

CHAPTER I

INTRODUCTION

1.1 Background of Study

In today's world, tourism is seen as an integral aspect of economic development and cultural exchange. It becomes very important to understand the various dimensions of this dynamic industry. Tourism can be defined as business and pleasure activities undertaken by people travelling for short periods of time to places outside their place of residence (Chilembwe, 2014). In the same way, the United Nations World Tourism Organization (UNWTO, 2011) defines tourism as the activity of people travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the performance of any activity for remuneration from the place visited.

People travel to different places to have new experiences and see different cultures. They get a sense of satisfaction from the self-growth as well as social status enhancement that travelling brings. The increasing demand for travel in the tourism industry has created a connection between travelers and all parties involved in tourism, especially as travelers want to be sure that their needs and desires will be met during the trip. This has led to a high demand for travel leaders or guides who can provide interesting information. Tour guides play an important role in this context. Visiting a tourist or cultural attraction would be boring without a knowledgeable

guide. Like a teacher teaching their students, a tour guide can share interesting information about the place visited with tourists, helping to make their trip more enjoyable. Therefore, satisfied travelers ultimately lead to tourism growth (Ap & Wong, 2001).

As a part of tourism strategy, one of the countries in Southeast Asia is pursuing an ambitious program. The country in question is Indonesia, which can boast the status of being home to one of the seven wonders of the world. The appeal of this country to tourists is enhanced by the fact that it offers a wealth of attractive locations. Indonesia has great tourist attractions because it is made up of many islands, ethnic groups and diverse parts of the country. Interestingly Indonesia highlights more diverse arts and cultural tourist attractions, one of them is an icon of East Jakarta, Taman Mini Indonesia Indah (TMII). The idea for TMII originated from the vision of the former First Lady, who aspired to embark society on a literary journey through the diverse narratives of Indonesia, within the confines of an open park. From the thousands of traditional patterns and cultures that are represented in every corner of the archipelago, from Sabang to Merauke, an identity is shown as the image of each region in Indonesia. Based on the information provided by Tamanmini.com, 2024 all these things inspired by Mrs. Tien Soeharto, to develop the concept of establishing TMII. The first culture-based tourist destination in Indonesia with an area of 150 hectares is different from other tourist attractions because it presents various Indonesian cultures from Sabang to Merauke. The natural and cultural aspects of Indonesia as well as modern technology are displayed in this area

(Savitri, 2022) This park was built during the time of President Soeharto and has been known as the most complete cultural tourist destination in Indonesia. TMII itself was established in 1972 and inaugurated on 20 April 1975.

At a time when more and more tourists are choosing to travel independently, without a fully organized package from a tour operator, this is a great opportunity for attractions that provide for the needs of several tourists. One of them is “Free Walking Tours”, a relatively new concept in guided tours, mostly carried out in urban environments and preferred by modern tourists, both local and foreign. Tipping is optional, but it is common for travelers to leave a gratuity at the end of a free tour to show their appreciation for the service. These tours allow participants to determine the amount they pay according to their financial means or their perception of the tour's value. Tourists can choose or follow the package offered by the tourist attractions for the objects passed during the tour. Travelers who want to learn about the city they are visiting will find these tours more meaningful, as they have the opportunity to receive information directly from certified guides without having to search through many unverified online sources. This makes the educational experience more reliable and efficient (Stefanovic & Rusic, 2024).

In the world relating to the tourism industry, the word ‘tourism’ is used for the scope of all activities directly concerning travel and visits to places by people known as tourists. Without tourists there would not be a tourism industry, they are the major consumers of a variety of services and

experiences that this sector offers. Tourists are foreign nationals who typically communicate using a universal language, namely English. This is also referred to as a foreign language. In this context, English is a basic requirement for tour guides in their interactions with foreign tourists. Despite the fact that tour guides may not possess sufficient English proficiency, the communication must be maintained (Sholihah & Sumekto, 2021). There are still challenges in communicating with tourists when visiting TMII, which makes it difficult for tourists to rely on their tour guides.

