Professional Japanese Tour Guidesand Its Implications on Japanese Teaching Development for Tourism Students

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Abstract

In line with the significance of appropriate Japanese learning methods and materials for tourism students, this study investigates how Japanese tour guides in Indonesia learn Japanese. This study aimed to find out some factors which influenced the process of Japanese tour guides' second language acquisition and the integration of those factors intoJapanese teaching. This study was a qualitative study with an ethnography method approach. This study employed interviews and observation as the research instruments in which 12 Japanese tour guides became the research objects. The findings showed that two main factors influenced the process of Japanese tour guides' second language acquisition, namely intrinsic factors and extrinsic factors. Intrinsic factors were the factors thatemerged within the tour guides themselves that affected the success of language acquisition such as age, motivations, personality, aptitudes, and attitudes towards the Japanese language. Besides, the extrinsic factors encompassed learning styles and teaching methods that determined the success of language acquisition. Furthermore, the integration of those factors into the Japanese teaching generated some focuses on the teaching process, which were speaking fluently and interacting easily.Speakingfluently put more emphasis on fluency rather than grammar mastery, whileinteracting easily was related to theimplementation of intercultural language teaching.

Keywords: Japanese Tour Guides, Second Language Acquisition

1. Introduction

Talking about tourism potentials, Republika.com reports that Japanese tourists can be profitable business potentials. The report showsasignificant number of Japanese tourists who visit Indonesia every year. As noted,Republika.com reports, there were 700.000 Japanese tourists visited Indonesia in 2018 (Rahadi, 2019). Indonesian CNN daily newspaper also conveyed that since 2017, The Ministry of Tourism has aimed Japanese tourists as potential tourists for Indonesia. Looking at that potential, it seems that it is crucial for tourism actors to seriously master Japanese as a foreign language besides English for the comfort of Japanese tourists who visit Indonesia. Unfortunately, the Japanese learning for tourism has not got strict attention from educators of the tourism world yet. The

Japanese in schools or tourism study program still only becomes a companion course with limited face-to-face time (Kanah, 2014). Most of the learning methods and the materials also have not been adjusted to tourism needs yet. Therefore, it needs learning methods and materials that are suitable for tourism needs.

The composing of Japanese learning methods and materials for the tourism field can not be equated with the Japanese learning methods and materials for general or academicians. For example, in the vocabulary context, the materials should be well composed so that the given vocabulary is appropriate to the needs of the tourism industry. The teachers must adjust the grammar in the introductory stage to the grammar that can be directly applied when the students communicate

with Japanese tourists. Therefore, it needs further research to formulate the appropriateJapanese learning methods and materials for anyone who will work in the tourism field. The educational practitioners can achieve that goal by investigating the second language acquisition of professional Japanese tour guides. This research selects tour guides since they are the ones who communicate with tourists more frequently than the other professions in the tourism industry, such as hoteliers, travel agents, and so on. Besides, they have experienced Japanese learning in such a way so that they can communicate with Japanese tourists fluently. Through their experiences, professional Japanese tour guides can be useful reference sources to seek the exact formulas to create the appropriate Japanese learning methods and materials. Accordingly, the research formulates two problems: 1) What are the factors influencing professional Japanese tour guides' second language acquisition? 2) How is the integration of those factors into Japanese teaching? Furthermore, the goal sets the results of this study to be able to render a new formula in the Japanese education field,mainly for the tourism industry.

There were several previous studies related to this study. One of them was a study undertaken by (Kanah, 2014) which was about a need analysis of Japanese Learning Material Development in the Tourism Department of Politeknik Negeri Bali. In her research, the learning material development that combined direct experience and the benefit of the chosen field could enhance students' learning motivation. Based on the results of interviews, questionnaires, and observation to the students towards the interest, motivation, and the comprehension of Japanese course, it was found out that the use of their Japanese handout had not been able to lead the students to the basic competence yet. Therefore, by using the development model from Borg and Gall, Kanah proposed the composing of five modules about self-introduction, front-office, restaurant, reservation, and shopping, which would be used as textbooks to enhance students' competence achievement. Another study dealing with this study was a study conducted by (Putriyana, 2017) entitled "An Analysis on English Learning Style used by Tour Guides at Mangkunegaran Palace." Her study presented the learning styles used by the tour guides at Mangkunegaran Palace. By interviewing and giving questionnaires to 8 tour guides, the data shows that from those eight tour guides, three of them had visual learning styles, three of them had auditory learning styles, and the other two of them had kinesthetic learning styles.

