

**Challenges Faced by Tour Guides In Using English for
Intercultural Communication at Keraton Surakarta Hadiningrat**

THESIS

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Language Education Study Program



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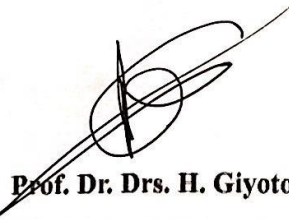
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Thank you for the attention

Wassalamualaikum Wr.Wb.

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DEDICATION

Alhamdulillahirabbil 'alamin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. My Beloved Parents, Sister and Brother who always give their support, motivation to me and always give their great praying, suggestion and spirit to make me arrange this thesis.
2. My Beloved friends since high school who always give me support.
3. My Beloved college friends who always accompanying me and give me support.
4. Almamater UIN Raden Mas Said Surakarta.

MOTTO

وَلَا تَأْيِسُوا مِنْ رَوْحِ اللَّهِ

and do not despair of Allah's mercy. (Q.S. Yusuf : 87)

The future depends on what we do today. (Mahatma Gandhi)

You don't need someone to be perfect, just find someone who always makes you happy and makes you mean more than anyone else. (B.J.

Habibie)

PRONOUNCEMENT

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I here by sincerely state that the thesis titled “**Challenges Faced by Tour Guide In Using English for Intercultural Communication at Keraton Surakarta Hadiningrat**” is my real masterpiece. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree

Sukoharjo, 18 December 2023

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The researcher is sure that this thesis would not completed without help , support , and suggested her in the processing of writing thesis . This goes to :

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Surakarta, 18 December 2023

The researcher,



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ABSTRACT

Ade Novriansyah Ramadani, 2023. "Challenges Faced by Tour Guide In Using English for Intercultural Communication at Keraton Surakarta Hadiningrat". Thesis. English Language Education, Cultures and Language Faculty,

Advisor : Prof. Dr. Drs. H. Giyoto, M.Hum.

The aim of this research is to analyze the strategies faced by a tour guide in dealing with difficulties in explaining at the Surakarta Hadiningrat Palace. to identify the direction of movement of a tour guide when explaining at the Surakarta Hadiningrat Palace. to analyze the strategies of tour guides to avoid intercultural conflicts in explaining the Surakarta Hadiningrat Palace; The researcher formulated the problem formulation as: (1) What strategy does the tour guide do when he has difficulty explaining the Surakarta Hadiningrat Palace in English?, (2) How does the tour guide arrange the flow and the direction of the trip in explaining the interests of Surakarta Hadiningrat Palace? and (3) What strategies are carried out by tour guides to avoid intercultural conflicts in explaining the Surakarta Hadiningrat Palace?

This researcher used a qualitative descriptive approach. The subject of this research is a tour guide at the Surakarta Hadiningrat Palace. Data collection techniques are observation, interviews and documentation. Data analysis is carried out by condensing data, presenting data, and drawing conclusions/verification.

The results of this study reveal that (1) tour guides use good communication strategies when dealing with guests who use their native language. (2) Tour guides do not have their own rules when directing their guests, they can start from the courtyard or from the museum first depending on the level of crowds in the palace. (3) Tour guides approach foreign guests first to avoid intercultural communication conflicts.

Keywords : Tour Guide, Intercultural Communication

CHAPTER 1

INTRODUCTION

A. Background of the Study

Indonesia is a country that has the best monetary sector in international tourism foreign exchange. Tourism is a form of activity that is supported with the help of facilities from the government, residents, and the environmental government. Tourism itself will not run without tourists or people who do tours. Tourism is an interest in traveling through several people or institutions to go to a place with the aim of trying or analyzing tourist views in that place (Sucipto and Limbeng, 2017: 5).

A tour guide must possess extensive knowledge of a tourist attraction's history as well as general information about the object that is presented to guests. In connection with what the tour guide transmits, travelers will gain new information and experience as a result. The more information a tour guide can impart to tourists about history and culture, the more probable it is that they will return (R. Cahyadi and J. Gunawijaya, 2009: 4). A tour guide must also possess strong communication skills, as well as the ability to control their body language, gestures, eye contact, voice, volume, intonation, articulation, vocabulary, audibility, and other abilities. These abilities are employed to ensure that tourists are satisfied, and they will also undoubtedly provide value for the tour guide.

Being fluent in English is crucial for anybody working in the Indonesian tourism industry since it serves as a bridge between the many languages spoken by tour guides and international tourists. However, none can be dissociated from the communication issues that arise when tour guides meet with international visitors who have different cultural and linguistic backgrounds. A tour guide may occasionally find it challenging to impart knowledge to foreigners who do not hold the same ideas and cultural values. To explain or describe the information so that individuals may readily comprehend it, there has to be direction and guidance.

The reason for the researcher's interest in studying tour guides' English communication abilities is that they must be more fluent in order to communicate with international visitors. The usage of English in interactions with foreign visitors has a significant impact on tour guides since they are expected to speak English as a language liaison who can explain or offer additional information to international visitors. The expertise of local guides is crucial since visitors will be more satisfied when they are treated with greater customer service abilities, Inch et al (2010). Of course, travelers will be interested in visiting, learning, and spreading the word about such situations, which will lead to the globe being aware of lovely objects and gratifying tour guide services.

Tour guides face challenges both within and from themselves with the context on the ground. A tour guide could only have a few personal talents, abilities, etc. Externally, they must also follow the rules and

regulations of their operating areas, their employers and their clients. Tour guides are often pressed for time, caught between their obligations to please employers and tourists and comply with government regulations (Dahles, 2002; Dritas, 2006). Based on their study into the challenges faced by tour guides in India, Chowdhary and Prakash (2010) have identified at least five major kinds of categories of challenges. These include the overall tourism environment, the working conditions of tour guides, their interactions with local government officials and commercial intermediaries, and issues relating to tourists or consumers.

The researcher chose the challenges faced by tour guides as research because to find out how the working conditions of tour guides and how they interact and the problems faced when meeting tourists. Because maybe the writer or the reader wants to know more about tour guides and the problems they face. Meanwhile according to Wahlstrom (1992) interactive intercultural communication is communication carried out by communicators with communicants in two directions or reciprocity (*two way communication*) but is still at a low stage (Liliweri, 2003:24). Therefore, interactive intercultural communication can be said to be communication that takes place between two or more people who have different cultural backgrounds in two directions or reciprocity.

According to Mulyana (2006) says that interactive intercultural communication is communication that is carried out between sources and recipients. This implements "two or more people who bring their unique

background and experiences influence their interactions. Interaction also signifies a reciprocal situation that allows each party to influence the other party (Mulyana and Rakhmat, 2006:16).

The researcher choosed intercultural communication because in intercultural communication it involves two or more people who give rise to interaction, so that the interaction result in sharing information about each other cultural backgrounds. Inside the palace also has its own cultural values. So as to be able to provide information or provide experience to visiting tourists. According to Tarigan (1990:8), “speaking is a way of communicating that influences our daily lives”. This indicates that speaking is a kind of communication that has the power to affect an individuals life. Speaking is therefore crucial to being able to communicate with one or more persons. In order for people to communicate with one another in daily life, communication is crucial

The researcher choosed tour guide as object in this research because due to the fact that the researcher also doubles as a travel tour guide, delivering and guiding travelers to certain locations. Researchers wish to do further research and analyze tour guides in tourist attractions who give information to local and foreign visitors because they differ from tour guides in a tourist attraction. The tour guide enhances the trip's enjoyment, memorability, and educational value. The person who is in the lead and primarily interacts with visitors, the general public, and attractions plays the job of the tour guide. From the viewpoint of the visitor, the guide serves as

a facilitator and mediator between visitors and tourist attractions, visitors and the general population, visitors and businesses, and visitors and all of their demands and concerns. Tourists' visits to a place cannot be separated from the contribution of human resources, starting with the administration, hotel and restaurant proprietors, managers of tourist attractions, and tour guides. All of that in natural science is a mutualistic symbiosis from which both sides gain. The front line is made up of tour actors who are in constant touch with visitors, such as tour guides. Tourists will learn a variety of facts and explanations about a particular thing from a tour guide. As a result, the tour guide's job is crucial. The tourist object will be at risk if the tour guide gives inaccurate information or does a poor job performing services in line with the SOP (Standard Operating Procedure). Perhaps visitors see it negatively, leaving the tourist attraction with no one to visit.

The Researcher interested conduct research in Keraton Surakarta Hadiningrat because due to the fact that it was a kingdom in Java, namely in the Surakarta region, which has a rich history and culture related to the Indonesian kingdom. On February 17, 1745, Ingkang Sinuhun Kanjeng Susuhunan Paku Buwana II erected the Surakarta Palace to replace the Kartasura Palace, which had been destroyed in a rebel invasion. Due to a rebel invasion, the Kartasura Palace had been devastated. Foreign visitors also travel to Keraton Surakarta. However, a tour guide is required while visiting the Surakarta palace. because the palace is the king's and his family's home as well as tourist attractions and museums. Due to the fact that some

areas of the Hadiningrat Solo Palace are off limits to visitors, tour guides are required to accompany them while they are there.

The researcher choosed the tour guide from this palace because the palace's tour guides have a wealth of tourism-related experience. Even the majority of them can communicate in English. the language spoken when international visitors are at the Surakarta palace. The tour guides, of course, follow appropriate customer service practices. When visitors arrive, the tour guide introduces himself before giving a brief history of the Surakarta Hadiningrat Palace. Naturally, the tour guides have a strategy for keeping the attention of international guests while describing the Surakarta palace. Tour guides typically educate visitors about other tourist locations as well, such as historical sights, entertainment venues, or gastronomic pleasures, in addition to the Surakarta palace. And after going through a number of steps, don't forget the tour leader praises you and apologizes if you gave the visitors the wrong information.

Based on the explanation given, the studies discovered that the Surakarta Hadiningrat Palace is one of the tourist destinations that both domestic and foreign visitors frequent. Tour guides are available within the Hadiningrat Surakarta Palace, which is obviously helpful for travelers to comprehend the information there. To that end, the author studies the topic under the heading : “CHALLENGES FACED BY TOUR GUIDES IN USING ENGLISH FOR INTERCULTURAL COMMUNICATION AT KERATON SOLO HADININGRAT”

B. Identification of the Problems

Based on the research background above, researchers can identify several problems regarding the ability to speak English for a tour guide, namely :

1. Identify the strategy tour guide does when he has difficulty explain the Surakarta Hadiningrat Palace.
2. Identify the flow of explanation and the direction of movement of a tour guide in explaining the interests of Surakarta Hadiningrat Palace.
3. Identify the strategies carried out by tour guides to avoid intercultural conflict in explaining the Surakarta Hadiningrat Palace.

C. Limitation of the Problems

In this study, reserchers identify the challenges faced by tour guides. Consequently, the studies focus was on the English language proficiency of the Hadiningrat Surakarta Palace tour guides.

D. Formulation of the Problems

Based on the problem limitation above the problems of the study are formulated as follows :

1. What strategy does the tour guide do when he has difficulty to explain the Surakarta Hadiningrat Palace in English?
2. How does the tour guide arrange the flows and the direction of trip in explaining the interests of Surakarta Hadiningrat Palace?
3. What strategies carried out by tour guides to avoid intercultural conflicts in explaining the Surakarta Hadiningrat Palace?

E. Objectives of the Study

Based on the problem statement the objective of the research is formulated as follows :

1. To find out the strategy of the tour guide when he has difficulty to explain the Surakarta Hadiningrat Palace in English.
2. To find out the arrangements of flow explanation and the direction of movement of a tour guide in explaining the interests of Surakarta Hadiningrat Palace.
3. To find out strategies are carried out by tour guides to avoid intercultural conflicts in explaining the Surakarta Hadiningrat Palace.

F. Benefits of the Study

Benefits from this research were anticipated to be both theoretical and practical.

1. Theoretical benefits

- a. Can give offer enlightening reference on speaking English effectively, whether through self- or organized instruction, depending on each persons circumstances and level of learning
- b. Can practice their English speaking skill based on encounters with international visitors and tour guides.

2. Practical benefits

a. Tour guide

It is believed that tour guides may benefit from this research and use it to improve their ability to engage or communication in English

b. Student

Researcher anticipate that by doing this study, they would be able to help students learn how to guide and communicate in the tourist sector and motivate them to engage more fully in their English studies

c. Other researcher

It is hoped that other researchers work will serve as inspiration for future study on tour guides

G. Definition of Key Terms

1. Challenges

Chowdhary and Prakash (2010), based on their study of challenges faced by Indian tour guides, have identified at least five broad categories of challenges. These include the general tourism environment, tour guide working conditions, their relationship with intermediaries, and problem dealing with tourist or customers.

2. Intercultural

“Intercultural communication occurs between message producers and recipients who have different cultural backgrounds”. (Samovar and Porter, 1976:4).

3. Speaking Skill

According to Tarigan (1990:8) Speaking is on the other hand, is kind of communication that has an impact on our everyday lives. The ability of a tour guide to interact and communicate with foreign visitors while imparting knowledge about a tourist attraction in English is at issue.

4. Tour Guide

A tour guide is someone who has a certificate from passing a professional exam from an organization or agency that oversees tourism and already has identification (bagde), so they are qualified to become a mentor travel for individual tourist or groups with one or more language to explain abot both culture, natural wealth, and the life of the community in the country (Suyitno, 2005:1).

5. The Surakarta Hadiningrat Palace

According to Darsiti Soeratman, the term “Palace” can refer to a variety of things, including the first state of kingdom and the second, known as the “kings yard”, which is the space within the cepuri (the wall around the page).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review of Challenges In Using English In Tourism Industry

a. Definition of Challenges

Chowdhary and Prakash (2010), based on their study of challenges faced by Indian tour guides, have identified at least five broad categories of challenges. These include the general tourism environment, tour guide working conditions, their relationship with intermediaries, and problem dealing with tourist or customers.

A tour guide is someone who is usually maligned in the world of travel. They are blamed for travel problems such as bad weather and traffic jams (Ang, 1990). When a tour guide appears personally before a tourist, they are expected to solve all the tourist problems, whether they are within or beyond their control (Ang, 1990). Therefore, the tour guide 'buffer' between the tourist and the object being visited. Failure to do so is considered a poor performance. This is neither fair nor challenges.

Tour guide are required to be able to handle multiple stakeholders simultaneously. Visitors expect their safety and health to take high priority, but at the same time they expect a pleasant and

rewarding travel experience. Some have special needs and expectations related to their particular cultural background, their physical and intellectual abilities, and their desires and interest in particular subject matter (Weiler and Ham, 2002). Entrepreneurs expect guides to provide high-quality service to visitors to meet expectations, as well as to manage group itineraries and other logistical aspects of the experience to maximize not only visitor satisfaction but also profits (Cohen, 1985; Pond, 1993).

Tour guides face challenges both externally and internally, outside the context of their operations. Internally guided, may have limited personal skills, competence, etc. Externally, they must also subscribe to the rules and regulations of the areas where they operate, their employers, and their clients. The guides are often pressed for time, caught between their obligations to please their employers and tourists and submission to government regulation (Dahles, 2002).

b. English In Tourism Industry

Increasing tourism around the world requires higher levels of communication skills to increase global interconnection. One of the language used internationally to communicate is English. Therefore, mastery of the language is mandatory for all hotel and tourism employees. Because employees who communicate effectively in English provide efficient service. Whereas those who do not speak

English provide inefficient service due to their communication impairments. Consequentially, the need for good English language skills may prevent workers from working in all sectors of the tourism industry (Al-Saadi, 2015). That expertise is not just for tourism companies doing business in english-speaking countries. Therefore having good knowledge of English specifically used in the tourism business context is very important. Consequently, improving English language skills for the tourism industry can help people be more employable in the tourism business (Chaudhary & Kaur, 2016).

Mastering English as an international language is a must for people living in the current era of globalization to access information, technology , and communication between countries, which, of course, requires international language skills, namely English, which has been designated as a unifying language or Lingua Franca (Astawa et al., 2019). Especially in the tourism industry, English has been used as a communication tool since ancient times until now. People living in international tourism areas require English language skills in order to engage and interact with all tourists. Therefore, high practical knowledge of English is undeniably important for all tourism practitioners (Astawa et al., 2019).

In an effort to improve the quality of service in the tourism industry, of course, it requires reliable human resources,

infrastructure, and good English skills. By having good English communication skills, tourism business workers can serve foreign tourists well and satisfy their needs. Because of this phenomenon, English has been taught from elementary school to university and is considered of the compulsory subjects. The Indonesian government certainly thinks that the future of the nations children requires English language skills. Unfortunately, many Indonesians learn English only at conceptual level and cannot use or apply it effectively in their daily lives because some social and linguistic factors impede their English communication skills. Sociolinguistic competence is important to master in order to become a successful communication in the tourism industry.