One of the fundamental problems tour guides face when speaking a foreign language is a lack of preparation. For example, a good grasp of English grammar and vocabulary can significantly facilitate effective communication. In oral interaction, both the speaker and listener need to be able to process spoken words and produce coherent language, even in difficult situations. It is helpful if the speaker is an excellent communicator who can express themselves clearly. Gonzalez and Pastor (2013) stated communication skills are an important requirement for people working in the tourism industry in an intercultural context. Understanding performance expectations is fundamental to achieving traveler satisfaction. Oral and written communication skills are two critical competencies that are important for tourism stakeholders at all levels.

As a universal language, English is used by people from all over the world for communication. Consequently, tourism industry professionals, most notably tour guides, are expected to possess a high level of proficiency

in English. One of the most interesting areas of English for Specific Purposes (ESP) is English for tourism. This is because, nowadays, we are all tourists in different situations (Simion, 2012). All professions require English proficiency, but the tourism industry particularly needs it due to its specific characteristics. English has been very important in the growth of tourism. It is used a lot when travelling and talking to customers. Therefore, people who work in tourism must be able to communicate well in English. This is because most foreign visitors speak English well, as it is spoken in many different countries around the world (Cohen, 2004).

Consequently, it is imperative that local guides possess proficiency in the English language, particularly in order to communicate effectively in the field of tourism. Proficiency in English communication will enhance the quality of tour guide performance. Therefore, it is crucial to implement a training program to better align the job skill requirements of tour guides with the demands of the tourism industry. It is essential that local guides for “Free Walking Tour” at TMII, possess effective English communication skills, as this is a crucial aspect of their ability. It is imperative that they exhibit exemplary pronunciation, elocution, fluency and vocabulary, with a pronounced emphasis on collocations. However, local guides for “Free Walking Tour” at TMII encounters considerable obstacles in enhancing their English communication abilities. The majority of guides lack the opportunity to receive sufficient training to improve their English as Foreign Language (EFL) skills, and there is a dearth of opportunities for tour guides to engage in English communication. Therefore, it is imperative that they

receive training in order to practice speaking in English, with a view to improving their EFL skills. In Indonesia, the status of English is that of a foreign language, given that the majority of the population speaks Indonesian. Consequently, there is limited space for individuals to utilize English in their daily conversations. Typically, the sole occasion on which these individuals are able to practice their English skills is when foreign tourists visit TMII.

One useful aspect of language is grammar. Grammar is a set of rules that tell learners how to combine words and phrases correctly. It also tells those learning a language how to use words like 'he' or 'she' to show gender (Baker, 2018). Grammar is essential in learning language skills. This is because the reader must have the same understanding as the author. Incorrect grammar can result in divergent interpretations between the author and the reader. Therefore, it is imperative to use correct grammatical structures to reduce the chance of misunderstandings

Grammar is also contained within categories such as omission, addition, misinformation, and misordering. (Dulay, Burt, & Krashen, 1982). It is very important to thoroughly investigate and compare the ways in which these categories are expressed, as well as to study the meanings of the different language structures present in both the source and target languages. According to Hahn, Jurafsky, & Futrell (2020), there is a need for tour guides to have knowledge of grammar and its importance in the communication of English. This is because clear communication is dependent on correct grammar. The difference between what EFL learners

know about grammar and how they understand the most important grammar points was also discovered by Kyung-Im and Hyekyeng (2017) in a study of learners from two universities in South Korea. It was confirmed by the results that a significant difference in the scores for tenses, articles and voice for grammatical awareness was shown between the high-level and low-level groups.