Moreover, the problems encountered by the respondents encompassed grammar and pronunciation. The further study related to this study was a research carried out by (Ratminingsih, Suardana, & Martin, 2018) entitled "English for Tour Guide: A Need Analysis of a Contextual-Based Language Teaching." In their study, they explained the need for English learning for a specific purpose, especially for tourism. This qualitative descriptive study involved 56 local tour guides as respondents. Based on the results of the study, the result reveals that from 56 of them, 56.06% had low English ability, and the rest (43.95%) understood English but could not use it at all. In conclusion, the local tour guides needed the materials of scrutinizing and speaking to enhance their English ability. Different from the aforementioned previous studies, the novelty of this research is the discussion about the factors influencing professional Japanese tour guides' second language acquisition and its implications on Japanese teaching development for Tourism students.

A tour guide is an expert who guides a group of people around attractive places, such as nature tours, historical buildings, and the other tourist destinations, and interprets or tells cultural heritage and nature in an exciting way (Weiler & Black, 2015).The different definition of a tour guide is a person whose jobs are to accompany tourists and give information about exciting objects or places (Jumail, 2017).According to Menparpostel's Regulation Number: KM.82/102-MPPT/88, a tour guide can be defined as a person whose duties are to give guidance, explanation, and direction about Indonesian tourist objects, and help anything needed by tourists. In other words, a tour guide refers to a person whose tasks are to guide or accompany, help, and provide information for tourists related to the visited tourist objects so that the tourists gain an overview of those tourist objects. In line with this one, the presence of professional tour guides issignificant. Besides having a useful skill in guiding tourists, experienced tour guides should also have licenses.

The general requirements to be a tour guide based on Law Number 10 the Year 2009 about tourism, are: (1) an Indonesian citizen, (2) the age is at least 18 years old, (3) able to speak Indonesian fluently, (4) able to master a foreign language fluently, (5) and able to know and tell cultures, historical sites, tourist objects, and have the other general knowledge. Besides the tour guides also should maintain those requirements, physical and mental health also belongs to the condition (Jumail, 2017).Meanwhile, the requirements for being a tour guide include the provision of physical, the requisite of psychic/ personality, foreign language skills, and having a license (Kristiana, Sinulingga, & Lestari, 2018). In other words, the requirements for being a tour guide are an Indonesian citizen, at least 18 years old, physically, and psychologically healthy. They also have to be able to speak Indonesian and foreign languages well and fluently, having insight about the visited tourist objects or the knowledge in general, and having a license.

To be a qualified tour guide, it needs an attitude that meets the service standard. Several codes of ethics for tour guiding encompass some qualifications of being a useful tour guide. Those qualifications are the ability to give a good impression, maintain self-control, and personal appearance. Besides, the tour guides mustbe able to create a warm and pleasant atmosphere and courtesy. They also have to able to give high-quality service, understand the cultural background, avoid discussion and dissent, provide clear information. Also, the tour guide may not disfigure the company, colleagues, and other components. They are also not allowed to talk about their problems, and a tour guide should give a good impression (Jumail, 2017). A tour guide belongs to several categories. Based on the scope of the duties, the types of tour guide consist of permanent tour guide, freelance tour guide, tour guide of the tour, local tour guide, individual tour guide, group tour guide, private tour guide, and tour guide for foreign tourists (Jumail, 2017).

