

Error Analysis of Japanese Language for Tourism: A Study on Tour Guiding in Student Script

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Abstract. Learning a foreign language for learners in Indonesia is problematic because it is a second or even third language. The cause of foreign language difficulties is an influence of the mother tongue, which is not used in everyday conversation. Japanese learners sometimes make grammatical mistakes when guiding Japanese-speaking tours. This study aims to find out Japanese language errors in guiding tours and the causes of Japanese language errors in guiding tours. In addition, This research is needed for reference for students who learn Japanese as an insight when guiding tours in Japanese. The method used in this study is a descriptive method with a qualitative approach to describe Japanese language errors based on the type and cause of these errors in guiding tours. The data was sourced from a tour guide script in Japanese, including 22 scripts, and the data was 48. The result of this study was there were 13 language error data subtraction (omission/脱落), 20 language error data Addition (付加), 10 language error data misformation (誤formation), and five language error data (位置). Meanwhile, the error in the form of reserve use was not found in the Japanese tour guide script data. The cause of errors that students have made is due to the performance factor, which is not aware that the sentences are incomplete, and the competency factor, which is not understanding the teacher's explanation in the grammar course.

Keywords: Language error, Japanese Language, Cause of error, Type of error, Tour guide

1 Introduction

Learning a foreign language for learners in Indonesia is problematic because it is a second or even third language. Aljumah [1] states that second language acquisition (SLA) is a prominent field within applied linguistics and is recognized for its extensive research and practical applications in linguistics, psychology, and sociology. In second language acquisition (SLA), numerous academics and educators endeavor to identify the variables that influence the process. The SLA (Service Level Agreement) is a complex and methodical procedure influenced by numerous aspects that impact and interact with one

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another [2].

Acquiring proficiency in a foreign language poses a considerable challenge. The difficulty in acquiring foreign languages stems from the impact of one's native language, which is not commonly utilized in daily discourse. When learning Japanese, learners encounter grammatical or language faults in various linguistic categories, including phonology, morphology, syntax, semantics, and discourse. According to Muzaki & Darmawan[3], Phonological errors are mistakes made by a person related to language sounds; morphological errors are mistakes made by a person related to word formation; syntax errors are errors related to sentence structure, including phrases and clauses; and semantic errors are errors related to meaning.

There are phonological, semantic, syntactic, and morphological errors in the oral errors of foreign speakers. This is influenced by the first language, which is mastered by the target language. Widodo & Sutedi [4] State language errors are closely related to both B1 and B2 language teaching. Language speakers make language errors due to the lack of mastery of the language rules [5]. Language errors are typical when acquiring a language. This will be an evaluation and material to improve the language learned by learners so that it can become even better.

Error analysis can yield insights into a student's proficiency in acquiring a target language, which can then be utilized to enhance the instructional approach, enabling them to utilize the language effectively [6]. Error analysis enables educators to identify and examine the errors made by language learners, facilitating the identification of areas for improvement and enhancing their language acquisition process [7].

The level or level of error can be divided into two, namely errors in the grammatical level and errors in the level of application in communication. Here is an example of a grammatical and communication error.「スラバヤを行います」「魚に食べます」 Both sentences lie in the particle (をandに).

Examples of communication state errors:「先生に本をかしてもらって、「どうぞ」って言われた」The mistake in the sentence is that sensei should not use「って」but use「と」Errors can also occur when communicating in writing but using conversational language or vice versa [8]. The type of error commonly occurs in student essays is morphological errors due to incorrect formation and partly due to a lack of preparation for the form. Deviation in the structure of phrases, clauses, or sentences in an expository essay can lead to ambiguity and hinder reader comprehension [9].

Japanese tour guides often make language mistakes when guiding Japanese guests. The tour guide emphasizes conversation using proper grammar, even if it's not as good as writing or essays, because the most important thing is that the tourists understand the speaker's intent. Before conducting the tour guide, Japanese Language students at Universitas Muhammadiyah Yogyakarta create a script or outline for the tour guide in Japanese. A tour guide script is spoken language that is written down in written form. In creating a script, skills are needed to use the correct rules of the Japanese language. Yogyanti [10] state that teachers need to modify the grammar used in the early stages to align with the grammar that students might directly use when interacting with Japanese tourists.