The need for English In the tourism industry has attracted the attention of many researchers who are investigating the potential of the language used in the industry (Irimia, 2019). English is very important and should be mastered by all tourism workers to improve the economy. The benefits of tourism can be seen clearly from many aspects, namely the benefits of tourism in terms of economy, socio-culture, environment, value relations, knowledge, and employment opportunities. The tourism sector is one of the stratehic sector in Indonesian's economic development. This rapidly growing sector has become part of global economic development (Astawa et al., 2019). Tourism has helped Indonesia's economic growth, and the

unemployment rate has slowly decreased. The tourism sector is one that contributes to income and employment. This happens because the arrival of tourist in an area opens up more opportunities for people to do business in the tourism sector.

2. Review of Tour Guide

a. Definition of Tour Guide

A tour guide is a person who leads or direct guests while speaking the language of their choosing and describes the cultural and natural features of a place. A tour guide often acquires credentials in a certain subject that have been issued and/or recognized by the appropriate authorities. The foundational position for ground managing consumers while residing on an island, it is also one of the oldest occupations in the world in the tourism sector (WFTGA, 2005).

According to Oka A. Yoeti, a tour guide is someone who works at travel agency or tourism at a travel agency or tourism office and whose job it is to give information or give directions and direct advice to tourist both before and after the trip. A tour guide in general is someone who is paid to accompany tourists on their way to visit, see tourist objects and attractions. (Oka A. Yoeti, 2000:10)

According Suwarno (2004:13), a tour guide is a person who informs and direct visitors and other tourists on everything they see and when visiting certain objects, sites, or tourist areas. According

to Pond (1993:17), a tour guide is a person who leads tours or a person with extensive expertise of a particular topic whose primary responsibility is to educate.

According Tata Nuriata (1995:1), tour guide namely pramu, wis, and ata originate from Sanskrit. Pramu indicates servant or one whoe serve, Wi means location, Ata means numerous. Public opinion views tourism as a tour or excursion, hence in this instance the guide might be considered an official who provides services to tourists.

In the process of making guests feel welcome and properly interpreting destination sites, tour guides play a crucial role (Braidwood, Boyce & Cropp, 2000; Ham & Weiler, 2000; Omar & Hawkins, 1998). Depending on the sort of guiding they conduct, tour guides operate in a number of settings. Giving tours of art galleries, museums, or historical structures may be successful inside for some. Lead outdoor tours in addition to inside ones, such as those throught cities and parks, throught the wilderness, or to historical sites outside the building. Most tour guides spend the most of the day sitting still or are only allowed on crowded tourist buses. Tour guides frequently work nights, weekends, and shift work. If they ake round journeys, tpour guides may spend a few days to many months away from their homes. They share lodging, travel, meals, and sightseeing with the rest of their tour group, leaving them with virtually little spare time.

Tour guides in every region and nation in the world. “guided tourism may be found in more or less all regions where there is tourism,” claims Zillinger (2012, p.1). tour guides frequently perform relatively basic duties including directing visitors to historical locations and exhibiting items in accordance with scripts. A tour guide may be viewed as a strategic actor who performs and learns how to establish and sustain relationships while explaining or delivering diverse facts to visitors. According to Holloway, J.C (1981), tour guides are developing manipulative and dramatic abilities to appease their customers who are looking for distinctive travel experiences. As “cultural intermediates” mediation guides help to facilitate and can artificially strengthen the bonds between visitors and their hosts.

The significance of guiding in intermediary encounters or interactions within and between groups, as well as with host communities and ecosystems, is further stressed by Macdonald (2006) and Weiler and Yu (2007). For instance through enhancing communication between hosts and guest through interpretation. Bringing together intermediaries, heritage, and nature similar to physical access, guides can also limit visitor involvement by focusing the groups attention on them rather than elsewhere. In addition to acting as role models for acceptable conduct,

surroundings, and social and cultural exchanges, tour guides can move actively or passively moderate meetings.

According to Hopf (2010), a tour guide is a person who invites people to a place and shows them around. When people travel with a guide, they get substantial local knowledge about the place they are visiting. Because a professional tour guide creates a favorable tone for the journey and shows visitors things they would not otherwise find, tour guides are employed to help people exhibit new routes or locations to produce a distinctive trip impression. Because a qualified tour guide can give some factual information and assist visitors in interpreting and comprehending the locations they visit, using their services may be advantageous when traveling.

b. Type of Tour guide

According to Mancini (2001:5), divide tour guides into two types :

1) General tour guide

The organization of groups (including both domestic and international visitors) and the delivery of tour itineraries by general tour guide can be expected to ensure the continuation and sustainability of the activities or locations visited. In addition, the tour guide can offer trustworthy and precise information on the safety of the tour group. A working understanding of a foreign language and first aid

certification are both advantages in the requirement for tour guides to be fascinating people.

The function of a tour guide is broad, in addition to providing special services to both domestic and international tourists, the tour guide also organize and manages tourist trips and visits, such as setting up activities to be carried out. Basically, general tour guide need to be well versed in the political, social, economic, and cultural aspects of tourism.

2) Special tour guide

Skilled tour guide who share their expertise about tourist attractions, including museums, temples, specific aspects of local culture, architecture, customs, and events. They specialize in or only have expertise in particular fields, such as basic English tour guides, tour guide-boat operators, and tour guides for sightseeing excursions.

c. Tour Guide Requirement

According to Yoeti (2000, p.9), it is necessary for tour guides to possess a certificate obtained via coursework and tests, as well as identification that is granted a license to operate :

- 1) Test material, the form of certificates, and identification guides
- 2) Certificate and guides badge issued by the governor or designated officer.
- 3) Certificate and photo ID issued by the regulator tour director general of tourism or the designated official.

d. Developing of Tour Guide Skills

Having qualities like self-assurance, enthusiasm, activity vigor, observance, sensitivity to other people arguments, openness to other perspectives, humorm knowledge communication skills, organization, and assertiveness in extraordinary and emergency situations will help a tour guide perform his job professionally. Being in traction and being in good physical shape (Al Maqableh, 1999)

When participant interviews and participant observations demonstrate that the majority of tour guide have developed these abilities to a higher degree, guides need to be more cautious with language skills, including distinct terminology, tone and tempo.

Public speaking and narrative are two crucial talents for building tourism abilities, as are the ability to adjust to cultural differences and forge connections between them. (Huang, 2011).

a) Excellent Public Speaking and Narrative Skills

A tour guide often talks in front of a crowd or a tour group and directs the actions involved in preparing a trip. In order to effectively deliver information to tour groups of 5 to 50 individuals, a tour guide must be familiar with the fundamentals of public speaking. A tour guide might do well to take a public speaking course. So that tour guide can handle numerous people in a pleasant and of course, entertaining way and get more comfortable doing so. Tour guides need to practice speaking clearly, expressing their voices, speaking quietly, and using proper intonation so that visitors may more readily understand what they are saying. Because it involves speaking, narration falls under the umbrella of public speaking, but it encompasses much more than just that. He is skilled at telling someone else story. One aspect of giving tours is recounting stories, especially in historic towns or locations where a lot of fascinating things have happened. In order to engage viewers and make them feel as though they are a part of the story, narrative must be impassioned.

b) Adaptation of Cultural Differences

A tour guide must first understand the cultural background of their guests in order to work together on tour activities. The guide must collectively point out parallels in their ways to adjusting to differences with visitors as well as differences with other tourists. According to some recommendations, these adjustments are not made using professional role expertise or intuition

According to Huang, Y. (2008, p.147), adaptation to style and interests are the two characteristics of cultural differences that must be understood in order to properly adapt. Group size has an impact on cultural adaptation to some extent, but cultural distinctions and communication methods, such as proper word usage and speaking styles, are more important. Many tour guides stress the value of providing methodical introductions to visitors who are coming away, according to organizations and travelers.

c) Creating Similarities

The knowledge of the necessity for perceived commonalities between individuals from various cultures to overcome cultural borders and include tourists in communication, according to Huang, Y. (2008), is one of the common components in the strategy of tour guides. Clarity

and comparability are other elements of the successful methods recommended for aiding travelers in understanding the culture. This may be thought of as a strategy for fostering cultural commonalities so that communication is made simpler. Effective communication between tour guides and visitors fosters this understanding.

d) Education and Knowledge of Tourist Guide

According to Haralambos and Holborn (2005), learning is a component of socializing, which includes gaining information and abilities. In order to attain Standard Operating Procedures (SOP) and obtain efficient and more effective work, education and training must be developed generally. A tour guide is a representation of a place who is familiar with the area and the local way of life, according to Coccossis (2005). Therefore, people who serve as tour guides need to exercise greater caution and undergo training.

e) Good Language Skills.

One of a tour guide's advantages is their knowledge of multiple languages. Although having these skills is not a must, businesses are beginning to recognize and value them more because of the rise in international travel both domestically and abroad. Therefore, it will be advantageous

for the tour guide if they are bilingual. And it will be much better if the tour leader speaks several languages.

Tour guides must be conscious of the need to adjust to cultural differences in order to have acceptable and successful communication visitors, claims Huang, Y. (2008). In order to interact with a variety of visitors, tour guides must be attentive about their language abilities, including various terminology, tones and pace. This knowledge is held by English major who can communicate in some basic English and are comfortable with terminology, tone, and speaking tempo.

e. Tour Guiding and Speaking Skill

When two individuals engage to exchange information, it is communication. In general, there are two categories of communication: verbal communication and nonverbal communication. Verbal communication is the act of speaking to convey ideas. As a tour guide, you must communicate well and give visitors the finest possible service. According to Geva (1991), the tour guide is in charge of ensuring that travelers are happy with the services offered at the location.

Every word that is said or written is typically accompanied with feelings, perceptions, and responses that vary from person to

person. If tour guides employ language appropriate to the situation, they will have the desired effect on the tourists. Therefore, when speaking to or greeting new tourists, tour guides must use caution and refrain from using negative terms like “I can not, this is impossible, never, and so on”. Tour guides need to be conscious of the impact their comment might have on other. (Yahyai and Tavili, 2006)

One of the things to take into account is how a tour guide speaks to the tourists. According to J.B. Heaton (1989:100) assert that accuracy, fluency, and comprehensibility are the three components of verbal communication.

1. Accuracy, consist of pronunciation, grammatical, lexical, phonological, and causing confusion

Accuracy in the context of communication involves how precise and correct the information conveyed by the speaker is. In general, accuracy can be measured from various aspects, including pronunciation, grammatical, lexical, phonological, and the ability to avoid or reduce ambiguity in communication. Overall, accuracy in communication involves the proper and correct use of all these aspects. A person who can combine clear pronunciation, correct grammar, appropriate word

choice, good phonology, and avoiding ambiguity will be better able to convey messages effectively..

2. Fluency, speaking with a fairly wide range of expression

Fluency in speaking refers to a person's ability to communicate fluently, this fluency includes several aspects. People who are fluent in speaking can express ideas, notions, or information clearly and without significant difficulty. Here are some aspects of fluency in speaking:

- a) **Fluent and Uninhibited:** Fluency includes the ability to speak without significant inhibition. A fluent person can organize words well and continue the conversation with fluency.
- b) **Grammatical Fluency:** People who are fluent in speaking can use grammatical structures correctly. They are able to form good and correct sentences so that the message conveyed can be clearly understood.
- c) **Use of Varied Vocabulary:** Fluency also involves the use of vocabulary that is diverse and appropriate to the context of the conversation. Fluent people have the ability to choose the right words to convey their ideas or feelings.

- d) **Use of Varied Vocabulary:** Fluency also involves the use of a diverse vocabulary that is appropriate to the context of the conversation. Fluent people have the ability to choose the right words to convey their ideas or feelings.
- e) **Ability to Use Context-Appropriate Language:** Fluent individuals understand the context of communication and can adapt their language style according to the situation. They can speak formally or informally as needed.
- f) **Appropriate Emotional Expression:** Fluency involves the ability to express emotions clearly and appropriately. An eloquent person can convey their feelings in a way that is appropriate and understandable to the listener.
- g) **Effective Use of Intonation and Pauses:** Fluent speaking also includes the use of proper intonation and effective utilization of pauses. This helps to gain the attention of the listener and give emphasis to important parts of the message.
- h) **Ability to Adapt to the Audience:** People who are fluent in speaking can read the listener's

responses and reactions well. They can adjust their speaking style to keep the listener engaged and ensure optimal understanding.

Fluency in speaking is not just about physical speed or fluency in pronouncing words, but also involves the ability to communicate ideas effectively and according to context. This fluency can be developed through speaking practice, reading, listening, and learning from various sources to expand vocabulary and understanding of language structure.

3. Comprehensibility, easy for listener to understand the speakers intention.

Comprehensibility, or "understandability," refers to the extent to which a message conveyed by a speaker can be clearly understood by the listener. It involves the speaker's ability to convey information or ideas in a way that is easily understood by others. Here are some aspects related to comprehensibility in communication:

- a) **Message Readability:** Speakers who have good comprehensibility can structure sentences and paragraphs in a way that is easy to read and understand. They choose words wisely and organize sentence structure to avoid confusion.
- b) **Appropriate Use of Terms:** Appropriateness in the use of terms and vocabulary with common understanding helps improve comprehensibility. The use of technical terms or words that are rarely understood by the listener may reduce the ability of the message to be understood.
- c) **Clarity of Articulation and Pronunciation:** Speakers who maintain clarity in articulation and pronunciation of words will help listeners understand the message better. Poor or unclear pronunciation can result in confusion.
- d) **Proper Sentence Structure:** Speakers who are able to organize sentences well and use proper sentence structure can ensure the message is delivered clearly and easily understood.

- e) Use of Illustrations or Examples: Including illustrations or examples can help clarify the message. Speakers who are able to provide relevant illustrations can increase listener understanding.
- f) Logical Organization of Ideas: Speakers who are able to organize their ideas in a logical way will make them easier to understand. Random or unstructured organization of ideas can lead to confusion.
- g) Ability to Adjust Speaking Style: Speakers who can adapt their speaking style to the audience can increase comprehensibility. This involves choosing words, style, and tone that match the characteristics of the listener.
- h) Responsiveness to Questions or Feedback: The speaker's responsiveness to questions or feedback from the audience can help clarify or clarify the message.

When comprehensibility is maintained, the message delivered has a greater potential to be received and understood correctly by the listener. This can create

effective communication and reduce the risk of misunderstandings.

Not impossible for tour guides and visitors to form intimate bonds comparable to family if they have a nice speaking style, the capacity to employ strong verbiage when necessary, and the suitable tone of language. A knowledgeable tour guide may draw visitors and boost their confidence. A tour guide has the capacity to mix well and cultivate positive connections with tourists (Pond, 1993).

3. Review of Intercultural Communication

a. Definition of Intercultural Communication

Intercultural communication is formed by the sciences of humanity, namely : anthropology, sociology, psychology, and international relations. Therefore, most of our understanding comes from these sciences. The following are definitions given by experts according to the knowledge they are involved in :

- a) Liliweri provides the simplest definition of intercultural communication by adding the word "*Culture*" to the statement "communication between two or more people with different cultural backgrounds" or "interpersonal communication carried out by those with different cultural backgrounds" (Liliwer, 2003:9).

- b) Mulyana says: Effective communication is communication whose results are in accordance with the expectations of the participants (people who are communicating). In the context of intercultural communication, he says, “The more similar the cultural background, the more effective the communication”. (Mulyana, 2007:117).
- c) Andrea I. Rich dan Dennis M. Ogawa in Larry’s book A. Samovar and Richard E. Porter, *Intercultural communication A. reader*, “Intercultural communication is communication between people of different cultures, for example ethnic groups, between ethnicities and races, between classes”. (Samovar and Porter, 1976:25).
- d) Samovar and Porter also said that “Intercultural communication occurs between message producers and recipients who have different cultural backgrounds”. (Samovar and Porter, 1976:4).

Some of these meanings of intercultural communication prove the hypothesis of the process of intercultural communication that “The greater the degree of difference between cultures, greater we lose the opportunity to formulate a level of certainty about an effective communication” (Liliweri, 2003:12). A similar opinion was also conveyed by Mulyana, who stated that “Effective communication is communication whose results are in line with the

expectations of its participants” (Mulyana, 2003:117). Thus, when a society is in different cultural conditions, interpersonal communication can touch intercultural communication.

b. Obstacle Intercultural Communication

Obstacles are defined as obstacles or obstacles experienced (Badudu-zain, 1994:489). Clearly understanding the various barriers and obstacles in intercultural communication is a bridge toward the realization of effective intercultural communication (Raharjo, 2005:56).