Second language acquisition is the internalization of rules and formulas,as a media to communicate with the second language. An acquisition is a spontaneous process from the rule internalization yielded from the natural language used at learning. In other words, an acquisition is unconscious learning of a language naturally, and it does not depend on language learning(Khasinah, 2014). A theory explains that second language acquisition is an acquisition of another language after a person is in the acquisition

process or having acquired first language (Khasinah, 2014).

Several theoretic approaches are dealing with second language acquisition. First, *behaviorism* states that second language acquisition emerged from imitation. From the imitation process, a person will practice, do a reinforcement process, and finally come to habit formation. This approach says that a person obtains linguistic input from the speakers in the surroundings where he/she stays. From that input, that person will associate a word with objects or events. That person will get reinforcement from his/her accurate imitation and correction from his/her imitation mistakes (Lightbown & Spada, 2013). Related to this one, Lado assumes that due to language development is a series of habit formations, a person who learns the second language starts his/her learning process from the formed habit of his/her first language. Then this habit interferes with a new routine needed to acquire the second language (as cited in (Lightbown & Spada, 2013)).

Second, *Innatism* approach, which states that humans have universal grammar ability since birth. Innatism approach believes that it enables a child to master languages from his/her surroundings during the critical period of his/her growth. Some scientists of this approach have a notion that the universal grammar owned by a human is the one that enables a human to master the second language. Although a person fails to learnthe second language, that person has language logic related to the language he/she gets. The scientists of this approach believe that the nature of universal grammar used by a person in learning the second language is not different from the universal grammar used by that person to master the first language. In this case, the environment is something that can awaken universal

grammar, which has grown since birth (Lightbown & Spada, 2013).

Several factors can influence a person in the second language acquisition process. They are as follows (motivation, personality, aptitude, attitude, age, and learning style).

Motivation is one of the crucial factors in second language acquisition. Richard, as cited in (Khasinah, 2014), asserts that motivation is a thing that makes someone willing to do something. There is two motivation which underlies someone in the second language acquisition process, namely, integrative and instrumental motivation (Gardner and Lambert (Lightbown & Spada, 2013). Integrative motivation is a motivation that emerged because someone is interested in people and cultures from the target language and wants to communicate with the native speakers of that target language. In this case, the second language mastery is aimed to self-development and enlarge the cultural insights. Meanwhile, instrumental motivation is motivation appeared due to functional reasons, such as getting jobs, passing tests, etc. In other words, instrumental motivation is more emphasized on practical goals.

Personality is a set of features that form the characteristics of an individual. The factors of personality that influence the process of second language acquisition are introvert/ extrovert characteristic, self-esteem, the bravery to take risks, self-restraint attitude, the degree of anxiety and empathy (Ellis; Lightbown in (Khasinah, 2014))

Richard reveals that aptitude is a unique ability owned by someone in mastering a language (as it is cited in (Khasinah, 2014). Other expert states that talent is a stable factor that can not be trained and not related to either motivation or intelligence (Carol as cited in (Khasinah, 2014)). Language aptitude is

someone's ability to master a language quickly without trying hard. Language aptitude based on Modern Language Aptitude Test and Pimsleur Language Aptitude Battery classified the aptitudes into four, namely, the ability in identifying and remembering new sounds, the ability to understand the functions of words in sentences, the ability to finding the grammar rules from the exemplified sentences, and the ability to remember new vocabulary (Lightbown & Spada, 2013)

Attitude is a set of beliefs dealing with cultures and target language, cultures, and first language, confidence to teachers, learning systems in a class, and the given tasks. The positive and negative attitudes towards those things can influence someone in the process of second language acquisition. In this case, a positive attitude enables someone easier in mastering a second language (Ellis, as cited in (Khasinah, 2014)).

Age is one of the essential factors in the process of second language acquisition. Learners with younger age (children) will be faster to master the second language that those who are older. In a critical period, hypothesis popularized by (Lennerberg, 1967). In human growth and development, there is a crucial period in which a child will be easier to learn a language. This critical period lasts until puberty. Foreign language acquisition will be more challenging to do after someone passes the puberty because the brain's ability and adaptability have decreased(Richard as cited in (Khasinah, 2014)). However, research discovers that people who learn a foreign language at an older age will be more susceptibleto understanding grammar than children.