The most important aspect of guiding a tour in Japanese is to use polite language with Japanese tourists. Nudin [11] investigated that Japanese tourists are pretty content with the proficiency of the tourist guides since they effectively adhere to the norms of civility in Japanese society. In addition, the level of politeness plays a crucial role in determining the ease of the tour-leading session.

There are several studies on language errors in tourism guiding. The research

conducted by Endi & Lestari [12] focuses on the French language errors made by local guides in Candirejo Borobudur. The research findings suggest that the language errors exhibited by the French tour guides encompass omissions, additions, misformations, and misorders. Language errors can be attributed to two main factors: interlingual errors and intralingual errors. Another study conducted by Dewi & Fatah [13] entitled "Analysis Of Grammatical Errors In Russian Language Usage In Tour Guiding On Bali Island." revealed that Russian-speaking tour guides in Bali frequently exhibit errors in the application of Russian grammar, namely in verb conjugation, noun and adjective declension, preposition usage, and verb aspects within the Russian language. The blunders can be attributed to the intricate nature of Russian grammar, which significantly differs from Indonesian grammar, as well as the forgiving attitude of Russian tourists towards the speaker's errors.

Unlike that research, this study discusses error analysis in Japanese in the tour guide context of the student's script. To find out the type of language error and the cause of error in the Japanese language tour guide. This research in the future can help students become good Japanese tour guides when graduating.

2 Literature Review

This study has several theories: language acquisition, language errors, and Japanese tour guides' grammar.

2.1 Language Acquisition

First language (L1) refers to a learner's mother tongue. Proficiency in his/her mother tongue will significantly impact the learning efficiency of SLA because language transfer often happens during the learning process. Language transfer, first put forward in the 1950s, refers to the fact that in the process of a second language or foreign language learning, learners tend to handle the information of the target language with the sentence structure and communication strategies of their mother tongue because they do not know or are not familiar with the target language. In SLA, it can be divided into positive transfer and negative transfer. When the mother tongue has a positive effect on a second Language learning because of the similar components, positive transfer happens, which can help learners master and practice a second language. Due to differences between the two languages, the mother tongue often negatively impacts SLA, a negative transfer that is an obstacle to language learning. Positive transfer and negative transfer often coexist in the process of language learning. Though negative transfer has a negative effect on SLA, it can help us realize the factors hindering language learning, in which negative transfer will change into positive transfer. Since language transfer is inevitable, we should take advantage of the positive aspects to improve the learning efficiency of SLA and try to find out the reasons for negative transfer to turn them into positive ones. Language transfer is a good way for learners to master a second language [2].

SLA, or Second Language Acquisition, is the process of acquiring proficiency in a language learned after the original language has already been acquired. Occasionally, the word also encompasses acquiring a third or fourth language. The crucial factor is that SLA pertains to acquiring a non-native language after acquiring one's native or primary language. The second language is generally known as the L2. L2, similar to the term "second language," encompasses any language acquired after the initial acquisition of L1, irrespective of whether it is the second, third, fourth, or fifth language. By this word, we refer to acquiring a second language, which can occur in formal classroom settings and more informal, natural exposure scenarios. Furthermore, as previously mentioned, the

phrase "second language" can also pertain to the field of study. While not capitalized, acquisition can also denote proficiency in another language [14].

2.2 Language Error

Errors in language are a result of interference from one's first language. The influence of the mother tongue on these errors is influenced by when the second language is acquired, whether during early childhood or adulthood. The original language highly influences the mastery of a second language in areas such as pronunciation, grammar, diction, and other linguistic components. The older a learner is when they start studying a second language, the more challenging it becomes for them to master. This challenge will lead to problems in both pronunciation and sentence construction problems while attempting to speak or write in a second language due to the influence of the first language's sentence structure and pronunciation patterns [15]. Error analysis is a field within Applied Linguistics that assists educators and learners in identifying and addressing issues that arise during second language acquisition classroom exercises [16].