These big differences in grammar show that language skills can affect how often and what kind of error learners make when speaking or writing. Errors are the imperfect part of learner speech or writing, those parts of conversation or composition that are not in line with certain standards of language performance (Dulay, Burt, & Krashen, 1982). Systematic deviations in grammar are referred to as Grammatical Errors when the rules of grammar have not been fully comprehended by a learner. Finally, a grammatical error is when a language learner makes the same errors again and again or when they are trying to learn a language. According to Richards (1975), a clue or two about the missing link between the two languages is provided by grammatical errors. For example, despite having a central concept in expressing a certain meaning, each language will always share its roles and rules to reconstruct and deliver the meaning to different audiences with varied backgrounds and viewpoints. A comparison of linguistic features of Indonesian and English is given in the analysis to show the strength of both languages, as both are involved in the translation process. As tour guides do, they must explain everything as much as possible during the tour with tourists following existing grammar. However,

despite this, there are still instances where tour guides make grammatical errors and produce different meanings from the original. Therefore, it is the responsibility of the tour guide to organize the two languages in a way that produces the desired meaning through their unique rules.

In addressing the challenges faced by tour guides at TMII in improving their English communication skills, it is crucial to investigate the underlying causes of grammatical errors and communication barriers. These problems are not isolated, but symptomatic of deeper and more systematic challenges in language acquisition. According to Brown, 2000 of these sources of errors can be grouped into four main parts: interlingual transfer, intralingual transfer, learning context and communication strategies.

Interlingual transfer is defined as errors that arise due to the impact of the learner's mother tongue on the target language. In contrast analysis, the mother tongue of learners and the target language are compared. Errors that learners of a language would be likely or disposed to make were predicted on the basis of the similarities or differences between two languages (Kim, 2001) Most of the tour guides at TMII speak Indonesian as their first language. This means that the way they understand English grammar and the way they put sentences together is based on Indonesian structures and rules. This frequently results in errors in areas such as word order, verb conjugation and article usage, as these linguistic characteristics either are not present or are formed differently in Indonesian. Errors of this kind can cause misunderstandings or inappropriate communication, which can have a negative effect on the overall quality of the tour experience.

On the other hand, intralingual transfer is characterized by errors that occur as a direct consequence of the learning process itself. These errors usually happen when the learner uses the wrong rules of the target language in the wrong situations. For example, a tour guide might say that certain grammar rules always apply, or they might not know about the differences in English grammar. These errors often happen when people are still learning a language. They are often the result of not learning the language in a complete way.

The learning environment is equally important for developing language skills among tour guides. English language skills which are fluent and accurate are not always acquired by tour guides in the conditions in which they learn the language. Take, for instance, the case of tour guides at TMII. They may not often get the chance to use English in real situations, except when they are giving tours. This means that their English skills are not as good as they could be for talking to people in real situations. This lack of exposure to real-life language use can lead to grammatical errors and communication problems.

Finally, communication strategies are ways that learners use to overcome problems when they do not have enough language skills. Those tour guides at TMII who have only limited English proficiency may use certain strategies when guiding tours. These include simplifying the language they use, using gestures, or even switching between Indonesian and English. The ability to communicate well is more than just knowing the rules of the language. It is also about being able to send and understand

messages in different situations. This is very important for tour guides who meet many different types of people (Michael & Merrill, 1980). These strategies can be effective in some situations, but they can also result in unclear or incomplete communication, particularly if the tour guide lacks the vocabulary or grammatical knowledge to accurately convey more complex ideas or cultural information.

By understanding these four sources of error, it becomes possible to design targeted training interventions to address the root causes of tour guide communication problems. It also allows for a more focused approach to improving their English language skills. This focuses not only on correcting grammatical errors. It also focuses on improving the overall quality of their communication strategies and exposes them to English in real-life contexts. This raises awareness of the influence of their mother tongue on their learning process.

It is very important to understand where errors in English communication by tour guides come from. This will help them to deal with the problems they have in their work. We can design more effective language training programs. These will target not only grammatical accuracy but also communicative competence. This is possible with a clear understanding of the factors that contribute to these errors. These include interlingual transfer, intralingual transfer, the learning context and communication strategies. The next step in this research is to take a look at what's been done before, especially in terms of the language challenges faced by tour guides working in places like TMII, where there's a mix of

different languages and cultures. By looking at earlier studies, it was possible to understand what works well in overcoming these problems, as well as finding ways to do even better. The next section gives a summary of important research in this area. It explains how similar problems have been dealt with in tourism, language learning and the specific role of tour guides in improving the visitor experience.