Learning style refers to certain ways done by someone to master a language. Each learner has his/her style of learning. For example, audio learner types prefer to listen to the explanation of grammar.The kinesthetic types like writing words and sentences for remembering and the visual styles prefer to look pictures to help them in learning (Richard as cited in (Khasinah, 2014)). In this case, the success of teachers in adjusting their students' learning styles can bring great influences in their students' success. Furthermore, a learner who can find an appropriate learning style with him/herself will be more successful in learning a language.

2. Methods
2.1 Research Design

This study is a qualitative study with an ethnography method approach. Qualitative research is a research procedure that yields descriptive data in the forms of written or oral from people and the observed behavior. In this study, the researchers make a complex overview, examine the words, detail reports from the respondent views, and do research in a natural setting (Creswell, 2012). Besides, the ethnography method is a research method by entering the culture of a particular group and reporting the activities. The report reveals the values owned by that group from the inside (Tsvetkova, 2001).

The ethnography approach is used in this study because language learning is inevitable from the learner's cultural environment. In this case, that culture has a role in communication, knowledge, and thinking process(Watson-Gegeo & Ulichny, 1988). Therefore, the ethnography approach in this study has an objective to know the second language acquisition process of a tour guide who brings his/her own culture in mastering the second language. In other words, the use of the ethnography approach enables the researchers to understand human behavior in his/her natural environment (Frey et al., as cited in (Mulyana, 2001)).

This study set a goal to analyze a process that happens in second language acquisition through observation to second language learners. The information on that process will be obtained through the learners' experiences when learning the second language. Because this study is an ethnography research, this study is undertaken based on the observation of a natural setting without controls. This research design expects to gain more accurate and detailed data on the delineation of a learning process done by some tour guides in mastering Japanese. All data from tour guides' learning experiences will be analyzed and reformulated to formulate a Japanese learning method for a specific purpose.

2.2 Research objects

The research objects in this study are twelve professional Japanese tour guides. The professionalism of the tour guides is determined based on their working experiences that are more than ten years as being tour guides and get the official certificate of tour guiding. Table 1 elaborates the detailed information about the research object of this study.

Table 1. Tour guides' way of learning Japanese, level of Japanese proficiency, frequency in using Japanese

Tour guides	How to learn Japanese	Level of Japanese Proficiency	Frequency in using Japanese
1	Job Training Institute (*LPK*)	Never take the test yet	Everyday
2	Have ever gone to Japan for taking language courses	N3	Everyday
3	Japanese course	Never take the test yet	Five times in a week
4	Job Training Institute (*LPK*)	Never take the test yet	Everyday
5	Job Training Institute (*LPK*)	N3	Everyday
6	Japanese course	N2	Five times in a week
7	Have ever gone to Japan for taking language courses	N2	Four times in a week
8	Job Training Institute (*LPK*)	N3	Everyday
9	Have ever gone to Japan for taking language courses	Never take the test yet	Five times in a week
10	Job Training Institute (*LPK*)	Never take the test yet	Everyday
11	Job Training Institute (*LPK*)	Never take the test yet	Five times in a week
12	Japanese course	Never take the test yet	Four

2.3 Methods of Collecting Data

In this study, the researchers collected the data through interviews and observation. Here, interview and observation are useful instruments in the study of the second language (Chaudron 1988 and Nunan 1989, as cited in (Iragui & Lindsay, 2015). The sampling selection of primary data source, which is the interviewed and observed tour guides, is

undertaken through purposive sampling with the respondent determination according to research criteria. Meanwhile, the secondary data source of this study is from various written sources about tour guides and second language acquisition. The method employed to gain the primary data is a literature review method carried out by investigating a variety of data sources in the forms of books, theses, dissertations, journals, or other data from the internet.

2.4 Instruments of the Study

The instruments of this study are interviews and observation. The researchers formulated the questions of the interviews after doing a literature review about tour guides and second language acquisition.