There is a taxonomy of language errors [17].

1. Linguistic categories taxonomy
Language errors are based on linguistic components or certain linguistic elements that are affected by the error or based on both.
2. Pigs by perch taxonomy
Highlights how surface structures change.
3. Comparative taxonomy
Errors are based on comparisons between the B2 fault structure and certain other types of construction.
4. Taxonomy of communicative effects
The distinction between those errors that seem to cause miscommunication and those that do not cause miscommunication.

Factors that cause the error of dividing into two, namely:

1. Errors are caused by fatigue, fatigue, and inattention, which Chomsky (1965) called performance errors, which are performance errors or *mistakes*.
2. Errors caused by a lack of knowledge of language rules, referred to by Chomsky (1965) as competence factors, systematic deviations caused by developing learners' knowledge of system B2 or second language are called *errors*.

Language errors are divided into two, namely:

1. *Interlanguage errors* are caused by interference of the student's mother tongue with the B2 being studied.
2. *Intralingual errors* reflect the general characteristics of the rules learned, such as generalization errors, imperfect application of rules, and failure to learn the conditions of application of the rules.

According to Corder [18], there are three language error terms: *Lapses, errors, and mistakes*. Types of language errors in the Japanese language [8] are,

1. Subtraction (Omission/脱落), items that should exist but do not exist.
Example: 「机の上にコンサートのチケット(→が)4枚置いてある」The missing item is the particle "が".
2. Addition (addition/付加) is the opposite of subtraction; adding items you should not.
Example: 「家族は4人(が)いて、ジャカルタやスラバヤに住んでいる」The item that should not be there is the particle "が".
3. Misformation (誤形成) is an error in changing the form of a word (morphological error).

Example: 「聞つて→(聞いて)ください」

4. Error in the form of reverse use (混同)
Examples: the use of particles 「は」 and 「が」、The modality of the form 「ている」「である」、intransitive verbs, as well as the misuse of other forms that occur due to confusion so that they are reversed.
5. Misordering (位置) is an error in putting an item in a sentence.
Example: 「ぜひこれだけはあなたに(ぜひ)見せてあげたい」the placement of "ぜひ" in front should be placed in the middle.
6. Miscellaneous mistakes

2.3 Japanese Tour Guide's Grammar

A tour guide is an individual who escorts and directs a group of tourists to accomplish a pre-established objective, furnishing details regarding the visited tourist attractions and offering guidance to the tourists regarding their journey. The ongoing tour they are organizing [19]. Tour guides must have an excellent performance to satisfy customers. Kuo [20] states that the performance of a tour guide not only shapes a tourist's impressions of a destination but also substantially impacts evaluations of a travel agency. Besides performance, tour guides must be competent and professional. Tourists' happiness with tour guiding services is increased by the tour guide's ability to exhibit the necessary abilities, fulfill the promised service, and possess sufficient knowledge of the destination [21].

Knowledge and fluency in language are essential for a tour guide, especially a Japanese-speaking tour guide who must have the ability to speak politely in Japanese. Nudin [11] states that Most Japanese tourists are delighted with the proficiency of tourist guides in adhering to the rules of courtesy in Japanese society. Therefore, Japanese tour guides must learn polite language and sentence patterns when guiding tourists. Here are sentence patterns used to guide tours in Japanese [22] as follows.

1. Opening to explain about tourist attractions
.....Let me explain.
V
As you get to the V
.....It is said.
2. Answer guest questions
Because it has V
V is becoming
N's
3. If there is trouble during the tour
..... I will tell you
..... He will
V Let me
V When You Do

3 Method

The method used in this research is a descriptive method with a qualitative approach. In order to examine scientific scenarios, such as studies in which researchers serve as instruments, this study used a qualitative research methodology that applied philosophical perspectives. These techniques include strategies for collecting data and qualitative analysis emphasizing meaning extraction [23]. This study uses the qualitative descriptive method to describe the types of errors and causes of errors in the tour guide script in Japanese. This

study used the tour guide script by Japanese Language Education students in the Universitas Muhammadiyah Yogyakarta class 2020. The data of the script was 20 data, and the language error data was 48.

