study individually because they feel more focused or their knowledge is quick to absorb.

*Table 4.2*

*Based on the research, here are the results of second problem formulation.*

| No | Name of Tour Guide | Problems faced in improving his ability to become a tour guide |
|----|--------------------|-------------------------------------------------------------|
| 1. | Participant 1 | The main factor is self-confidence; and knowledge. |
| 2. | Participant 2 | It's more like language,and you have to know the specific terms of a particular language. |
| 3. | Participant 3 | The main factor is knowledge. |

*Source:* Putriyana, (2017)

The problem faced of first guide is improving his ability to become a tour guide, namely the first is self-confidence because building self-confidence is very difficult, especially when we have to face many people with various characters and traits, the second problem is that we have to master a place in a sense historically.

The problem faced of second guide is more in language that is not everyday language and the increasing interest of local tourists to pay attention to explanations from a tour guide. So, it is more about improving how a tour guide can provide a sense of comfort or how to bring participants to be more interested in the explanation we are doing so they don't think the explanation is too monotonous.

The problem faced of third guide is tour guide in Semarang are very rare, so they prioritize in terms of knowledge and expertise in explaining a place by tourists. So the conclusion is that the problem faced is from the language because there it is explained that the resource person uses only modest English. More precisely, namely the improvement in terms of language.

*b. Discussion*

From research conducted by a researcher, several learning strategies are used by a tour guide. The first is the learning strategy used by tour guide 1, namely the socio-affective learning strategy, which is a learning strategy that involves interaction between the surrounding environment and other people. Which means learning by collaborating with friends or studying in groups. Meanwhile, the second tour guide uses the same learning strategy, namely socio-affective. And the last tour guide, which uses cognitive learning strategies, namely direct learning strategies that are carried out for you such as making summaries after carrying out the learning process. From the explanation above, we can conclude that a tour guide has their way or strategy to learn according to their knowledge.

In this study, a researcher also discussed what problems he faced to improve his ability to become a tour guide. The first, tour guide 1, said the problems he faced were self-confidence and knowledge. Being a tour guide, of course, it is very important to have self-confidence because you are dealing with people with various characters, then the knowledge that is broad enough to explain or tell the history and knowledge about the tourist destinations they are visiting. Then the second tour guide is about language and must understand the specific terms of a particular language. And the last tour guide is the main factor. From the explanation above, it is concluded that each tour guide has different problems to improve his ability to become a tour guide.

However this finding of this research is in line with the previous study from Ningrum (2018) previous studies, it was also found that cognitive learning strategies only used more meta-cognitive strategies. In previous studies, the results of the questionnaire showed 80.4% meta-cognitive strategies, 82% cognitive strategies, and 90.4% social strategies, while the

current study produced two tour guides who used socio-affective strategies and one person used cognitive strategies. The research being conducted on a tour guide also produces findings that a tour guide prefers or is interested in using socio-affective learning.

Meanwhile, this finding is contrast with the previous study from Kurniawati (2016) in a previous study by a researcher aimed at identifying any language learning used by students who were not successful. In a previous study, a researcher found language learning strategies by students who were not successful in understanding troubling texts, namely memory strategies, namely by reading magazines or newspapers, cognitive strategies, compensation strategies, and metacognitive strategies. In this study, a researcher focuses on describing how these learning strategies are used and then draws the conclusion that metacognitive strategies are for example by making their study plans or schedules for learning, while the current study discusses what strategies are used by a tour guide when they study.

In addition, there are similarities and differences in previous studies and research conducted by a researcher. In a previous study conducted by Alfiani (2019), in this study, a researcher has differences in the research objectives if the current research is carried out by a tour guide to know different learning strategies as with previous studies carried out to obtain the proportion of each type English learning strategies by MTS students Ummatan Wasathan Pesantren Technology Riau. With the result that the most dominant strategy used by students is an affective learning strategy, while in the current study a researcher found that the most dominant strategy used was socio-affective strategy and besides that, researchers also found problems in improving the ability to become a tour guide.

## 5. Conclusions

The author concludes that Semarang tour guides have their own learning strategies. There is one tour guide who has a cognitive learning strategy. People who have a learning strategy like this usually prefer or like to study individually and summarize what they have learned then record and study it. Then the second learning strategy is socio-affective strategies, namely learning which is done in groups or interaction with one another. In this strategy, based on the research results, two tour guides use it. Based on the results of research and discussion, there are three problems to improve the ability of a tour guide, namely in terms of language, science such as history and level of self-confidence.

This chapter also explains the problems faced to improve their ability to become a tour guide, namely, the first tour guide has problems in increasing self-confidence and knowledge. The second tour guide has language problems and you have to know the specific terms of a particular language and the last tour guide is the main factors are knowledge.

Based on the explanation above we can conclude that every tour guide has a problem in increasing their ability to become a tour guide, which is in the field of language and historical knowledge which they must master to the maximum and must continue to train self-confidence.

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