Communication barriers in intercultural communication have a shape like an iceberg immersed in water. Where the existing communication barriers are divided into two, namely above waterline and below waterline. Intercultural communication barriers that are below waterline are factors that shape a persons behavior or attitude, this kind of barrier is difficult to see or notice. These types of barriers are perceptions, norms, stereotypes, business philosophies, rules, network, value, and branch groups (Rahmat, 2009:11-12). Communication barriers that are above water are easier to see because many of these barriers are physical. These barriers are (in Chaney, 2002:11-12): physical (Physical-needs self), culture, perception, experience, emotion, language and nonverbal.

Regarding communication barriers, communication disorders and obstacles can be divided into seven types (in Cangara, 2012:167), namely:

- 1) Technical disturbances, which occur if one of the tools used in communication is disturbed so that the information transmitted through the channel is damaged
- 2) Semantic interference, which is a communication disorder caused by errors in the language used
- 3) Psychological disorders, which occur due to disturbances caused by problems within the individual
- 4) Physical or organic obstacles, namely, obstacles caused by geographical conditions.
- 5) Status barriers are barriers caused by the social distance between communication participants, such as status differences between seniors and juniors or superiors and subordinates.
- 6) Frame-of-mind barriers are barriers caused by differences in perceptions between communicators and audiences of the messages used in communication. This is due to different backgrounds of experience and education.

- 7) Cultural barriers, barriers that occur due to differences in norms, habits, and values adopted by the parties involved in communication.

4. Review of Strategies

a. Definition of Strategies

Strategy according to the large Indonesian dictionary is the science and art of using all the nation's resources to carry out certain policies in war. Then the term strategy extends to various aspects of community activities, including in the field of communication and da'wah.

Strategy in terms of terminology, has been widely stated by several experts:

- 1) Onong Uchjana Effendy, considers that strategy is essentially planning (planning) and management is essentially planning (planning) and management in achieving a goal. achieve a goal.
- 2) Anwar Arifin, strategy is stated as an overall conditional decision about the actions that will be carried out in order to achieve the goals to be achieved.

Strategy is a careful and comprehensive plan about the activities and goals to be achieved. Strategy is the overall conditional decision about the actions that will be carried out in order to achieve

the goal. In formulating a communication strategy, in addition to the need to formulate clear objectives, it also takes into account the conditions and situation of the audience or situation. take into account the conditions and situation of the audience or target.

b. Communication Strategies

Strategy in communication is how to organize the implementation of communication operations to be successful. Communication strategy is essentially planning (planning) and management (management) to achieve one goal. To achieve this goal, the strategy does not function as a road map that only shows the direction, but must also show the operational tactics.

The definition of communication strategy according to Rogers is a design made to change human behavior on a larger scale through the transfer of new ideas. Meanwhile, according to Middleton, communication strategy is the best combination of all communication elements from communicators, messages, receiving channels to influences (effects) designed to achieve optimal communication goals.

Therefore, from the theoretical explanation above, so that communicators when communicating must be able to create a communication strategy in advance so that the messages we convey can reach the desired communication target. Communication is the process of conveying a message in the form of symbols or codes

from one party to another with the effect of changing attitudes, or actions.

Communication strategy is a concrete stage in a series of communication activities. communication activities that are based on a unit of techniques for implementing the communication objectives, while technique is a choice of certain communication actions based on a predetermined strategy. a plan that includes methods, techniques, and functional relationships between elements and factors of the communication process for operational activities in order to achieve goals and objectives. in order to achieve goals and objectives.

5. Review of Speaking Skill

a. Definition of Speaking Skill

Four categories of English proficiency exist: Speaking, Listening, Writing, and Reading. Speaking ability is one of the four abilities that plays a significant part in communication. By expressing what is in his thoughts, one performs the action of speaking. That can help someone understand what is going on in the mind. Conversations or interactions between two people might result from effective communication. Verbal and nonverbal. Written and oral communication are the two types of verbal communication. Types of verbal communication. The words said throughout the communication process are referred to as oral communication.

Speaking and writing are two primary forms of verbal communication for humans, (Saylor, S).

In Gerald I.N. and Henry H.C (1973), analysis on non-verbal communication, he makes the following claims on interpreting gestures as non-verbal communication : (1) Learn to read signs; real-world applications of interpreting gestures; life is real-world tests. (2) Resource for reading gestures, including eye contact, facial expressions, walking patterns, and handshakes. (3) Openness, retaliation, assessment, and suspicion. (4) Willingness, confidence, collaboration, and frustration. (5) Self-ssurance, apprehension, and restraint. (6) Expectations, acceptance, romance, and boredom. (7) Parent and child lovers, strangers, superiors, subordinates, customers and professional buyer and sellers. (8) Understanding in a setting: non-audience cues, the phone, a trial, and social gatherings

An essential part of daily living in the English language is speaking. Verbal communication may be done by speaking. One has to have good pronunciation and a strong vocabulary when speaking, especially in English, so that the listener can comprehend what the speaker means and how he is expressing his views. Because speaking looks easier than needing to write first, spoken language is used by the majority of people worldwide. Speaking is active use of language to communicate meaning so that others may make sense of them (Cameron, 2001:40).

There are several theories for term “speaking” from many language learning theorist. Speaking is defined as expressing words verbally, communicating orally, making petitions or speeches, and more in Webster New World Dictionary (Nunan, 1995). According to Chaney (1998), speaking is the process of conveying meaning via the use of verbal and nonverbal symbols in various circumstances. In contrast, speech is defined by Brown (1994) and Burns and Joyce (1997) as an interactive process of constructing meaning that involves the production, reception, and processing of information.

Bygate (1987) defines speaking as the generation of auditory signals to elicit various verbal reactions from listeners. It is seen as the methodical blending of sounds to make meaningful phrases. Speaking is defined by Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) as two-way communication that includes accurately expressing thoughts, facts, or feelings. According to this perspective, spoken sentences are a mixture of two or more persons speaking at the same time and in the same context.

Speaking is used for many different things, and each one requires a particular set of abilities. As an illustration, lets say that we are having a conversation with someone in order to share our thoughts or opinions, explain certain facts or invite them to something. In order for the listener to comprehend the message

easily, individuals often use courteous gestures and speak slowly and clearly. While Bryne (1998, p.8) makes the case that speaking involves both receptive and productive speaking abilities, oral communication (speaking) is a two-way activity between the speaker and the interlocutor. Thus, it may be inferred from the four preceding definitions that speaking is the act of imparting information to others, such as knowledge, views, interest, attitudes, or ideas.

Speaking is an interactive process of creating meaning that involves the production, reception, and processing of information. (Brown, 2004). Speaking is an oral ability required to show comprehension, transmit meaning effectively with enough vocabulary, utilize language in suitable circumstances and engage with the other person smoothly (Brindley, 1994). It may be inferred from some of these viewpoints that while certain meanings may be automatically or directly comprehended, others may contain meanings that must first be processed in order to be understood.

In Webster New World Dictionary, defined as Speaking words orally to communicate, such as when making requests or speeches. (Nunan, 1995). According to Channey (1998), speaking on the other hand is the act of developing and exchanging meaning via the use of verbal and non-verbal symbols in various circumstances. According to Brown (1994) and Burns and Joyce (1997) as an

interactive activity that creates, receives and processes information. According to Bygate (1987), speaking is the result of listener signals that cause listeners to give various vocal replies.

When two individuals are conversing, the speaker has reportedly made a firm choice to be addressed by someone. (Widdowson, 1979:57). Speaking requires people to behave a specific way, but you may still let them know whether you want to be quiet or wish to speak. He wants to communicate that the speaker says something because it causes something else to happen. According to Widdowson (1997:57), refers to verbal communication that involves the speaker and the listener in order to communicate messages. The speaker conveys the message, whereas the listener is the recipient of the communication. In other words, effective listening abilities are necessary for communication.

Normal speech involves not just creating sound but also employing gestures and eye contact in interpersonal communication. According to Marie and John (1997 p.16), meaning may be communicated and understood in a variety of ways outside only speaking. When a person speaks, he provides information that conveys messages. Speakers and broadcasters can better understand what is being said by using their voice, gestures and eye contact.

From these theories, the researchers conclude that speaking is crucial for interaction between tour guides and visitors as well as

a substitute for media in the dissemination of knowledge, ideas, views, and other sentiments. According to Brown and Yule (1999), the spoken languages primary purposes are to establish, interact with and sustain relationships.

b. The Characteristics of Speaking Skill

The first characteristic regarding speaking skills is fluency and a teacher major objective when imparting speaking abilities is to help students achieve this. According to Hughes (2002), fluency is the capacity of students to talk in a way that listeners can receive without breaking off the conversation. As opposed to Hedge (2000), assertion that fluency is the capacity to respond logically by linking words and sentences, clearly articulating sounds, and employing emphasis and intonation.

The second characteristic of speaking performance is accuracy. Students should be proficient in the language they are studying. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such a focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), the correct use of grammatical structure learners requires the length and complexity of

well-structured utterances and clauses. The key to getting strong vocabulary accuracy is selecting words that make sense in the context, sometimes, students will use similar phrases or idioms in circumstances when they do not have the same meaning. Therefore, it is expected of students to be able to appropriately employ words and expressions.

According Thornbury (2005), pronunciation is the area of information that students often pay the least attention to. Learners must know the phonological principles and be familiar with the different sounds and their pronunciations in order to speak English correctly. The student has to understand pitch, intonation, and stress. Learning to speak English fluently and successfully is made possible by all of these factors.

c. The Function of Speaking

There are several theories on speech role in interpersonal communication. According Brown and Yule (1983), speech serve the following three purposes, Talk as interaction, Talk as transaction, Tals as performance.

1) Talk as interaction

The term “conversation” refers to what we often refer to as talk and represents encounters with a social purpose. When people meet, they want it to be nice and

create a comfortable environment for contact with others, so they greet each other, engage in small chat, discuss recent experiences, and so on. The message is less important than the speaker and how they wish to be seen by one another. Conversational contact involves a variety of abilities, including :

- a) Opening and closing conversation
- b) Choosing topics
- c) Making small-talk
- d) Recounting personal incidents and experience
- e) Turn-taking
- f) Using adjacency-pairs
- g) Interrupting
- h) Reacting to others

2) Talk as transaction

Focus more on what is said or done in talks as opposed to what is implied. Here, the message should be understood clearly and properly, not the participants or how to engage in social interaction. According to Jack Richard (2009:21), speaking as a transaction requires a variety of abilities, including :

- a) Explaining a need or intention
- b) Describing something

- c) Asking questioning
- d) Asking for clarification
- e) Confirming information
- f) Justifying an opinion
- g) Making suggestions
- h) Clarifying understanding
- i) Making comparisons
- j) Agreeing and disagreeing

3) Talk as performance

There is stronger emphasis on monologue speaking in this language than on dialogue. Speaking performance often takes place during speeches, announcements, public speaking, and the telling or recounting of stories. Jack Richard (2009:24) assert that utilizing speech as performance requires a number of talents including :

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar
- e) Creating an effect on the audience
- f) Using appropriate vocabulary
- g) Using appropriate opening and closing

d. The Factors Affecting Speaking Skill

A teacher must recognize a number of aspects that influence pupils students speaking performance if they are to assist them in overcoming obstacles to speaking skill acquisition. Speaking task performance conditions, emotional elements, listening abilities, and feedback all have an impact on how well learners communicate (Tuan and Mai, 2015)

1) Performance conditions

Students engage in speaking exercises under various circumstances. Performance factors, such as pressure, time planning, quality, performance, and level of support, have a significant impact on speech performance (Nation and Newton, 2009).

2) Affective

According to Oxford (1990), students' affective side plays a key role in language learning. Krashen (1982) said that a wide range of emotional factors have been linked to the learning of second languages, with motivation, self-assurance, and anxiety being the three primary categories that have been extensively researched.

3) Listening ability

According to Doff (1998), students can not get better at speaking unless they are better at listening. A student must be able to comprehend what is spoken to people who can converse well. According to Shumin (1997), when someone talks, the other students respond through active listening. A speaker's responsibility extends beyond speaking to include listening. From there, it follows that students are unable to respond if they do not

comprehend the message. As a result, listening and speaking abilities are tightly associated.

4) Topical Knowledge

Bachman and Palmer (1996), define it as knowledge of structure in long-term memory. Topical knowledge refers to a speaker's familiarity with pertinent topical material. Students can use language in reference to their everyday lives with the help of this. Topical knowledge significantly affects students' speaking abilities (Bachman and Palmer, 1996).

5) Feedback During Speaking Activities.

Most students hold their teachers to high standards when it comes to giving them the essential criticism on their speaking abilities. According to Harmer (1991), teachers' judgements on student performance are dependent on the lesson's phases, the student's tasks, and the kinds of mistakes they make. Harmer (1991) added that problem, the flow of the discourse and the goal of the speaking assignment would all be compromised if teachers corrected their students in-person. According to Baker and Westrup (2003) who cite this claim, if students are constantly corrected, they would become unmotivated and afraid to communicate. It has been suggested that a teacher should

constantly constructively correct their students errors and provide them additional assistance and encouragement when speaking.

e. The Strategy of Speaking Skill

The phenomenon of difficulties in English speaking skills is a problem that urgently needs to be found alternative solutions considering that English is an international language that must be mastered by all people, especially students (Afningsih, 2018). According to (Syahputra, 2014) there are several strategies for learning English as follows :

- 1) Memory learning strategies are used by learners by utilizing previous knowledge and learning experiences. These learning strategies involve a lot of memory and leaning processes that use memory. For example, if the learner connects the sound of an utterance with things he/she has remembered, then he/she is using memory learning strategies.
- 2) Cognitive strategies are all learner behaviors in the teaching and learning process that are related to the use of the learners thinking power. This strategy can take the form of various activities. This strategy is supported by the behavior of correcting one's own mistakes, using gestures, practicing

pronouncing words, writing in a notebook, reading from the blackboard, and looking at teaching media.

- 3) Compensatory learning strategies are used by learners who already have high enough skills. These learning strategies are usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language they are learning, for example, can use definitions or translations in their words to keep the language process going. Even body movements can be used.

f. The Aspect of Speaking Skill

Component are aspect or elements that have an impact on a speakers English proficiency. Speaking is a hard talent since it at least involves the elements of grammar, vocabulary, pronunciation, and fluency, Syakur (1987:5). On the other hand, the element of self-assurance may also be included under elements of English speaking abilities. Therefore, having some of these components to assist their performance is the most crucial thing for a tour guide. First and foremost, confidence is boosted by continuing to practice often for as by working as a tour guide.

A tour guide must also master the speaking skills components in order to develop strong speaking abilities. Speaking abilities

include as least five elements including, knowledge, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987:3).

1) Comprehension

Oral communication requires comprehension. To prevent misunderstandings between speaker and listener, comprehension is utilized. It also entails comprehension of the context and circumstances of spoken communication.

2) Grammar

Speaking clearly and effectively while constructing phrases is crucial for tour guides. The capacity of the tour guide to manipulate structure and recognize the proper grammatical form in the proper form (Heaton, 1978:5). Grammar is useful for learning the proper technique to pick up language abilities in both spoken and written forms.

3) Vocabulary

If a tour guide not have a large enough vocabulary, he will be unable to communicate effectively vocally or in writing. Less information will be delivered if a tour guide uses poor grammar, and nothing if the guide uses no vocabulary (Willid:1990). Therefore, a persons or a group of peoples vocabulary is a collection of words that they possess and are proficient in using in speech.

4) Pronunciation

One way to think about pronunciation is as a method for a tour guide to communicate in a way that is more understandable and clear. The phonological process, which is referred to as the grammatical aspects made up of components and rules that define how sound change and are patterned in one language, includes pronunciation. There are two characteristics of pronunciation : phonemes and suprasegmental properties. The following is a list of learner-related elements that have an impact on pronunciation :

- a) Native language
- b) Age
- c) Exposure
- d) Innate phonetic ability
- e) Identity and language ego
- f) Motivation and concern for good pronunciation.

5) Fluency

Speaking a language properly and fluency can be referred to as fluency. One of the objectives for many language learners is fluency. Signed with a quick speaking pace and simply a short, non-numerical sign, such as “emm” and “ers”.

6. Review of Keraton Surakarta Hadiningrat

a. Introduction of Keraton Surakarta Hadiningrat

Keraton comes from the word “rat” gets the prefix “ka” or “ke” and the ending “an” means the queens residence, the center of the queens government, or the royal capital. While the kingdom comes from the word “raj” gets the prefix “ke” or “ka” and gets the ending “an” which means the residence of the king which is closely related to the area or territory of the king (Sri Hartatiningtyas, 2010).