The researchers collect the data by conducting interviews in this study. The respondents were 20 people based on each script created that contained language errors. The primary data was obtained through a literature review process, which examined various sources such as books, theses, dissertations, journals, and online resources.

The instrument in this study is the interview guideline to find the cause of errors in Japanese tour guides. The interview was conducted after collecting data and discovering the cause of errors in the student script.

The research was carried out using the Miles and Huberman methodology for data analysis. According to Miles and Huberman (1984), as cited in [24] qualitative data analysis is a process that involves interactive and ongoing actions until completion. The goal is to ensure that the data is fully saturated. This process includes activities such as data reduction, data display, and the formulation or verification of conclusions. In the data reduction, The researcher categorized it according to the types of error made by students: addition, omission, misformation, error in the form of reverse use, and misordering. The next process is data display; after categorizing the data based on error type, the data is highlighted and analyzed according to the theory, and the cause of error is found by interview. The data conclusion is to determine the results of data analysis on what types of errors students in the tour guide use the Japanese language and determine language errors.

4 Result and Discussion

Here are the results obtained based on the classification of language error data.

4.1 Type of Errors Language

4.1.1 Subtraction (Omission/脱落)

Data 1

ホテルや旅行会社などの観光施設も充実

(There are also plenty of tourist facilities such as hotels and travel agencies)

The sentence above is included in the omission type of language error because there is a word that should not be present, namely *です* at the end of the sentence. *です* is a marker for the end of a sentence in Japanese and is a standard language that is polite. Respondents should use polite language because they are speaking to guests. The correct sentence is "ホテルや旅行会社などの観光施設も充実です".

Based on the interview, language errors caused by respondents are performance errors because they are not aware of their mistakes and do not use polite language. In addition, the respondent didn't have experience as a tour guide.

Data 2

それ楽しいですか？

(Is it fun?)

The data above includes Omission language errors because particles that should be present are missing or missing. Japanese Particles that do not exist are "は" particles. The

particle "は" is the subject marker particle in the sentence above and indicates the meaning of the previous sentence. The sentence that should be "それは楽しいですか".

The cause of language errors spoken by respondents is due to competency factors. The respondent stated that the script was for a tour guide, so the respondent used spoken language. Respondent thought spoken language did not need particles to clarify the subject. Even though particles must still exist according to the rules of language.

4.1.2 Addition/付加

Data 3

次の観光地には 14:30 に出発します

(We will depart at 14.30 to the next tourist attraction)

The language error in the above sentence is of the type addition/付加 because there is an addition of the particle "に" after the word 観光地. There should be no need for a "に" particle just to use the "は" particle. The correct sentence in the above sentence is 次の観光地は14.30に出発します or 次の観光地の出発時間は14.30です。

The competency factor causes the respondents' errors. Respondents did not understand Japanese particles well even though they had learned them because it was difficult to understand their use.

Data4

初めまして私のはアリサです

(Introduce my name is Arisa)

The language error in the above sentence is an addition/付加 error because there is an addition of the particle "の" after the word "私". The respondent intends to introduce himself, but the sentence does not need to use the particle belonging or explain the previous word. The correct sentence should be 初めまして私はアリサです。

Respondents stated that the cause of the error was due to the performance error factor. Respondents felt sleepy because they were chasing the time to collect assignments so they made a typo. So, this is a personal factor of the respondent due to fatigue.

4.1.3 Misformation (誤形成)

Data 5

忘れ物はありませんでしたか

(Are there any items left behind?)