The study undertaken by Muziatun & Jusuf (2020) shares a comparable focus with the preceding study in that it analyzes the grammatical errors made by Indonesian tour guides when speaking English. Both studies emphasize the importance of English language proficiency for effective communication in the tourism sector. It is important to use correct grammar so that information is clearly and unambiguously communicated to tourists, thereby reducing the potential for misunderstandings. On the other hand, the research by Muziatun and Jusuf is based in Gorontalo City, where it uses a combination of methods, including the Linguistic Category Classification by Politzer and Ramirez, to examine errors made by 10 tour guides. This paper categorizes errors over distinctive perspectives of language structure, counting verb expressions, thing expressions, and change blunders. This was accomplished through the utilization of consecutive information collection strategies, which permitted the recurrence and sorts of blunders to be precisely captured. Both studies utilized theories derived from the fields of English grammar and error analysis. This study draws on Dulay, Burt, Krashen's (1982) theoretical work on grammatical structure and Brown's (2000) theory with a particular

focus on the sources of errors, as well as the impact of grammar on communication intelligibility and its relationship to language processing. Furthermore, Gorontalo's considerations are based on Corder's (1973) examination of errors and Politzer and Ramirez's (1982) classification of linguistic errors into morphological and syntactic errors. This allows for a precise, systematic, efficient, and appropriate system of considering dialect errors among tour guides. A comparison of these two thoughts shows that they are based on the same hypothetical system, but take different approaches in their application

A study carried out by Shakir, Rasool and Khan in 2020 examined the kinds of errors that were found in student papers in Pakistan. The study identified common errors relating to the use of articles, subject-verb agreement, plurals and spelling. These syntactic errors were caused by several factors: L1 interference, intralingual interference, simplification, and inconsistent application of strategies to control grammar by learners. This suggests that ESL/L2 learners are likely to have difficulty internalizing rules relating to morphology and syntax when the rules of the target language differ significantly from those of their native language. This also means that learners sometimes make things too simple by over-generalizing rules or avoiding more complex constructions. This in turn leads to repeated errors. The research is based on this thing called Monitor Theory by Krashen Which is basically about how learners, whether they realize it or not, organize their language output. These findings are highly pertinent to the current study, which also focuses on grammatical errors that occur in the

spoken English of tour guides during walking tours in TMII. This study looks at how people use language when talking about tourism. It uses a method called "grammatical error analysis" to understand how people use language in real situations. This analysis helps us understand how people communicate in important situations where language needs to be used correctly.

Ma, Doi & Liru, 2022 conducted a study on grammatical errors in student writing at Flores University. They identified errors as morphological, syntactic and lexical issues-verb tense errors, subject-descriptor inconsistencies, article omission and word order. Their study also applied Dulay, Burt and Krashen (1982) and Brown (2000) grammatical taxonomy to classify and interpret the sources of grammatical errors. Like theirs, the present investigation attempts to account for how students take in and apply rules of grammar through error analysis. Both have taken theoretical base from Dulay, Burt & Krashen for error types and Brown for error sources. However, the Flores study confined itself to academic writing-controlled classroom settings of beginner learners while this study takes place in a dynamic real-world setting or tourism world where English serves as an intercultural communication tool. In addition, the research in Flores used both quantitative and qualitative analysis, whereas the current study relies more on qualitative descriptive analysis through observation and transcription of spoken language.

This study chooses to explore English communication skills for tour guides at TMII because the researcher believes that being able to talk well

is very important in the tourism industry. As a cultural performance venue representing Indonesia's diverse cultural heritage, TMII attracts many visitors, both domestic and international. The way these tour guides can articulate information accurately and engagingly becomes an important factor not only in enhancing the visitor experience but also in deepening visitors' knowledge of Indonesian culture. Besides that, the challenge local tour guides face with learning English as the universal language of tourism makes them require specialized training and support.

1.2 Statement of Problem

1. What types of grammatical errors were made by the tour guides during the free walking tour at Taman Mini Indonesia Indah?
2. What are the possible sources of these errors when using English as a second language?