Javanese people refer to the Keraton Surakarta Hadiningrat as “Puring Tanah Jawi” and “Sambering Budaya Jawi”, which translate to “The Center and Resource of Java”. The keraton Surakarta Hadiningrat edifice is a colossal structure that exudes a sense of holiness and religiosity. Each and every manifestation is a representation of a profound life philosophy. The Keraton Surakarta Hadiningrat has produced several works of art with high values and philosophies as a source of Javanese culture, including dance and karawitan, literature clothes, and different conventional ways of living

b. Brief History Keraton Surakarta Hadiningrat

Keraton Surakarta Hadiningrat is a representation of Solo or Surakarta. The physical palace structures, artifacts, cultural arts, and customary palace practices make up Keraton Surakarta Javanese cultural legacy.

Keraton Surakarta Hadiningrat or commonly called the Kasunanan Palace is the official palace of the Surakarta kasunanan which is located in the city of Surakarta, central java. Susuhan Pakubuwana II built this palace in 1744 to take the place of the Kartasura palace, which was destroyed in the 1743 Chinatown uprising. This palace served as a mute witness to Pakubuwono II in 1749 transfer of power over the Mataram realm. It was thereafter utilized as a palace for the Surakarta Kasunanan following the Giyanti accord (Darsiti Soeratman).

In addition to housing the king, his family, and court officials (known as Sentana), this palace serves as a museum for Surakarta palace historical artifacts, including presents from European rulers that are displayed all throughout the Sasana Sewaka structure. In addition, it serves as a location to preserve family antiques including keris, chariots, and gamelan.

c. Important Buildings of Surakarta Hadiningrat Palace

- 1) Alun-alun lor is the front yard located in front of the palace of Surakarta Hadiningrat Sunanate.
- 2) Sanowo sumewa is a large ward located on the side of the road south of alun-alun lor and is the main building at the forefront of the palace building series.
- 3) Siti hinggil lor is a complex of buildings erected on a plot of land that was deliberately built somewhat higher than the surrounding buildings.
- 4) Kemandhungan lor (northern kemandhungan) before entering kemandhungan lor first passes through kori brajanala or kori gapit
- 5) Sri menganti building is the next part of the building after kemandhungan lor, here there are two statues and a large mirror on which there is a weapon decoration with a flag with the symbol of the Sunanate of Surakarta Hadiningrat.
- 6) Kedhaton is the core complex of a palace of Surakarta Hadiningrat Sunanate.
- 7) Apprenticeship or Magangan, this complex in ancient times was used as a place of acceptance, a training ground, a test, and an apple of loyalty for prospective courtiers who would later apprentice at the palace before being accepted as permanent courtiers.

- 8) After exiting the Kamagangan area through the Kori Gadungmlathi gate, also known as Saleko or Sembagi, the next complex is the Kemandhungan Kidul courtyard. The word Gadungmlathi symbolizes the relationship between the Surakarta Palace and the ruler of the South Sea (Nyai Roro Kidul).
- 9) The next building is Siti Hinggil Kidul, access to here can be passed through the Kori Brajalana Kidul gate.
- 10) Alun-alun Kidul which is located next to Siti Hinggil Kidul can be likened to the backyard of palace.

B. Previous Related Studies

Speaking is the subject of a vast amount of research. The researcher picked a number of theses and journal national and international that were pertinent to this study.

The first Previous Study, *“Improving Students Speaking Skills by Using Project based Learning”*. Made by Hasrianti (University of Muhammadiyah: 2020). This study aimed to measure the improvement in students speaking abilities in terms of vocabulary pronunciation while utilizing learning projects as well as the improvement in students speaking abilities in terms of self-confidence. This study use classroom action research to enhance the speaking abilities of the pupils. Speaking assessments, recording and questionnaires were the instruments utilized to gather the data.

The second previous study, *“Speaking Problem of Tourist Guides at Prambanan Temple”*, was carried out by Yofhan Alvaro Sebayang (Islamic University of Indonesia: 2012). Theories from books and the internet were employed by researchers. The author examines the issue of the Prambanan Temple speaking tour guides. In order to avoid pronunciation issues, the author analyzes some of the tour guides speaking issues at Prambanan temple and offers advice and answers. There are five tour guides at Prambanan Temple. Speaking is the main emphasis of the topic.

The third previous study was an international journal entitled “*An Analysis of Factors Influencing Learners English Speaking Skill*”, by Lai-Mei Leong and Seyedeh Masoumeh Ahmadi from The Faculty of Educational Sciences at University Sains Malaysia and the University of Guilan in Rasht, Iran. This study aims to identify the elements that influence language learners English speaking abilities. This review article examines the amount of research on speaking, the traits of effective speaking, speaking issues, and the variables influencing effective speaking. According to a study of the research, learners prioritize receiving correct speech education, and this is an area that requires more focus. This study may be utilized by educators and researchers to take into account the speaking requirements of English language learners.

The last previous study was a national journal entitled “*The Communication Skills of Tour Guides in Handling Customers*”, by Suardhana, Nitiasih, and Adi Jaya Putra from the Postgraduate Program at Ganesha University of Education in Singaraja, Indonesia Language Education Studies Program. The aim of this study was to characterize the language abilities of tour guides when interacting with international visitors, both verbally and nonverbally. The analysis in this study is descriptive. Using observation, questionnaires, interviews, and documentation data was gathered. This survey evaluates the verbal and nonverbal communication abilities of Bali Tour guides.

Table 2. 1 The Differences Previous Study

No	Title	The Differences	Similarities
1	<i>“Improving Students Speaking Skills by Using Project based Learning”.</i>	The location, subject, and study object are different. Another change from the past was that at MA Annur Nusa Bone, researchers evaluated students speaking abilities in terms of word pronunciation. Researchers employed quantitative technique for this thesis. Also, this study engaged in classroom action research.	The similarities of this research is theory of speaking skill used
2	<i>“Speaking Problem of Tourist Guides at Prambanan Temple”</i>	The placement and arrangement of the things varies from previousy. The author	The similarities of this research is subject and qualitative research.

		<p>looks at the tour guides communication difficulties at Prambanan Temple. At Prambanan Temple there are five tour guides available.</p>	
3	<p><i>“An Analysis of Factors Influencing Learners English Speaking Skill”</i>. <i>International Journal Research in English Education</i></p>	<p>This study aims to identify the elements that influence language learners English speaking abilities. This review article examines the amount of research on speaking, the traits of effective speaking, speaking issues, and the variables influencing effective speaking</p>	<p>Discussed the same topic with researcher topic that is English Speaking.</p>

4	<p><i>“The Communication Skills of Tour Guides in Handling Customers”</i>,</p>	<p>This study aim to characterize the language abilities of tour guides when interacting with international visitors, both verbally and nonverbally.</p>	<p>Discussed the same topic with the researcher topic that is tour guide.</p>
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher use qualitative research, which tends to observe events in their natural environments and attempt to explain or interpret them in terms of the meanings that people ascribe to them. Research that emphasizes description is referred to as descriptive qualitative research. Based on Sugiyono (2009:330-331) defines as qualitative , the researcher is more interested in viewpoint that in reality itself. Try instead of deciding “actually” people perspectives and aspirations. In qualitative research, investigators offer research question rather than specific research objective or hypotheses. Creswell (1994:129)

According to Bogdan dan Tailors, who, Moeleong cites, a qualitative methodology is a research process that generates descriptive data in the form of written or spoken words or forms of policy action. (Moeleong, Lexy J. 2002:112). This means that a qualitative methodology does not generate calculation numbers, but rather a written or oral or even in the form of action.

According to Brumfit and Mitchell (1995:11), aims to give the most accurate description of what is currently practiced, how students learn, how a teacher teaches in class, and what the classroom is like, particularly at a

certain time and location. For his study, the researcher used descriptive qualitative research to give a broad summary of the phenomena that first developed without the use of an experiment. The goal of this study is to make it simpler for the reader to comprehend what is occurring during the observation of the environment, what the participants opinions are, and what activities are taking on the research site.

The researchers looked at the process of affecting variables in this issue, namely the problem of an English-speaking tour guide, in this study.

B. Research Setting

1. Place

The Surakarta Hadiningrat Palace, which is situated in Jl. Kamandungan, Baluwarti, Kec. Ps. Kliwon, Surakarta city, Central Java, was the site of this study. In this study, the researcher sought to understand the difficulties a tour guide encountered in English in the Surakarta Hadiningrat Palace. In the city of Solo, the palace is also a significant historical site.

2. Time

Starting in 2023, this study was carried out from the beginning of the year to May 2023. Short interviews with tour guides who were present at the Surakarta Hadiningrat Palace were conducted as the research initial steps in order to gather data. After finishing the seminar thesis, the researcher started a more in-depth investigation by assigning

C. Research Subject and Informant

1. Subject of the Research

The Hadiningrat Surakarta Palace tour guide served as the researchers study subject. There are twelve tour guides present within the palace. Of the twelve tour guide at the palace, the researcher only selected three since they could speak English and two of them could also utilize Japanese.

2. The Object of the Research

The challenges of a tour guide English-speaking abilities is the specific issue that the researcher is concentrating on while examining a process of these factors

D. Data and Source of the Data

1. Research Data

Conversing with the tour guide at the Hadiningrat Palace in Surakarta to get information. Obtaining data to support Creswell's idea through performing observations, interviews, and documentation.

2. Source of Data

Data about the challenges tour guides have when speaking English may be gathered by seeing and conversing with them. Then a documentation supporting the method is used to support the research data.

E. Techniques of Collecting the Data

The first step in the research procedure for this study is collecting data. Observation, interviews, and analysis of documents or artifact are the phases in choosing data collecting techniques that are most frequently employed in qualitative research (Ary et al, 2010). Audio and video recording, pictures, games, pieces of art, and other object can all be considered artifacts. The measures used by researchers that employed the Ary et al., (2010), hypothesis for data collection are as follows :

1. Observation

It is much more than just “hanging out”, observation is a crucial approach of gathering data in qualitative research and is a sort of systematic and controlled observation. Instead of a numerical summary of the occurrences or length of observed behavior, the aim of qualitative researchers is a comprehensive description of behavior in a specific situation. Compared to quantitative observations, qualitative observations often last longer. Moreover, qualitative observations must be conducted without any preconceived notions. Setting, behavior, and interactions are all described in qualitative observations using narrative or words.

The use of observation in data collecting has a number of advantages and disadvantages. By observation, a researcher

can assess if what is said actually corresponds to what is done or whether it might provide context for an origin that the speaker may not be aware of or be unable to explain. The observational method, however, might be exceedingly time-consuming or distracting, and the researcher risked drawing meaningless conclusions from what was seen.

The researcher visited the Surakarta Hadiningrat Palace personally to collect data. The researcher arrived by watching the tour guide and the location as his study subject. To find the information they need researchers wander the area and speak with tour guides. The tour guide narrates the history of the palace while accompanying the researcher around it. In order to gather information for his study, the researcher sought for the names of many tour guides who could speak English.

The researcher choose these observations because they are the initial step in beginning a study. Having the object of study coming into contact with scientific observation. Namely, researchers have direct access to the study topic and may communicate with it directly to learn more about it. Because participants in a study are both researchers and subjects. If there are no researchers to do the research, then no subjects exist for the research to be conducted on. As a result, before doing any further research, researchers get to know their subjects and

objects. Because social creatures depend on one another and are obligated to do so. Another beneficial activity is socializing. As a result, observation revealed it to be a brotherhood linking a line of silaturahmi. This remark seeks to distinguish its topic from itself.

2. Interview

One of the most popular and fundamental approaches for gathering qualitative data is conducting interviews. Interviews are a common data collection technique from people about their thoughts, beliefs, and feelings regarding various circumstance instead of testing hypotheses, they are utilized to better understand the experiences individuals have and the meaning they assign to those encounters. Interviews can be used to confirm observations or reveal information that cannot be learned via observation. Although qualitative interviews vary greatly in how they are performed, they are often more in-depth, ended, and unstructured than interviews used in quantitative research.

The interviews format is determined in part by how well the questions were prepared in advance. Unstructured interviewing, a sort of conversational interview in which questions arise from the circumstance, is one extreme. Referred to as “dialogue with a goal” at times. These are likely the

interviews with the greatest data. Interviews are not meticulously prepared in advance rather, the researcher asks questions as they come up carefully considers the subjects replies, and then chooses the next question. The who, what, when, where, why, and how categories are often adequate guidance for the researcher to follow through with while asking the questions because subjects in these contexts may not even be aware they are being interviewed.

During this point of the interview, the researcher visited the Surakarta Hadiningrat Palace and spoke with the staff members working as tour guides. Then enquire for permission to interview or do research with tour guides who are there, particularly those who speak English. English-speaking tour guides were encountered by researchers. The researcher then put forward a number of prepared questions. When there are concepts you wish to ask about, the researcher will also create a little inquiry from the answering the questions. The researcher would like to thank the tour guide and palace administration who had permitted the research after asking the English-speaking tour guide a few questions.

3. Documentation

Writings or other artifacts can be used by qualitative researchers to better comprehend the phenomena they are studying. The term “document” in this context refers to a wide range of textual, tangible, and visual elements, as well as additional items the author could refer to as artifacts. Personal documents like autobiographies, journals, and official letter like files, reports, memoranda, or treatises, as well as popular culture documents like novels, movies, and videos, may all be considered papers. Books, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcript, birth certificates, marriage licenses, budgets, e-mail messages, and other text-based artifacts are examples of written or text-based analysis document. Non-recorded record can also be considered analysis documents. Written (photos, audiotapes, videocassettes, computer image, websites, musical shows, broadcast political speeches, youtube videos, cyber settings, etc). artifacts or record already in existence may be analyzed, or in some circumstances, the researcher may ask individuals to provide objects or records.

F. Research Instrument

In order to collect data for the studies identification, the researcher requires a tool that makes it simple for them to do their work. These instruments serve as both the primary and auxiliary instruments. In this study, there are two key instruments. The researcher themselves comes first. This type of study is a descriptive qualitative study. Using the researcher or through. Assisting other with the data analysis as the research instrument, according to Moelong (2004: 163), is a qualitative research trait. Moreover, he asserts in a qualitative approach that the researcher serves as planner, gatherer and analyst (Moelong, 2004: 168).

The researcher employs many instrument to gather data for this study, including data through observation, interview, and documentation. The data is in the form of information, including interview data. There are a number of tools that the researcher uses to get data quickly. To gather the studies information or data, the accompanying instrument is required. A camera, laptop, book, paper, pen, and phone are also provided.

G. Trustworthiness of the Data

It is crucial to confirm that accurate data were used in this study in particular to minimize complexity and researcher mistake. It is required to evaluate the data from this study in order to determine wheter the researchers conclusions are reliable or not. The data were collected through observation, interviews, and documentation.

Explain that there are three different forms of triangulation based on Sugiyono (2010). Namely , temporal triangulation, source triangulation, and method triangulation. According to Creswell (2009), data will be triangulated from a variety of sources, including observation, interviews, and documentation. Triangulation is a rectification method that compares or verifies data using sources other than the original data.

The researcher made efforts to check with technical triangulation by checking to test the validity of the data by comparing the observed data with the interview data and then comparing again with the documentation data. If the testing of these techniques produces different data, the researcher conduct further discussions with the relevant data sources, informants, or others to ensure which data is more correct and valid.

H. Techniques of Analyzing the Data

In this study, researchers used the theory of Miles, Mathew B. (2014). There are three techniques of analyzing data that are data condensation, data display, conclusion. Here is an explanation of the data analysis technique :

1. Data Condensation

Condensation of data, which applies to electoral processes, concentrates on condensing, antedating, and chaning data that are included in the corpus of written field notes, interviews transcripts, papers, and the other empirical materials. Strengthening data by condensing.

As is common knowledge, data condensation happens regularly during the course of any project focused on quality. Predictive data condensation begins even before the data are actually gathered, as the researcher chooses the conceptual framework, the specifics of the case, the research questions, and the data gathering strategy (sometimes without fully realizing it). Following phases of data condensation take place when data is gathered, including writing, summarizing, coding, identifying themes, creating categories, and composing analytical memoranda. When the fieldwork is over, the data condensation or transformation process continues until the entire report is written.

Data compression is an integral part of analysis. In the analysis, this is included. It is up to the researcher to decide which data chunk to code and which to extract, as well as which category labels best sum up various chunks and who will build the narrative. Data condensing is a type of analysis that streamlines, groups, concentrates, tosses out, and arranges data such that “final” findings may be made and independently validated.

Qualitative data can be converted in a variety of ways via data condensation, including selection, summary or paraphrase, inclusion in more extensive patterns, and so on. Occasionally, converting the data to a quantity could be helpful.

2. Data Display

The data presentation is the second main area of analytical action. A view is, in general an ordered view, a condensed collection of data that permits inference and action. Displays may be seen everywhere in daily life, from gas meters to newspaper to facebook status updates. Seeing display enables us to comprehend what is happening and take action by either conducting further research or acting immediately.