The sentence above includes misformation because the formation of sentences does not follow the rules of language grammar. The sentence should not be a past speech but a speech at that moment. The sentence that should be 忘れ物はないでしょうか or 忘れ物はありませんか。

The cause of the error in the above sentence is due to the competency factor. Respondents said they did not understand the grammatical structure of the Japanese language. When taught by teachers, respondents did not pay attention to the explanation. Even though they have learned it themselves, they still do not understand.

4.1.4 Misordering (位置)

Data 6

Benteng Vredeburg で歴史の冒険をお楽しみください、みなさん!

(Everyone, enjoy a historical adventure at benteng Vredeburg)

Language errors in the above sentence include Missordeing due to misplacement of the word みなさん. The word みなさん should be located in the front and not behind.

The cause of the error is the competency factor. Respondents stated that the error occurred due to the influence of the mother tongue, namely Indonesian, where the word everyone is usually located at the end of the sentence.

Data 7

朝食をどこで食べるかは自由です

(You are free to choose where you eat breakfast)

The above language error is a misordering language error. The placement of 朝食 in front of a sentence is inappropriate with linguistic rules. Respondents want to convey that they should feel free to have breakfast anywhere. The sentence that should be どこで朝食を食べるのか自由です。

The competency factor causes the error. Respondents stated that they did not understand the grammatical rules of Japanese because they did not focus on listening to explanations by teachers in grammar class.

4.2 The Data Result Of Language Errors

Based on data analysis, here are the results of language errors on 48 data in the 2020 student tour guide script.

Table 1. Error language data results

No	The type of language errors	Jumlah data
1	Substraction/Omission (脱落)	13
2	Addition (付加)	20
3	Misformation (誤形成)	10
4	Error in the form of reverse use (混同)	0
5	Misordering (位置)	5

The table above showed that the most language errors made by students in the tour guide were Addition, which was 20 data. At the same time, the least is a misordering type of language error. This proves that Japanese language education students of the University of Muhammadiyah Yogyakarta (PBJ UMY) class of 2020 always add something unnecessary to the sentence of the Japanese language tour guide.

The following is a table of factors that cause language errors in the tour guide conducted by PBJ UMY students in the 2020 academic year.

Table 2. The cause of error language results

No	The cause of the error language factor	Jumlah data
1	Performance factor (mistakes)	15
2	Competencies factor (Errors)	33

The table above shows that the cause of errors in language factor with the most is the competency factor, which amounts to 33 data. Based on the results of the interview, the cause of the competency factor is a lack of mastery of Japanese grammatical rules because they do not understand the teacher's explanation in the grammar course, the limited limitations of respondents in using Japanese vocabulary so they use the wrong vocabulary and forgetting the Japanese grammatical rules that have been learned in the technique of blending tourism, it is still difficult to distinguish the use of Japanese particles, and also the influence of the mother tongue.

The cause of performance factor where there are 15 error data is caused by students feeling sleepy chasing the deadline for collecting scripts in the middle of the night, fatigue typing script assignments, and not being aware of the mistakes made in sentences. In addition, they also have no experience in guiding tours in Japanese.

5 Conclusion and Recommendation

In the Japanese language tour guide script of the PBJ UMY students' class of 2020, there were a total of 48 language errors. These errors can be categorized as follows: 13 instances of language omission, 20 instances of language addition, 10 instances of misformation, and 5 instances of incorrect placement. However, the issue about the use of reserves was not detected in the dataset of the Japanese tour guide script.

The causes of the errors students have made are the performance and competency factors. The performance factor is caused by students being tired and sleepy when typing script assignments and not being aware that the sentences written are incomplete. The competency factor is caused mainly by the limited limitations of respondents in using Japanese vocabulary and forgetting the Japanese grammatical rules that have been learned in the technique of blending tourism, as well as the influence of the mother tongue.

This research is still limited to Japanese language errors in the scripts that students have made. Recommendations for future research include studying the language errors students make when conducting guided tours for Japanese tourists in person. Additionally, research on the politeness of the Japanese language used by tour guides in Indonesia for Japanese tourists would be beneficial for practitioners.

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