1.3 Research Objectives

This study aims to analyses and classify the types of grammatical errors made by tour guides during “Free Walking Tour” in TMII and identify possible sources of such errors in the context of English as a second language.

1.4 Research Methodology

This research focuses on analyzing the grammatical errors made by local guides at TMII. The researcher employed a qualitative descriptive methodology involving the identification and categorization of grammatical errors made during guided tours. By definition, as the name implies, qualitative methods do not involve measurement and statistics (Best & Kahn, 1998). In simple terms, qualitative

research is a way of collecting data that focuses on explaining what things mean, rather than using statistics to make assumptions.

Researchers used observation tools to collect research data, Hadi (2002) stating that observation is the systematic recording of the phenomena under study. It is a method of collecting data in which researchers or collaborators record information as they observe it during the research process. Observation can be interpreted as a method of data collection through direct observation of situations or events in the field. In this case, observation is done by directly observing the performance of tour guides in guiding tourists. A variety of methods can be employed for the recruitment of participants, the collection of data and the use of instrumentation. One of these methods is the utilization of quantitative research strategies in survey research. The objective is to gather information and data from tour guides at TMII regarding the frequency of grammatical errors, and the methods and obstacles tour guides encounter when guiding tourists. Audio recorders and survey forms were also used as data collection tools during the observation, interview and survey processes.

After data were collected, the next stage was data analysis. The results of the observations of the local guides were transcribed and analyzed to identify grammatical errors made by the guides based on the book *Language Two* by Dulay, Burt, & Krashen, 1982 and the sources of errors based on the book *Teaching by Principles an interactive approach to language pedagogy* by Brown, 2000. Next, the author conducted an evaluation of the performance of the tour guides. The assessment covered three areas, namely vocabulary, structure and source of errors. It was carried out using a speaking proficiency guideline. The results of the data

were then interpreted to explain directly the phenomena studied in the observed research context, in line with the research objectives. The data results are presented in a clear and understandable way for readers at different levels of expertise.

1.5 Scope and Limitation

The study's primary objective is to examine and identify grammatical errors made by local tour guides when using English as a second language during “Free Walking Tour” in TMII. The study's focus is on the spoken English employed by tour guides when providing explanations to tourists. The analysis conducted was limited to the identification, classification and interpretation of grammatical errors based on the book *Language Two* by Dulay, Burt, & Krashen (1982) and the sources of errors based on the book *Teaching by Principles an interactive approach to language pedagogy* by Brown (2000). To collect qualitative data, methods such as observation, audio recordings, and surveys were used.

This study did not include written communication and other linguistic aspects. These include discourse strategies and non-verbal communication. Also, only a small group of local tour guides took part when the information was collected, so the results might not be the same for all tour guides in Indonesia or in other places where people visit. Potential observer bias, limited sample size and subjectivity in the transcription and analysis process are also among the limitations.

1.6 Organization of Writing

This research paper is divided into five chapters to present the study in a clear and easy-to-follow way. The background to the study is provided in the introduction, the problem is stated, the research objectives are outlined, the scope and limitations are explained, the importance of the study is highlighted, and the

paper is organized. Through this chapter, an overview of the research is provided, and the focus of the study is introduced. It also talks about what other people have written about this subject and about errors in grammar when people are learning a second language, what causes these errors and what other studies have said about them. It also discusses key concepts, such as the types of grammatical errors and the theories used to analyse them. The way the study was done and the way the information was collected is explained. This includes how the study was approached, how the information was collected (by observation, interviews and surveys), where the information came from, the tools that were used, and how the information was analyzed. The way of describing things in words is the most important way of doing this. The section called "Findings and Discussion" shows the results of the research, including the finding of errors in grammar made by tour guides and looking at the reasons for these errors. The text goes on to explore the connection between these findings and the theoretical framework as well as the literature that has been reviewed. The final thoughts and proposals give an overview of the study results, make deductions based on the review, and put forward ideas for further studies and advice for improving the English language abilities of tour guides.