In the past, expanded text was the most common format for displaying qualitative data. Similar to how it is exceedingly inconvenient to write down material afterwards (in the form of 1,000 pages of field notes, for example). Also, it is dispersed, poorly organized, sequential rather than simultaneous, and vast. A researcher may find it simpler to draw fast, incomplete, and unsupported conclusions when employing simply an extended text. When it comes to processing vast volumes of information, humans are not particularly efficient. Expanded language can be preys on our propensity to see simple patterns or obviously excessive amounts of information.

Being persuaded while at work that the key to a solid qualitative analysis is a good outlook. Several different kinds of matrices, graphs, charts, and networks are covered by the

viewpoint addressed and illustrated in this book. Was created to compile collected data into a quickly understandable, short manner so analysts may observe what transpired and reach accurate judgments or go on to the next analysis phase where the display would find it beneficial.

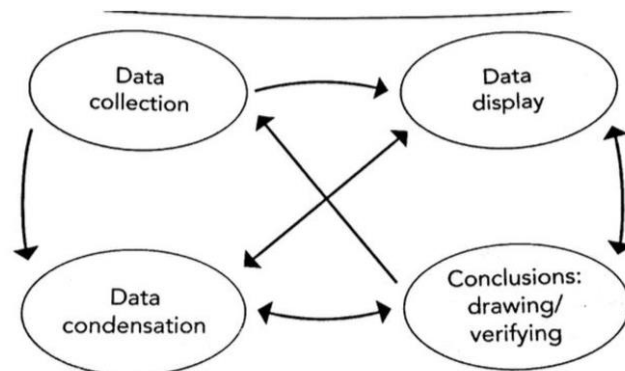
Similar to data condensation, the development and use of viewpoints are important to analysis. Analytic activities include developing the views, choosing the row and column matrices for the qualitative data, and determining which data, in what form, should go into the cells. (Remember that creating views has explicit consequences for data condensation). In this book, proponents of more systematic, strong ideas call for a creative, self-aware, and iterative approach to their development and application.

3. Drawing and Verifying conclusions

Concluding and verifying are the third step of analytical actions. Qualitative analysis evaluates what is intended by noticing patterns, explanations, causal processes, and assertions from the initial data collection. Researchers take these findings with a grain of salt while retaining an open mind and skepticism, but they are still there—at first ambiguous, then increasingly explicit and practical. Depending on the size of the corpus of field

notes, the coding, storage, and retrieval methods employed, the skill of the researcher, and the timeframes necessary to meet, “final” findings may not become apparent until data gathering is complete.

To further clarify the preceding description, the part of data analysis is as follows : Interactive model created in 1994 by Miles & Huberman



Source: Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher shows the data based on the theory that has been explained in chapter II. The purpose of this study is to analyze the problem statement of the tour guide's strategy in dealing with problems and intercultural differences between foreign tourists in the Surakarta Hadiningrat Palace. First, researcher describe what are the problems and solutions faced by tour guides in dealing with foreign tourists in the Surakarta Hadiningrat Palace. Second, researcher describe how tour guides direct and show places in the Surakarta Hadiningrat Palace. Third, researcher describe strategies in dealing with intercultural differences between foreign tourists in the Surakarta Hadiningrat Palace. The subject of this research are three tour guides in the palace of surakarta hadiningrat. the findings of researchers based on data collected by researchers, namely, observation, documentation, interviews with tour guides in the palace of Surakarta Hadiningrat.

A. Research Findings

1. Strategy of Tour Guide in facing challenges when explaining to foreign tourists in Keraton Surakarta Hadiningrat.

Chowdhary and Prakash (2010), based on their study of challenges faced by tour guides, have identified at least five broad categories of challenges. These include the general tourism environment, tour guide working conditions, their relationship with intermediaries, and problem dealing with tourist or customers

Based on the explanation from the informant during the interview, the researcher found that there was a difficulty experienced by the tour guide in dealing with foreign tourists to guide and also based on Mr. Chumaidi conveyed a solution to deal with these difficulties. Mr. Chumaidi said that good communication is a solution in dealing with existing problems, because not all tour guides have a structured educational background. communication when explaining the palace building or when directing guests. even good communication can avoid cross-cultural problems. it can be concluded that the tour guides at the palace already understand and anticipate these problems.

“For the guides either in general or in general there is something specific related to good communication or good

communication. Not all guides are based on patterned education with structural linguistics and others.”

From the results above, supported by interviews conducted by researchers, the interviews argue that good communication is one of the challenges that a tour guide always faces. This is evidenced by Mr. Chumaidi as a tour guide who said that.

“The background of the guide also influences the service to foreign tourists, of course, via language. For guides either in general or general there are specifics related to good communication. Not all guides are based on patterned education with structural linguistics etc. The relationship with good communication is of course by giving an explanation to understand what is meant and we understand what the guest wants.”

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“so you have to give extra explanations and also introduce the culture. This means that giving explanations also means using good communication to get the attention of the tourists”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“When we receive guests, especially foreign guests, we use English. When they can speak English maybe we can still explain. But if it's another language, because foreigners don't necessarily

speak English. That is indeed one of the obstacles when communicating.”

From the three results of the interview, it states that the main environmental factor is the communication factor. communication is a problem of difficulty that is always faced by a tour guide. in guiding foreign tourists where many foreign tourists use their native language such as Italian, Japanese etc. based on this, the researcher provides a solution to the communication problem from the theory of Puspita et al, 2020 which states that, in achieving success in communication activities effectively can be determined from a strategic communication strategy. Strategy is a systematic action by combining several methods or tools and approaches to achieve certain goals within a certain period of time.

a. General Tourism Environment

The general tourism environment is a broad term encompassing various factors that influence the tourism industry at large. This environment is multifaceted and includes both internal and external elements that impact the overall landscape of tourism. Here are some key components and an example of each:

- 1) Economic Factors: Economic conditions greatly affect tourism. For instance, during an economic downturn, people might cut back on non-

essential expenses, leading to a decrease in travel. Conversely, during economic upswings, disposable income might increase, leading to a rise in tourism. An example could be the global economic recession in 2008, which resulted in reduced travel and tourism expenditure.

Based on the findings in the field, the price of admission tickets in the palace does not include the services of a tour guide in the palace. If using the services of a tour guide will incur additional costs. The price of admission tickets in the palace does not include the services of a palace tour guide.

- 2) Technological Factors: Advancements in technology significantly impact tourism. The rise of online booking platforms, travel apps, and virtual reality tours have revolutionized how people plan and experience travel. For example, the utilization of augmented reality in showcasing historical sites or landmarks has enhanced the tourist experience.

Based on the findings of researchers in the field, the technological factors in the Surakarta

Palace are still minimal. for ticket purchases must be on the spot not provided in any platform. and inside there are no visual impressions that make it easier for guides to explain places or cultural arts in the palace.

- 3) Environmental Factors: Environmental conditions and sustainability concerns increasingly affect tourism. Natural disasters, climate change, and ecological issues impact travel decisions. For instance, the impact of hurricanes or tsunamis on coastal tourism destinations illustrates how environmental factors can disrupt the industry.

Based on the findings of researchers in the field, sometimes the royal relics in the Surakarta Palace Museum are still poorly maintained. and if the weather is raining visitors cannot enter the courtyard area because the courtyard area is an open area.

- 4) Social Factors: Cultural trends, demographics, and social behaviors shape tourism. Changing preferences in travel, such as a growing interest in eco-tourism or a preference for experiential

travel over material consumption, are part of this factor. An example is the increasing demand for authentic, local experiences rather than traditional tourist activities.

Based on the findings of researchers in the field, when entering the courtyard area is not allowed to wear footwear, inside the palace there is a well that is sanctified. because the well releases clean spring water and is also consumed. because according to the story if washing your face using the water can get certain properties. and tourists can use or consume the well water directly guided by a tour guide.

- 5) Political Factors: Political stability, government policies, and international relations play a significant role in tourism. For instance, changes in visa regulations or geopolitical conflicts can affect tourist influx. A notable example is the impact of Brexit on travel regulations and tourist flow between the UK and EU countries.

Based on the findings of researchers in the field, the palace has its own policies in guiding

and managing the Surakarta Palace. The central government only regulates the management and also the development of the palace's historical culture.

- 6) Legal Factors: Regulations and laws, including those related to safety, health, and travel restrictions, impact tourism. An example is the implementation of stringent safety regulations post-pandemic, affecting travel protocols and requirements for tourists.

Based on the findings of researcher in the field, the laws that apply in the palace are contained in Law No. 11 of 2010 concerning cultural heritage. that the palace is a place of cultural wealth that must be preserved and must be maintained by anyone and regarding the provisions in the palace are explained by the tour guide. for example, wearing polite clothes and removing footwear when entering the courtyard area.

- 7) Cultural Factors: Local customs, traditions, and cultural practices influence tourist behavior and experiences. For instance, the preservation of

heritage sites and the promotion of indigenous cultural activities can attract tourists seeking unique cultural experiences.

Based on the researcher findings, the Surakarta Palace has its own culture such as when entering the courtyard area visitors are required to remove their footwear, dress modestly, and there are also offerings in several places because the place is considered sacred.

Understanding and adapting to these factors are crucial for stakeholders in the tourism industry, including governments, travel agencies, and hospitality providers, as it allows them to anticipate trends, plan strategies, and mitigate risks in a constantly evolving tourism landscape.

As leaders of a group of travelers, they are expected to have problem-solving skills that seek to resolve all the challenges that the guided experience may encounter - within or beyond their control. Many authors argue that expert training should be provided to tour guides so that they can meet the professional standards and expectations of travel companies and travelers as well as address the potential challenges and

travelers and address potential challenges facing the sector.

b. Tour Guide Working Conditions

Tour guides operate in a diverse range of environments, and their working conditions can vary significantly based on several factors.

Balancing these various aspects while providing an engaging and informative experience for tourists is a challenge for tour guides. Their adaptability, knowledge, and ability to navigate these working conditions contribute significantly to the overall success of the tourism industry. Tour guides may have personal limitations in terms of skills, abilities, etc. Externally, the rules and regulations of the field of activity, employer and customer must also be considered. customers must also be considered. Tour guides are often pressed for time, caught between their employer and their duty to please tourists, and the between their employers and their duty to please tourists, and subject to government regulations.

From the results above, the researcher found an answer to the statement from the first source, namely Mr. Chumaidi.

“Not all guides are based on patterned education with structural linguistics etc. The link with good communication is of course by giving an explanation to understand what is meant and we understand what the guest wants. Relating to the difficulty of course from the background of tourists difficulty in speaking English such as Italian English Japanese, which incidentally English is not their native language. Preferring their own mother tongue”

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“When entering the courtyard area is a sacred place. Like sandals must be removed, of course for tourists it is something that is not familiar, so you have to give extra explanations and also introduce the culture. This means that giving an explanation also means using good communication to get the attention of the tourist.”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“If it's mainly foreign guests, we use English. When they can speak English maybe we can still explain. But if it's another language because foreigners don't

necessarily speak English. That is indeed one of the obstacles when communicating.”

From the three results of these interviews it can be concluded that foreign tourists who still use their native language make it difficult for the working conditions of the tour guide itself. when foreign tourists use English maybe the tour guide can still explain it, but when they use their native language the tour guide has difficulty explaining it.

Here's an analysis of some key aspects and an example:

- 1) Nature of Work : Tour guides often work irregular hours, including weekends, holidays, and evenings, to accommodate the schedules of tourists. They might have periods of intense activity during peak tourist seasons and slower times during off-peak periods. The work can be physically demanding, involving long hours of standing, walking, and speaking continuously.

Based on the researcher's findings in the field, tour guides often feel tired during the peak tourist season visiting the palace. As guests come in and out of the palace, the tour guides have less resting

time because they keep walking, standing, talking continuously until they finish.

- 2) **Income and Job Security** : Income for tour guides can fluctuate based on various factors such as the number of tours conducted, tips received, and the region in which they work. Job security can be uncertain, especially for freelance or seasonal guides. For example, a tour guide in a popular tourist city may have more stable employment compared to one in a destination with a shorter tourist season.

From the results of research conducted by researchers in the field, tour guides often also get tips from guests. guests give tips not just for free but for their satisfaction with the services provided by tour guides.

- 3) **Skills and Training** : Guides often need a deep knowledge of the area they cover, history, culture, and language skills. Continuous learning and staying updated on new information or changes in the region are necessary. The level of required training can vary; some guides might need formal

certifications or licenses, while others might rely more on experience and informal education.

Based on the researcher's findings in the field, the skills of tour guides in the Surakarta Palace are sufficient, most tour guides already have certification for their work. the average experience and education of the tour guides are adequate and well mastered being a tour guide.

- 4) Customer Service and Communication : Tour guides interact with diverse groups of people, including international tourists with different languages and cultural backgrounds. Strong communication and interpersonal skills are essential to deliver a high-quality experience. The ability to handle various personalities and adapt the tour according to the group's interests is crucial.

Based on the researcher's findings in the field, the tour guides already have a high level of experience. They are able to communicate and interact with a diverse range of people and also a wide range of cultures. they understand these

differences well so as to have a good and quality experience.

- 5) Safety and Health Concerns : Guides often work in outdoor environments, sometimes in challenging terrain or adverse weather conditions. Ensuring the safety of the group and themselves is a significant responsibility. For instance, a guide leading hiking tours in mountainous regions must be equipped to handle emergencies and changing weather conditions.

Based on the researcher's findings in the field, tour guides are very concerned about their own safety and health. They realize that they work by receiving guests to maintain the quality of service they must be able to maintain health.

- 6) Regulations and Legal Considerations : In some regions, specific licenses or permits are required to work as a guide. Guides might need to comply with local regulations and standards set by tourism authorities. For example, in certain historical or protected sites, guides might need official authorization to conduct tours.

Based on the findings of researchers in the field, tour guides already have official licenses. they are also included as tourism actors so that those with official licenses can carry out their duties properly and correctly in accordance with the regulations.

- 7) Work-Life Balance : The irregular working hours and the seasonal nature of tourism can impact a guide's work-life balance. During peak tourist seasons, guides might work long hours, impacting personal time and social life. Conversely, off-peak seasons might provide more downtime.

Based on the researcher's findings in the field, tour guides in the palace have a seasonal nature. When it is peak tourist season, they work to the maximum until they have less time to rest, whereas if it is not peak tourist season they only receive local guests and have more time to rest.

c. Their Relationship with Intermediaries

Tour guides often have a symbiotic relationship with intermediaries within the tourism industry. Intermediaries can include travel agencies, tour

operators, online booking platforms, and other entities that connect tourists with services or experiences.

The relationship with these intermediaries allows the guide to have a mix of pre-booked tours through agencies and a steady flow of clients through online platforms. This diversification helps the guide maintain a consistent income while catering to different types of tourists. The agencies benefit by offering unique, specialized tours, enhancing their package deals and customer satisfaction.

From the results above, researchers found the answer to the first informant's statement, Mr. Chumaidi.

“The relationship between tour guides and intermediaries does not exist, because tour guides have no attachment to other parties. tour guides in the Surakarta Palace environment are bound by policies within the Surakarta Palace, where the Surakarta Palace has also received its own authority to manage aspects of tourism within the palace itself by the regional government and the central government.”

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“If the guide's relationship with other parties does not exist, because the tour guide is attached to the policies in the palace itself. or commonly referred to as servants in the palace.”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“Tour guides within the palace work independently. there is no attachment to the local or central government. because within the palace there are servants who understand and know more about the palace. other parties may know in general, but they do not understand or know the specifics.”

From the three interviews, it can be concluded that a tour guide does not have a relationship between the local government or travel agency services. because the tour guide stands with the courtiers or between the palace itself. the courtiers serve as operational executors in every organization formed by the sultanate. The tour guide and the palace do not have a connection with a travel agency that serves tourist services and has no attachment to the local government. because the tour guide and the palace itself organize it from an abdi dalem. abdi dalem means a person who organizes from

within the palace itself or from the palace to another palace.

"Abdi Dalem" is a Javanese term that translates to "servants of the palace" or "courtiers." These individuals traditionally serve within the Javanese palaces or "keratons." The keraton refers to the royal courts or palaces in Java, Indonesia. The Abdi Dalem play crucial roles within these royal courts, and their significance goes beyond mere service; they often hold deep cultural, religious, and historical importance.

The Abdi Dalem are central to maintaining the cultural heritage and traditions associated with Javanese royalty. They are custodians of rituals, ceremonies, and knowledge of court customs that have been preserved for generations. Their duties primarily involve serving the royal family and the palace, encompassing a wide range of tasks such as assisting in ceremonies, maintaining the palace grounds, providing security, and attending to the daily needs of the royals. They often have spiritual roles, participating in ceremonies, prayers, and other religious activities within the palace. Some hold positions with specific religious or spiritual responsibilities,

contributing to the spiritual well-being of the royal family.

Abdi Dalem often hold significant historical and cultural knowledge that is passed down through generations. They are instrumental in preserving the history, stories, and customs associated with the keraton, contributing to the continuity of Javanese heritage. Within the palace, there's a structured hierarchy, and the Abdi Dalem occupy different positions based on seniority, skills, and family history. Respect for these individuals and their roles is deeply ingrained in Javanese society. The Abdi Dalem and the keraton symbolize the rich cultural identity of Java and serve as a living repository of Javanese customs, beliefs, and practices. Their roles and significance have evolved over time, adapting to modern contexts while preserving the essence of tradition and culture. The Abdi Dalem and the keraton remain revered symbols of Javanese heritage and history.

Here's an analysis of their relationship and an example:

1) Collaboration with tour operators and agencies:

Many tour guides work in collaboration with tour

operators or agencies. These intermediaries bring in clients and tourists, while guides provide on-ground services, such as leading tours, offering insights, and ensuring an enriching experience. Guides often depend on these intermediaries for a steady flow of clients.

Based on the findings of researchers in the field, tour guides actually do not depend on tour agents, they can collaborate with tour agents when asked and needed to explain places in the palace.

- 2) Independence vs. Dependence: Some guides work independently, relying on personal branding, word-of-mouth referrals, or their online presence to attract clients. However, even independent guides might depend on online platforms or local agencies to reach a broader audience or gain visibility. This relationship can be seen in how independent guides use platforms like TripAdvisor or Airbnb Experiences to connect with tourists.

Based on the findings of researchers in the field, the tour guides at the Surakarta Palace work

independently. tour guides rely on word of mouth to attract guests. From the tour guide's method, many guests come directly to the palace location rather than just viewing it from the platform

3) Quality Standards and Expectations:

Intermediaries often have specific quality standards and expectations that guides must meet to collaborate. This might involve maintaining certifications, adhering to safety protocols, or delivering a particular level of service. For instance, a guide working with a luxury travel agency might need to provide a high-end, personalized experience.

Based on the findings of researchers in the field, tour guides have also received intermediaries with high quality standards, therefore being a tour guide must be able to adapt to all situations and conditions. the tour guides were able to adapt themselves to the intermediary.

4) Feedback Loop: Intermediaries play a crucial role

in gathering feedback from tourists. This feedback is valuable for guides to understand

their strengths and areas for improvement. Conversely, guides may provide feedback to intermediaries regarding the preferences and needs of the tourists they encounter, aiding in the development of better tour packages or services.

Based on the findings of researchers in the field, tour guides often provide feedback to their guests, the purpose of which is to find out how far the guests understand the explanations and services provided by the tour guide. Feedback is very valuable for the progress of service and quality of tour guides.

- 5) **Business and Economic Aspects:** The relationship with intermediaries influences the economic aspect of a guide's work. Depending on the agreement, guides may have a fixed payment, work on a commission basis, or a combination of both. Additionally, intermediaries might handle marketing, booking, and administrative tasks, allowing guides to focus solely on providing the tour experience.

Based on the findings of researchers in the field, if tour guides have a good relationship with

their intermediaries, the economy of the tour guides will also be good. what this means is in accordance with the mutual agreement between the intermediary and the tour guide. earn fixed payments or through commission.

d. Problem Dealing with Tourist or Customers

Dealing with problems involving tourists or customers can be a significant challenge in the tourism industry.

Researcher found the answer to the first informant's statement, Mr. Chumaidi.

“Related to existing problems, the main problem for tour guides is communication barriers. often guides experience these problems. because not all foreign tourists can speak English fluently. there are several countries that use their respective native languages. from these problems, obstructed communication is considered to reduce the quality of service in the palace. therefore as a tour guide must be able to explain slowly and clearly.”

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“Problems related to tourists that often occur are in communication. sometimes tour guides have difficulty when explaining when receiving foreign guests who cannot speak english. sometimes when entering the courtyard is required to remove footwear. there are also places that are not allowed to be seen by foreign and domestic tourists because it is green and entered because from the courtyard there is already a boundary line not to exceed it.”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“In providing services to tourists sometimes guides still have obstacles in communicating. these obstacles are usually due to receiving guests who cannot fully speak English. and also in the palace has limited tour guides who can speak English sometimes also try to explain to foreign tourists by using gestures to help explain to foreign tourists.”

From the three interviews, researchers that language other than English is a major problem. there are some countries that not all can speak English fluently. sometimes there are some countries that still use their native language. and on the other hand barriers in

communication are also sometimes seen as lacking in terms of service. because of also the limitations of tour guides in foreign language skills other than English.

The customer expected deep interactions with local communities, but due to logistical issues, only superficial interactions were possible. This discrepancy led to disappointment and complaints from the customer, impacting their satisfaction with the tour. The tour guide must then navigate this situation by addressing the customer's concerns, potentially offering alternative experiences or compensations, and communicating the reasons for the discrepancy in the promised versus actual experiences. The guide needs to handle this sensitively, aiming to resolve the issue to the customer's satisfaction and maintaining a positive relationship. Such situations require problem-solving skills, effective communication, empathy, and the ability to adapt quickly to ensure a positive experience for the customer, even in the face of unexpected challenges.

The experience provided by tour guides often comes under spotlight when travelers are dissatisfied with the guided experience. They are often blamed for

unexpected unforeseen travel problems, such as bad weather and traffic issues.

Here's an analysis of common issues and an example:

- 1) **Communication Barriers:** Language barriers, cultural differences, or misunderstandings can lead to challenges in communication. Customers might have specific expectations or needs that are not clearly conveyed or understood, leading to dissatisfaction.

Based on the findings of researchers in the field, tour guides are very careful about cultural differences. Tour guides have their own ways of avoiding cultural differences to avoid misunderstandings

- 2) **Service Quality and Expectations:** Meeting or exceeding customer expectations is crucial. Issues arise when the service quality doesn't align with what was promised or expected. This could involve accommodations, tour experiences, transportation, or any other service related to the tourism experience.

Based on the findings of researchers in the field, tour guides work optimally to satisfy the service to their guests. The quality of a tour guide is assessed when the guide provides service to his guests

- 3) **Complaint Handling:** How well complaints are handled significantly impacts customer satisfaction. Resolving issues promptly and effectively is essential. Problems might arise from overbooked accommodations, itinerary changes, or unexpected additional charges.

Based on research findings in the field, tour guides have experience resolving problems or handling complaints from guests. Tour guides also continue to provide the best service for customer satisfaction. From the way the problem is solved or resolved, it can be seen how satisfied the guest is with the service.

- 4) **Cultural Sensitivities:** In diverse tourist settings, misunderstandings related to cultural norms, taboos, or gestures can lead to conflicts or discomfort. This might include unintentional

disrespect or misinterpretation of cultural practices.

Based on the findings of researchers in the field, tour guides are always careful in their words and body movements to avoid misunderstandings. because different countries have different cultures

2. The tour guide's strategy is to organize the flow and direction of travel to explain what is in the Surakarta Hadiningrat Palace.

According to KRHT Wirodiningrat *Pangageng dalem sasono wilopo*, there are seven meanings (*saptawedha*) included in the term *keraton*. first, *keraton* (*Karaton*) means kingdom. second, *keraton* means the power of the king which contains two aspects: state (*staatsrechtelijk*) and *magischreligieus*. third, *keraton* means the embodiment of "*Wahyu nurbuwat*" and therefore becomes the *pepunden* in *kejawen*. fourth, *keraton* means palace, *kedaton* "*Dhatulaya*" (home). Fifth, the unique and distinctive form of the palace building contains high symbolic meaning, which describes the soul's journey towards perfection. Sixth, the palace as *cultuur historiche instelling* (cultural historical institution) becomes a source and transmitter of culture. Seventh, the palace as a body (*juridische instellingen*), meaning that the palace has property or territory (*bezittingen*) as a dynasty. This cannot be separated from

the legacy of various heritage in the form of tangible heritage (material) and intangible heritage (intangible). The spatial layout of the Sunanate of Surakarta Hadiningrat is tangible heritage, while the philosophy and culture contained in it are *intangible heritage*.

Researchers found the answer to the first informant's statement, Mr. Chumaidi.

“Of course, if we accept new people, of course we explain in a tartil or orderly manner. So like in a book there must be an opening, then an introduction first, then there is an explanation of chapter 1 chapter 2 and so on. Unless they have already been. For those who haven't, it must be orderly and sequential. If there are guests who immediately step on the next sub, it is possible, as long as they are not confused or confused.

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“Actually it is flexible, but from the agreement of several guides we start first from the courtyard, if it is crowded, or the cloth runs out because entering the courtyard wearing shorts is required to wear a cloth to cover it, then if it is crowded we go to another place first which feels quiet. So flexible.”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“We should go to the palace first and then the museum. Then there are the rules of what can be explained and what cannot be explained. the wishes of the guests vary, we can only explain so that they understand. It depends on the guest's needs. Sometimes there are visits for study or visits just to play etc.”

From the three interviews, it can be concluded that when explaining the places in the palace the rules are not required to be sequential, but the tour guides have agreed that when explaining the place must start from the beginning or start from the courtyard. by explaining in sequence, the delivery of information is focused. in setting the direction of travel allows the guide to present information coherently. and ensure that visitors get a clear understanding of the various parts or rooms in the palace of Surakarta Hadiningrat.

Organizing the flow and direction of travel within the Surakarta Hadiningrat Palace is a strategic approach employed by tour guides to ensure a structured and informative tour experience for visitors. Here's how this strategy can be beneficial:

- a. Sequential Experience: By structuring the tour's flow, the guide can present the palace's features, history, and significance in a logical sequence. This allows visitors to understand and appreciate the palace's layout, architectural elements, and cultural importance more effectively.

Based on the findings of researchers in the field, the tour guide presents historical stories and developments from ancient times to the present to create curiosity and appreciation for the Surakarta Palace.

- b. Focused Information Delivery: Organizing the direction of travel enables the guide to present information coherently, ensuring that visitors receive a comprehensive understanding of the different sections or rooms within the palace. This approach helps in delivering detailed explanations of each area's historical, cultural, or artistic significance without overwhelming the tourists.

Based on the findings of researchers in the field, the tour guide explains the areas in the palace with coherent explanations. ensure that the guests brought understand and comprehend the things explained by the tour guide.

- c. Optimized Time Management: A well-organized flow helps in managing time efficiently. This is crucial in a palace setting where there might be specific time slots for certain areas or where visitors need to move through various spaces. It prevents congestion or delays and allows for a smoother experience for both the tourists and the guide.

Based on the findings of researchers in the field, tour guides really manage their time neatly. by arranging the distance from other visitors so that it is not too crowded or jammed at one location so that guests can explain and provide understanding clearly.

- d. Enhanced Engagement: A structured flow encourages visitor engagement. It piques their interest by revealing the palace's stories and historical significance gradually, creating a more immersive experience. The guide can strategically build upon each area's significance as visitors move through the palace, keeping them engaged throughout the tour.

Based on the findings of researchers in the field, the tour guides also encourage guests to be involved in telling stories about the history of the palace, by providing a high level of curiosity, thereby creating question and answer interactions so that guests can better understand the stories.

- e. Highlighting Key Points: By controlling the direction of travel, the guide can emphasize key points or significant elements within the palace. This ensures that visitors don't miss important details or historical anecdotes, enhancing the educational value of the tour.

Based on the findings of researchers in the field, tour guides never skip important points when explaining to their guests. The tour guide controls the flow when explaining in the palace so that he doesn't miss important points in the palace

- f. Strategically organizing the flow and direction of travel within the Surakarta Hadiningrat Palace, the tour guide can ensure that visitors have a comprehensive, structured, and engaging experience, maximizing their understanding and appreciation of the palace's historical and cultural significance.

Based on the findings of researchers in the field, tour guides really organize the flow when explaining. Tour guides don't want to miss important things to their guests, so that guests have additional good knowledge

3. Strategies by tour guides to faced intercultural conflicts in explaining Surakarta Hadiningrat Palace.

Intercultural conflicts during tours, especially when explaining cultural or historical sites like the Surakarta Hadiningrat Palace Researchers found the answer to the first informant's statement, Mr. Chumaidi.

“A guide should know who they are talking to. Each country has a different culture. Some are egoistic, some are individualistic, some want to be focused on etc. If you meet a country where they prioritize the individual side it is a bit difficult because there must be special attention. How to deal with it, we follow what he likes. From the opening to the next few minutes, it will be seen how far the tourist's interest value is. That's the stage to make them comfortable.”

Another statement submitted by Mrs. Diah Ayu Ramadani as a tour guide who stated that.

“Like this example, this is a Muslim kingdom but there are offerings, this is a kingdom in Java but here how come there are many collections of foreign objects. Well, we just explain more to them. We explain little by little.”

Another statement submitted by Mr. Praja Suparno as a tour guide who stated that.

“Sometimes we have handled many times, we also learn various characters. When we handle Japanese people, the culture is also almost the same as Indonesian people. Especially related to the sultanate, it's almost the same between our cultures. Unlike those who come from France, Europe. So the point is we have to understand the character of the guests who come.”

From the three interviews, the researcher concluded that when dealing with cross-cultural differences, the guides must know in advance what kind of guests they bring. deepen their character and provide sensitivity and awareness of cultural differences tour guides must be able to communicate adaptively. by using universal language that is easy to understand. as well as telling stories and giving relevant examples and respecting different perspectives.

can be navigated effectively by tour guides through several strategies:

- a. Cultural Sensitivity and Awareness: Tour guides should be highly attuned to the cultural backgrounds of their audience. Understanding the diverse perspectives, beliefs, and customs of visitors helps in framing explanations and stories about the palace in a way that respects and resonates with various cultural backgrounds.

Based on the researcher's findings in the field, the tour guides in the palace have high sensitivity criteria, in order to understand cultural differences, high sensitivity is indeed needed.

- b. Adaptive Communication: Flexibility in communication styles is vital. Guides should use language that's universally understandable, avoiding jargon or colloquialisms that might not translate well across cultures. Using simple, clear language and adapting explanations based on the audience's cultural context helps in mitigating misunderstandings.

Based on the researcher's findings in the field, the tour guide has an active communication style. the liveliness of the tour guide in explaining the place in the palace is very easy to understand the language.

- c. Storytelling and Relatable Examples: Instead of directly imposing one cultural perspective, guides can use storytelling

techniques or draw parallels between the palace's history and stories familiar to different cultures. Relating the information to universal themes or known historical events helps in bridging cultural gaps and creating a more inclusive narrative.

Based on the findings of researchers in the field, tour guides have techniques that are very easy to understand when explaining the palace. by using storytelling techniques and providing examples that are easy for visitors to understand. by explaining like telling stories about history and using language that is easy to understand.

- d. Respect for Different Perspectives: Acknowledging and respecting the diversity of perspectives is crucial. Guides should encourage questions and discussions, allowing visitors to share their own cultural interpretations and perspectives on the palace. This creates an atmosphere of mutual respect and learning.

Based on the findings of researchers in the field, tour guides have a high respect for differences. because the tour guides are native Javanese, who will never lose their kejawen customs as Javanese.

- e. Non-Verbal Communication and Gestures: Non-verbal communication, such as using gestures, visual aids, or demonstrations, can effectively convey information when language barriers exist. However, guides should be mindful of

cultural sensitivities related to gestures, ensuring they are universally accepted or understood positively.

Based on the findings of researchers in the field, tour guides have a high respect for differences, when getting guests who cannot speak English because not all countries use English, the tour guides explain while using gestures. with gestures can help tour guides explain and make it easier for tourists to understand the explanation.

- f. Preparation and Training: Prior training on intercultural communication and conflict resolution equips guides with the necessary skills to handle diverse groups effectively. Understanding common cultural conflicts or potential points of misunderstanding allows guides to proactively address issues that may arise.

Based on the findings of researchers in the field, most tour guides in the palace already have certification in guiding. so that when guiding they are able to deal with all the problems that exist, especially when talking about culture. the guides are able to deal with it.

- g. Facilitating Dialogue and Interaction: Creating an environment that fosters open dialogue among visitors from different cultures can be beneficial. Encouraging interactions and discussions among the group allows for shared understanding and shared

experiences, potentially resolving conflicts through mutual exploration and learning.

Based on the findings of researchers in the field, tour guides always provide a sense of openness to visitors to ask questions, because these questions lead to discussions to resolve these questions. so that there is interaction between visitors and guides in order to establish a good relationship when explaining in the palace. and in order to better understand and be careful when there are cultural differences.

Employing these strategies, tour guides can effectively manage intercultural conflicts that may arise while explaining the Surakarta Hadiningrat Palace, fostering an inclusive and enriching experience for all visitors, regardless of their cultural backgrounds.

DeVito (2011) states that communication barriers as anything that can change the message anything that can change the message, in the form of anything that prevents the recipient from receiving the message. The ability to communicate is not only about being able to overcome language differences, but also the cultural background. The greater the differences between cultures, the more difficult communication becomes. Problems in communication experienced by foreign workers often arise in the form of misunderstandings of social perceptions caused by differences in cultural differences that affect the perception process.

Communication barriers that occur due to differences in cultural backgrounds are intercultural communication barriers. namely intercultural communication barriers. Intercultural communication barriers (Intercultural communication barrier) can be in the form of differences in behavior, differences in language, and other differences that hinder the communication process that takes place. communication process that takes place. The way an individual communicates is strongly influenced by language, culture, rules, and norms (Liliweri, 2011). Many factors that must be considered to form effective communication, especially with different cultural backgrounds.

B. Discussions

Researchers describe the results of research conducted on tour guides in the Surakarta Hadiningrat Palace. In this discussion section provides an explanation that:

1. Strategy Tour Guide in faced challenges when explaining to foreign tourists in Surakarta Hadiningrat Palace.

The tour guide starts by acknowledging the diverse cultural backgrounds of the tourists, demonstrating cultural sensitivity. This sets the tone for an inclusive and welcoming environment, making the tourists feel comfortable. The tour guide emphasizes open communication by inviting questions. This encourages tourists to actively engage and seek clarification, fostering a more interactive experience. Openness to questions also addresses potential misunderstandings before they become significant concerns.

The tour guide acknowledges that not all tourists may be familiar with Javanese culture and promises to provide context throughout the tour. This strategy ensures that the information presented is accessible and relevant to tourists from various cultural backgrounds. The tour guide proactively addresses potential customs and etiquette concerns, providing guidance on removing shoes and respecting ongoing ceremonies. This preemptive information helps tourists feel more at ease and demonstrates a commitment to cultural respect. The tour guide anticipates language

barriers and offers language support through information sheets in English and brief translations in other languages. Speaking slowly and clearly is a practical approach to ensure that language differences do not hinder understanding. The tour guide promises to share historical context in a way that connects with various cultural backgrounds. This approach makes the information more relatable and engaging, fostering a deeper appreciation for the history of Surakarta.

The tour guide encourages tourists to actively engage with the local culture by interacting with exhibits, trying traditional attire, and participating in hands-on activities. This strategy promotes a more immersive experience, allowing tourists to connect with the cultural heritage on a personal level. The tour guide mentions being mindful of ongoing ceremonies and respecting the privacy of the locals. This demonstrates cultural sensitivity and ensures that tourists understand the importance of respecting local traditions. The tour guide maintains a positive and friendly tone throughout the conversation, creating a welcoming atmosphere for the tourists. This positive tone contributes to a more enjoyable and enriching experience for the tourists.

In summary, the tour guide's strategy involves a combination of cultural sensitivity, proactive communication, language support, and encouragement for active engagement. This comprehensive

approach is designed to address potential challenges and create a positive and inclusive experience for foreign tourists visiting Surakarta Hadiningrat Palace.

Based on the theory of Chowdhary and Prakash (2010), it mentions several categories of challenges, namely environmental conditions, working conditions of tour guides, relationships with intermediaries, and problems related to tourists or customers. From the first category, namely field conditions. the condition that challenges a tour guide is communication. because not all foreign tourists can speak English. when receiving guests from Italy, Japan sometimes they cannot speak English so they use their native language. with limited tour guides who can speak languages other than English. a tour guide tries to explain slowly so that they understand. Based on the second category, namely working conditions. working conditions that are a challenge for a guide are when a tour guide receives guests from abroad who cannot speak English. not all foreigners can speak English. each country must have their own mother tongue besides English. The third category is their relationship with intermediaries. a tour guide does not have any relationship with the local government or with the travel agency. because a tour guide organizes everything with the courtiers themselves. because the courtiers who understand more know more and understand more about the palace. people other than courtiers

may know the palace in general but they do not understand specifically. The fourth category is problems related to tourists or customers. a tour guide never has any problems with tourists. because the job of a tour guide is to serve wholeheartedly so that a tourist achieves satisfaction when visiting the palace.

From the above statement we can know that the challenge of a tour guide is communication. communication is one of the main problems faced by tour guides because of the limited number of tour guides who can speak English in the palace. but also of course not all foreign tourists can speak English sometimes they can only use their native language.

2. The tour guide's strategy is to organize the flow and direction of travel to explain what is in the Surakarta Hadiningrat Palace.

The tour guide begins by setting the expectation of a structured tour, indicating that there is a planned flow and direction to the visit. This strategy helps manage the tourists' expectations and provides a clear framework for the exploration of the palace. The tour guide mentions guiding the tourists through different rooms and artifacts. This suggests a deliberate sequence to the tour, allowing for a logical and informative progression. Organizing the information flow ensures that tourists receive a coherent and comprehensive understanding of the palace's history and significance. The tour guide emphasizes the inclusion of historical context as part of the flow. This indicates a deliberate effort to provide a narrative that aligns with the chronological or thematic order of the palace's features. Incorporating historical context enhances the educational value of the tour and helps tourists connect with the significance of each section. The tour guide invites questions during the tour, indicating flexibility within the planned flow to address specific interests or concerns. This approach enhances the interactive nature of the tour and allows for personalized engagement, catering to the diverse interests of the tourists.

The tour guide encourages tourists to interact with exhibits, suggesting a hands-on and immersive experience. This strategy not only enhances the engagement of tourists but also contributes to a more dynamic and memorable exploration of the palace. The tour guide may consider using visual aids or demonstrations to supplement explanations and enhance the understanding of the tourists. Incorporating visual elements helps to make the information more accessible and engaging, catering to different learning preferences among tourists. The tour guide mentions opportunities for tourists to engage with the local culture, such as trying traditional attire or participating in hands-on activities. This strategy adds a dynamic and participatory dimension to the tour, fostering a deeper connection with the cultural aspects of the palace. While emphasizing a structured flow, the tour guide maintains flexibility by encouraging questions and interactions. This balance ensures that the tour remains informative and well-guided while allowing for spontaneity and individual exploration.

The tour guide's strategy involves a thoughtful organization of the tour's flow, incorporating historical context, interactive engagement, and flexibility to cater to the interests and questions of the tourists. This approach aims to provide an informative, engaging, and enjoyable experience for visitors exploring the Surakarta Hadiningrat Palace.

Based on according to KRHT Wirodiningrat Pangageng dalem sasono wilopo, the researcher concluded from the results of interviews with the three speakers at the Surakarta Hadiningrat Palace. when explaining or explaining the places in the palace, from the palace regulations themselves do not have special rules. meaning that tour guides can explain places not necessarily from the front. but it should also be noted that when explaining or explaining, of course, there is also an opening when explaining. This opening is what will be the explanation material of a tour guide. when the opening is explained the place in general, of course, there will also be an explanation of the place specifically. from the beginning of the opening will definitely arouse the curiosity of a tourist. that's why when explaining the place does not have to start from the front first. but from the mutual agreement of the tour guide in the palace when explaining it must start from the front first, whose location is called "court".

3. Strategies by tour guides to faced intercultural conflicts in explaining Surakarta Hadiningrat Palace

Tour guides demonstrate cultural sensitivity by acknowledging and respecting the diverse backgrounds of the tourists. This awareness is crucial in preventing potential conflicts and ensures that the guide approaches the tour with an inclusive mindset. Tour guides recognize the diversity in language proficiency among tourists and adapt their communication style accordingly. This strategy helps mitigate language barriers and ensures that information is accessible and understandable to all participants. Tour guides actively encourage tourists to ask questions, seek clarifications, and express their concerns. By creating an open and inviting atmosphere, the guide acknowledges and addresses any potential misunderstandings promptly. Tour guides proactively educate tourists about local customs, traditions, and etiquette before potential conflicts arise. This preemptive approach helps prevent intercultural conflicts by providing tourists with a foundation for understanding and respecting the local culture. Tour guides may address common stereotypes or misconceptions that tourists might have about the culture, ensuring a more accurate and respectful portrayal. This helps to dispel any preconceived notions that could lead to misunderstandings or conflicts during the tour.

Tour guides take on the role of cultural ambassadors, facilitating cross-cultural understanding by highlighting the significance of various aspects of the Surakarta Hadiningrat Palace within the context of Javanese culture. This strategy aims to foster appreciation and respect for cultural differences. Tour guides maintain flexibility in the tour structure to accommodate the diverse interests and preferences of tourists. This adaptability allows the guide to tailor the experience to the group, reducing the likelihood of conflicts arising from dissatisfaction or disengagement. Tour guides pay attention to group dynamics, ensuring that interactions among tourists from different cultural backgrounds are positive. Addressing any signs of tension or discomfort promptly helps maintain a harmonious atmosphere during the tour. Tour guides are equipped with crisis management skills to handle conflicts should they arise. This includes the ability to remain calm, address issues diplomatically, and find solutions that respect the needs and perspectives of all tourists involved. Tour guides may seek feedback from tourists after the tour to assess how well intercultural conflicts were managed. Reflecting on the experience allows guides to continually improve their strategies for future tours.

In summary, the strategies employed by tour guides involve a combination of cultural sensitivity, adaptability, education, and proactive communication to prevent and manage intercultural

conflicts during the explanation of Surakarta Hadiningrat Palace. These efforts aim to create a positive and enriching experience for tourists from diverse cultural backgrounds.

Based on the theory of Liliweri (2011), researcher concluded data from the three interviews. Shows that foreign tourists each have different cross-cultures with a variety of backgrounds. The tour guides have a strategy in dealing with intercultural differences from tourists. By understanding the character and nature of foreign tourists the tour guide can find out the differences between cultures. Then when understanding the character the tour guide must also explain slowly to tourists so that they have a sense of security and comfort when in the palace.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

The conclusion in this chapter contains the conclusion of the research results which is the answer to the problem formulation based on the research results and discussion in chapter IV. In this chapter the researcher draws conclusions about the tour guide's strategy when experiencing difficulties in explaining Surakarta Hadiningrat Palace using English.

1. Strategy Tour Guide in faced challenges when explaining to foreign tourists in Surakarta Hadiningrat Palace.

Tour guides faced with the challenges of explaining Surakarta Hadiningrat Palace to foreign tourists employ a comprehensive strategy that encompasses cultural sensitivity, effective communication, and adaptability. These guides recognize the diversity among their audience and proactively address potential challenges, creating an inclusive and engaging experience for visitors. the tour guide's strategy is a well-rounded approach that combines cultural awareness, clear communication, and adaptability to create an informative, engaging, and culturally

respectful experience for foreign tourists exploring Surakarta Hadiningrat Palace.

In essence, the tour guide's strategy aims to create a harmonious and enjoyable experience for foreign tourists visiting Surakarta Hadiningrat Palace. By prioritizing cultural sensitivity, effective communication, and adaptability, the guide strives to overcome potential challenges, fostering a deeper appreciation for the cultural and historical significance of the palace among all participants.

2. The tour guide's strategy is to organize the flow and direction of travel to explain what is in the Surakarta Hadiningrat Palace.

Tour guides at Surakarta Hadiningrat Palace employ a thoughtful and well-organized strategy to guide visitors through the palace, ensuring a structured and informative experience. This strategy not only provides a logical flow but also enhances the tourists' understanding and appreciation of the historical and cultural significance of the palace. The tour guide's strategy to organize the flow and direction of travel while explaining Surakarta Hadiningrat Palace is a well-thought-out approach that enhances the overall tour experience. The key elements of this strategy contribute to a structured, informative, and engaging visit for the tourists.

The tour guide's strategy effectively blends structure, information flow, adaptability, and engagement to create a comprehensive and enjoyable experience for tourists exploring Surakarta Hadiningrat Palace. By carefully organizing the tour, the guide enhances the educational and cultural value of the visit, contributing to a memorable and enriching encounter with the historical site.

3. Strategies by tour guides to faced intercultural conflicts in explaining Surakarta Hadiningrat Palace

Tour guides at Surakarta Hadiningrat Palace implement a robust set of strategies to effectively navigate and mitigate intercultural conflicts while providing explanations to diverse groups of foreign tourists. These strategies are centered around fostering cultural sensitivity, promoting understanding, and proactively addressing potential challenges, ultimately creating a harmonious and enriching experience for all visitors. the strategies employed by tour guides at Surakarta Hadiningrat Palace focus on proactive measures, effective communication, and cultural understanding to navigate intercultural conflicts. These efforts contribute to creating an inclusive, respectful, and enjoyable experience for tourists from diverse cultural backgrounds.

Based on the results of the interviews used to answer this statement, it shows that understanding the character of the guests is

a strategy used by the tour guide. by understanding the character of understanding the nature of the guests, the tour guide will be more careful. because different countries, different traits, dispositions and their characters. then at the beginning when explaining the tour guide tries to provide a sense of comfort first and see the interest of tourists in the Surakarta Hadiningrat Palace.

B. Suggestion

After analyzing the data and making conclusions, the researcher has some suggestions for tour guides, students, and also other researchers.

1. For tour guides

As we know there are many types of speaking skills. Researchers hope that this can help tour guides to improve their English speaking skills based on the experiences they have. Tour guides can be more creative in explaining or representing the palace because it can be more easily understood by foreign tourists.

2. To students

After conducting this study, the researcher hopes to inspire students to be more active and brave in practicing English.

3. To other researchers

For other researchers, it is recommended to conduct other research in the same field as the researcher did. The aim is to find other experiences to improve English speaking skills, which are expected to

help in speaking English. and hopefully this research can be useful as a reference for other researchers who will conduct and develop similar research. develop similar research.

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APPENDICES

INTERVIEW TRANSCRIPTION

Date : Wednesday, 8 October 2023
Place : Surakarta Hadiningrat Palace
Interviewee : Mr. Chumaidi (Tour Guide 1)
Interviewer : Ade Novriansyah Ramadani (The Researcher)

Researcher : Selamat Siang, pak

Tour Guide 1 : Iya selamat siang Kembali mas

Researcher : Mohon maaf mengganggu waktunya pak, perkenalkan nama saya mas Dani mahasiswa dari UIN Raden Mas Said, datangnya saya kesini untuk mewawancara guide yang ada di keraton yang bisa berbahasa inggris salah satunya panjenengan. Izinkan saya mewawancara mengajukan beberapa pertanyaan pak.

Tour guide 1 : Nggih, monggo mas

Researcher : Sebelumnya izinkan saya menanyakan Riwayat Pendidikannya pak?

Tour Guide 1 : Setelah lulus SLTA melanjutkan sekolah pariwisata selama 2 tahun, bekerja di keraton menjadi tour guide sejak 1991 sambil melanjutkan kuliah di UNS jurusan sastra inggris

Researcher : Artinya sudah bertahun-tahun menjadi guide di keraton ya pak?

- Tour Guide 1 : Nggih sejak 1991
- Researcher : Kesulitan apa yang di hadapi saat memandu wisata terutama mancanegara?
- Tour Guide 1 :Guide merupakan ujung tombak dari pariwisata dan sisi lain sebagai representasi tentang karakter bangsa Indonesia. Dimana ada banyak pengetahuan tentang pariwisata, seni budaya, adat istiadat dan lain-lain. Kesulitan-kesulitan pelayanan terhadap wisatawan asing banyak hal yang kita dapatkan, wisatawan asing kan dari berbagai negara, berbagai karakter dari tiap-tiap bangsa negara memiliki karakter masing-masing ada yang mungkin mudah dilayani atau susah kita layani, ada yang kaitannya dengan faktor usia, faktor Pendidikan. Latar belakang dari guide juga pengaruh terhadap pelayanan kepada wisatawan. Tentu wisatawan asing tentunya dengan via bahasa. Bagi para pemandu baik secara umum atau general ada yang spesifik kaitannya dengan *good communication* atau komunikasi yang baik. Tidak semua guide berbasic pada pendidikan terpola dengan struktural linguistik dan lain-lain. Kaitannya dengan *good komunikatin* tentunya dengan memberikan penjelasan mengerti apa yang di maksud dan kita mengerti yang di inginkan oleh tamu. Kaitannya dengan kesulitan tentunya dari latar belakang wisatawan kesulitan dalam

berbahasa inggris seperti italia, inggris jepang, yang notabene bahasa inggris tidak menjadi bahasa ibu mereka. Lebih mengutamakan bahasa ibu mereka masing-masing. Itu termasuk kendala dalam berkomunikasi. Kemudian ada bahasa bahasa serapan yang tidak semua orang bisa mengerti. Tentunya intinya adalah latar belakang darimana tamu itu berasal, pendidikan, kebiasaan mereka. Menjadi salah satu tantangan seorang tour guide untuk *mengcover*, yang jelas menjadi target kita untuk meraih kepuasan seorang wisatawan.

Researcher : Strategi menghadapi kesulitan tersebut?

Tour Guide 1 : Di butuhkan skill kemampuan *guiding technique* bersifat untuk *mengcover* setiap permasalahan yang ada, solusinya bagaimana kita mensiasati agar tamu tersebut tidak mengalami kesulitan dan menerima suatu penjelasan. Sebagai contoh jika seorang tamu menyukai kehidupan tentang keluarga raja tentu kita berusaha untuk membuat asyik kaitannya dengan cerita tentang keluarga raja, apabila mereka suka dengan arsitek maka kita berusaha untuk menjelaskan dengan asyik mengenai bangunan arsitektur keraton, seni budaya, spiritual ataupun mistis.

Researcher : Strategi yang terjadi jika menghadapi komunikasi lintas budaya?

- Tour Guide 1 : Bekal seorang pemandu harus mengetahui dengan siapa mereka berbicara. Masing-masing negara memiliki *culture* yang berbeda beda. Ada yang ego, ada yang individualis ada yang pengennya di fokuskan dan lain-lain. Jika ketemu dengan negara yang mana mereka lebih mengedepankan sisi individu itu agak susah karena harus ada perhatian yang khusus. Bagaimana mensikapinya kita ikuti apa yang dia suka. Dari openingnya sampai beberapa menit kedepan akan terlihat seberapa jauh nilai ketertarikan wisatawannya. Itulah tahap tahap untuk membuat mereka nyaman. Kaitannya dengan orang-orang italia, prancis yang notabenne mereka susah menerima penjelasan bahasa inggris secara lugas. Tentu kita jelaskan dengan pola pola yang efektif yang pelan tapi mengena. Istilahnya ada SPOK yang lebih terformat. Dengan menggunakan kosakata yang ringan yang mudah dimengerti.
- Researcher : Bagaimana langkah saat menjelaskan temoat tempat dalam kraton?
- Tour Guide 1 : Sepertinya halnya dalam penulisan ada yang namanya pola pola introduction atau pengenalan. Tidak akan mungkin seorang guide langsung bercerita mengenai keris, batik atau suatu adat istiadat dimana kita berpijak. Tentunya dengan openingnya kita menjelaskan dahulu kita berdiri dimana, kita

di obyek wisata apa dan ini apa. Dengan demikian mereka akan memiliki sebuah gambaran mengenai keraton. Setelah opening identitas kita berada, wisatawan akan mengetahui arahnya kemana. Tentunya opening dari suatu guiding itu penting, dimana ada introduction pasti ada temanya

Researcher : Apakah ada aturan dari keraton untuk menjelaskan tempat-tempat di keraton?

Tour Guide 1 : Tentunya jika kita menerima orang yang baru tentunya kita menjelaskan secara tartil atau tertib. Jadi seperti dalam buku harus ada pembukaan, kemudian pengenalan dulu, kemudian ada penjelasan penjelasan bab 1 bab 2 dst. Kecuali mereka sudah pernah. Bagi yang belum pernah harus tertib dan urut. Jika ada tamu yang langsung menginjak sub berikutnya itu bisa, dalam catatan mereka tidak bingung atau dibingungkan.

Researcher : Artinya tidak ada aturan sendiri nggih pak?

Tour Guide 1 : Tidak ada, masing-masing ada teknik dan memiliki skill untuk menghidupkan cerita. Background karena pendidikan masing masing, profesi pemandu pasti punya latar belakang pendidikan, pengetahuan, kemampuan menguasai pengetahuan. Tidak melulu seorang guide harus menguasai keraton, bagaimana jika di tanya mengenai kuliner, mengenai batik atau yang lain tentunya seorang guide harus

memiliki kemampuan pengetahuan tersebut. Jadi seorang guide di tuntut harus menjadi kamus berjalan untuk menguasai kemampuan pengetahuan tersebut

Researcher : Kalo boleh tau bapak menguasai berapa bahasa nggih selain Bahasa inggris?

Tour Guide 1 : Inggris, jepang, sedikit bahasa belanda

Researcher : Apakah ada hubungan keterkaitan antara pihak lain pak?

Tour Guide 1 : Hubungan pemandu wisata dengan perantara tidak ada, karena pemandu wisata tidak memiliki keterikatan dengan pihak lain. pemandu wisata di lingkungan Keraton Surakarta terikat dengan kebijakan yang ada di dalam Keraton Surakarta, dimana Keraton Surakarta juga sudah mendapatkan kewenangan sendiri untuk mengelola aspek pariwisata di dalam keraton sendiri oleh pemerintah daerah maupun pemerintah pusat.

Researcher : Baik, mungkin hanya itu beberapa pertanyaan yang saya ajukan pak, terima kasih atas waktunya dan atas jawaban dari setiap pertanyaannya

Tour Guide 1 : Nggih, sama sama mas

Date : Wednesday, 8 October 2023
Place : Surakarta Hadiningrat Palace
Interviewee : Mrs. Diah Ayu Ramadani (Tour Guide 2)
Interviewer : Ade Novriansyah Ramadani (The Researcher)

Researcher : Selamat siang, bu

Tour Guide 2 : Nggih, selamat siang mas ada yang bisa saya bantu?

Researcher : Mohon maaf mengganggu waktunya bu, perkenalkan nama saya mas Dani mahasiswa dari UIN Raden Mas Said, datangnya saya kesini untuk mewawancara guide yang ada di keraton yang bisa berbahasa inggris salah satunya panjenengan. Izinkan saya mewawancara mengajukan beberapa pertanyaan bu.

Tour Guide 2 : Nggih, monggo mas

Researcher : Sebelumnya izinkan saya menanyakan Riwayat Pendidikannya bu?

Tour Guide 2 : Saya lulusa manajemen mas

Researcher : Sudah berapa lama di keraton, bu?

Tour Guide 2 : Untuk menjadi guidenya saya kurang lebih 5 tahun, kalo ada di keratonnya saya dari kecil disini, abdi dalem di keraton

Researcher : Kesulitan yang di hadapi menghadapi wisatawan asing.

Tour Guide 2 : Kesulitannya salah satunya gini mas, kita adat istiadat masih berjalan nggih, seperti contoh pada saat memasuki area pelataran merupakan tempat sakral. Kita harus menggunakan pakaian sesuai aturan yang ada, seperti halnya sandal harus di lepas, memakai topi harus dilepas tentunya bagi turis itu hal yang tidak terbiasa , jadi

harus memberikan penjelasan yang ekstra dan juga mengenalkan budayanya. Artinya memberikan penjelasan juga berarti menggunakan komunikasi yang baik untuk mendapatkan atensi dari wisatawan tersebut.

- Researcher : Strategi dalam menghadapi kesulitan tersebut bagaimana bu?
- Tour Guide 2 : Kalau saya lebih untuk memberikan penjelasan, kita ajak ngobrol, setelah itu kita ajak ngobrol mengenai culture serta memberikan pengertian
- Researcher : Jadi saat menerima tamu asing tentunya dari berbagai negara dan tentunya juga memiliki budaya masing-masing nggih bu, Strategi panjenengan dalam menghadapi perbedaan lintas antarbudaya
- Tour Guide 2 : Seperti contohnya gini, ini kerajaan muslim tapi ada sesajen, ini kerajaan di Jawa tapi disini kok banyak koleksi benda2 luar negeri. Nah itu kita hanya lebih menjelaskan saja kepada mereka. Kita jelaskan sedikit demi sedikit.
- Researcher : Di dalam keraton kan terdapat beberapa tempat ya bu, Bagaimana alur mengarahkan tamunya saat menjelaskan tempat di keraton.
- Tour Guide 2 : Untuk biasanya kita menjelaskan dari pelataran dahulu tentang sejarah, aktivitas budaya sampai sekarang.
- Researcher : Apakah ada aturan dari keraton untuk menjelaskan satu tempat dahulu baru tempat yang lain
- Tour Guide 2 : Sebenarnya fleksibel, tapi dari kesepakatan beberapa guide kita memulainya dulu dari pelataran, jika memang kondisi ramai, atau

kain habis karena memang memasuki pelataran yang memakai celana pendek memang di haruskan memakai kain untuk menutupinya, maka jika ramai kita menuju ke tempat yang lainnya dahulu yang di rasa sepi. Jadi fleksibel

Researcher : Dari Bu diah, Menguasai berapa bahasa asing nggih?

Tour Guide 2 : Saya disini menguasai 1 bahasa yaitu inggris.

Researcher : Dari Keraton sendiri bu, apakah ada keterkaitan atau apakah ada hubungan dengan pihak-pihak yang lain seperti pemerintau atau sebagainya?

Tour Guide 2 :Jika hubungan pemandu wisata dengan pihak lain tidak ada, karena pemandu wisata terikat dengan kebijakan yang ada di dalam keraton itu sendiri. atau biasa disebut dengan abdi dalem.

Researcher : Baik kalo begitu bu, mungkin hanya itu beberapa pertanyaan yang saya ajukan bu, terima kasih atas waktunya dan terima kasih atas jawaban dari setiap pertanyaannya bu

Tour Guide 2 : Nggih mas, sama-sama. Semoga lancer skripsinya

Researcher : Aamiin.

Date : Wednesday, 8 October 2023
Place : Surakarta Hadiningrat Palace
Interviewee : Mr. Praja Suparno (Tour Guide 3)
Interviewer : Ade Novriansyah Ramadani (The Researcher)

Researcher : Selamat Siang, Pak

Tour Guide 3 : Ya mas, siang Kembali.

Researcher : Mohon maaf mengganggu waktuny pak, perkenalkan nama saya mas Dani mahasiswa dari UIN Raden Mas Said, datangnya saya kesini untuk mewawancara guide yang ada di keraton yang bisa berbahasa inggris salah satunya panjenengan. Izinkan saya mewawancara mengajukan beberapa pertanyaan pak.

Tour Guide 3 : Nggih, monggo mas

Researcher : Sebelumnya izinkan saya menanyakan Riwayat Pendidikannya pak?

Tour Guide 3 : Setelah SLTA saya melanjutkan kuliah D1 pariwisata

Researcher : Bapak sudah lama njih?

Tour Guide 3 : Saya mulai training tahun 1994

Researcher : Sejak tahun 1994 sampai sekarang, Kesulitan apa yang dihadapi saat memandu tamu wisatwan asing?

Tour Guide 3 :Kalo terutama tamu asing kita kan pake bahasa inggris. Ketika mereka bisa berbahasa inggris mungkin kita masih bisa menjelaskan. Namun jika bahasa lain karena orang asing belum

tentu ada yang bisa bahasa inggris. Itu memang salah satu kendala kendala saat berkomunikasi.

Researcher :Kemudian strategi apa yang di hadapi saat mendapatkan kesulitan tersebut pak?

Tour Guide 3 : Tentu kita menjelaskan bahasa yang paling sederhana dan mereka mengerti. Tentunya juga ada strategi pendukung isyarat untuk membantu berkomunikasi.

Researcher : Dari tamu-tamu asing, banyak dari berbagai kalangan negara nggih pak, tentunya juga setiap negara memiliki kebudayaan masing-masing. Strategi apa yang dilakukan saat menghadapi perbedaan lintas budaya?

Tour Guide 3 : Kadang kita sudah sering *handle*, kita juga mempelajari berbagai karakter. Ketika kita *handle* orang jepang, budayanya juga hampir sama dengan orang indonesia. Terutama berkaitan dengan kesultanan hampir sama antara budaya kita. Berbeda dengan mereka yang berasal dari perancis, eropa. Jadi intinya kita hrsus memahami karakter tamu yang datang.

Researcher : Ketika memandu bagaimana alur dalam mengarahkan tamu saat menjelaskan tempat keraton.?

Tour Guide 3 : Pertama keinginan tamu. Yang kedua waktu, ksrena luasnya tempat juga dibutuhkan waktu. Kadang jika memakai travel agen kita harus menyesuaikan waktu mereka.

Researcher : Apakah ada aturan khusus saat menjelaskan keraton.

Tour Guide 3 : Ada. Mestinya kita ke kraton dulu baru ke museum. Kemudian ada aturan apa yang boleh di terangkan dan tidak boleh di terangkan. keinginan tamu bermacam-macam kita hanya bisa menjelaskan supaya mereka paham. Tergantung kebutuhan tamu. Kadang ada kunjungan untuk studi atau kunjungan hanya untuk main dll.

Researcher : Bapak menguasai barapa bahasa nggih?

Tour Guide 3 : Bahasa inggris, bahasa jepang namun sudah lama tidak di pakai.

Researcher : Di dalam keraton ini kalua boleh saya bertanya pak, apakah ada keterikatan atau apakah ada hubungan dengan pihak-pihak lain?

Tour Guide 3 :Pemandu wisata di dalam keraton bekerja secara independen. Tidak ada keterikatan dengan pemerintah daerah atau pusat. Karena di dalam keraton terdapat abdi dalem yang lebih memahami dan mengetahui lebih banyak tentang keraton. Pihak lain mungkin mengetahui secara umum, tetapi tidak memahami atau mengetahui secara spesifik.

Researcher : Baik kalua begitu pak, mungkin hanya itu beberapa pertanyaan yang saya ajukan, terima kasih atas waktu dan jawabannya pak.

Tour Guide 3 : Nggih mas, Sama-sama. Sukses buat skripsinya

Researcher : Aamiin.

Manners while in the Surakarta Palace according to the direction of the tour guide

(Mr. Joko)

1. Only entry into the museum is allowed
2. No Sandals
3. No Sunglasses
4. No Hats
5. No Joking
6. Dress modestly

DOCUMENTATION

The researcher was conducting observations with Mr. Joko Poernomo as the elderly tour guide at the Surakarta Palace.



The researcher is conducting an interview with the first resource person Mr. Chumaidi as a tour guide who can speak English, Japanese, and Dutch.



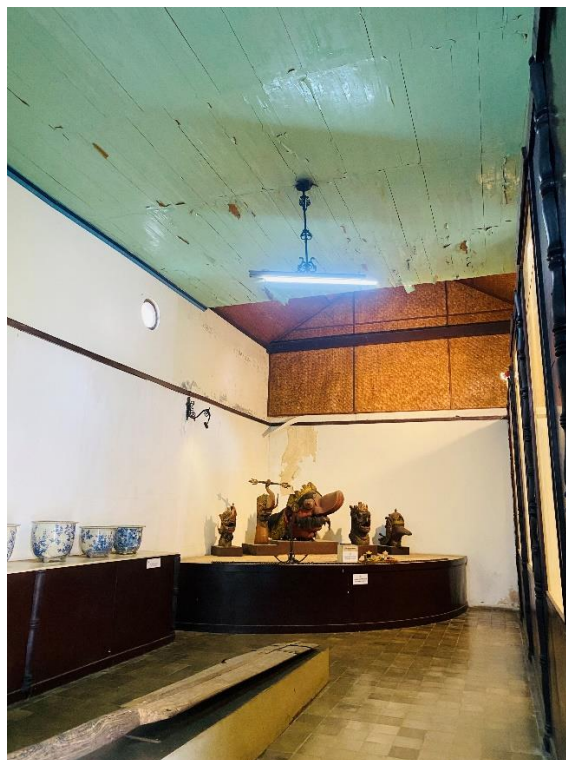
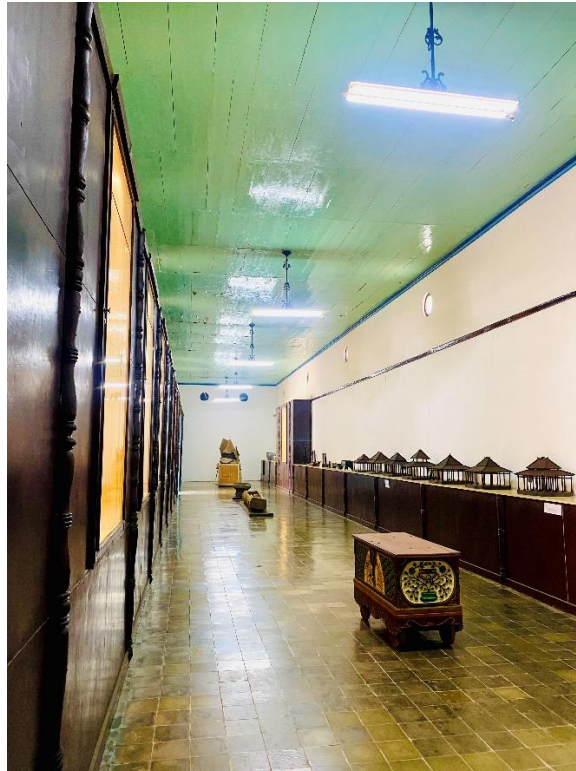
The researcher is conducting an interview with the second resource person Mrs. Diah Ayu Ramadani as a tour guide who can speak English.



The researcher is conducting an interview with the third resource person Mr. Praja Suparno as a tour guide who can speak English and Japanese



The atmosphere of a place inside the palace called "Pelataran Keraton"



The atmosphere in the museum of royal relics in the palace of Surakarta
Hadiningrat