2.5 Methods of Analyzing Data

An ethnography research comprises two parts, namely practical and theoretical elements. The useful part is related to data collection and identification, while the theoretical one deals with data reflection and interpretation to explain the studied issues. Those two parts of ethnography method can be spelled out into six steps, namely, (1) participant observation, (2) making field notes, (3) reflection and field notes writing (4) interview, (5) interview interpretation, and (6) writing Ethnography (Tsvetkova, 2001).

In this study, the researchers conducted interview interpretation by using the interpretation method developed by (Creswell, 2012). In the interpretation method, (Creswell, 2012) suggested some stages. They are: (1) the systematic storage and copying of secondary data; (2) the organizing primary data from interviews, observation, and documentation, (3) the coding of primary and secondary data that is systematically arranged, (4) the data description which has been coded, and (5) the data interpretation. In the data coding step, the data which is got from interviews

arecoded and categorized into eight parts, namely, (1) participant age, (2) motivation (3) attitude, (4) aptitude, (5) personality, (6) learning style, (7) teaching methods, and (8) cultural awareness.

3. Result and Discussion

The data from the interview and observation of the twelve professional Japanese tour guides yielded two main research findings. The first one was the elaboration of how they acquired the Japanese language, and the second one was the integration of the tour guides' Japanese acquisition into the teaching and learning process.

3.1 Second Language Acquisition of the Professional Japanese Tour Guides

The second language acquisition of the professional Japanese tour guides was associated with some factors, namely age, motivation, attitude, aptitude, personality, and learning style and learning strategies.

3.1.1 Age

Table 2 portrayed the professional tour guides' age when they started learning Japanese for the first time.

Table 2. Age demographic of the tour guides when they started learning the Japanese language

Range of age	Number of the tour guides
0-5	0
5-15	2
15-20	9
20-30	1
30-40	0
older than 40	0

According to table 2, two guides started learning Japanese on their puberty life from the age of five until fifteen years old. Then, the majority of the tour guides

started learning Japanese at their age between fifteen until twenty-years-old. The data even showed that there was one tour guide with the age of between twenty and thirty-years-old who started learning Japanese for the first time.The data of the tour guides' ages when they started learning the Japanese language for the first time revealed that there was a similarity between the tour guides' ages and the tourism students' ages when they first got the Japanese language. This finding is contrastive with the theory of critical period time of learning a language. This theory stated that second language learners would encounter difficulties in learning a new language since their brains' ability, and adaptability had decreased. However, an expert made an exception for the critical period of language learners (Lennerberg, 1967). He popularized the idea that the ability to learna language would diminish at the puberty period, and learners cannot get a language other than his or her mother tongue without having a conscious and challenging effort.

Thus, although the learning did not startearly, it was still possible to gain success in Japanese learning at the level of diploma students. The integration of this data into the teaching and learning process was that these findings could be used as teachers' reference to motivate students that their ages did not hinder the success of Japanese language learning. The teacher could also take the most prominent data from table 2 to provide pieces of evidence to the students that although they started the Japanese knowledge when they are in the level of diploma (age 17-20), it was still possible for them to achieve the Japanese learning success.Thus, it was still possible to learn a new language by having consciousness and considerable effort. This evidence appeared inthe ten professional tour guides who practiced Japaneseat the age of older than the

puberty period (aged fifteen until thirty-years-old) who were able to master the Japanese language. Moreover, this finding was in line witha research finding stated that if adults began to learn a new language after puberty, they could still gain native-like proficiency(Nikolov, 2000). Other research also reported that adult learners still had a chance to achieve second language proficiency though the number is minimal(Thu Hoang, 2009).

3.1.2 Motivation

Table 3 elaborated on the various motivation that encouraged professional tour guides in learning Japanese.

Table 3. Professional tour guides' motivation in learning the Japanese language

Responses	Quantity
I want to work by using the Japanese language	3
Because people around have positive attitudes towards it	6
I like the way it sounds, cool	1
I want to learn more about the culture	1
I want to be able to interact with Japanese people	1

The data in table 3 illustrated various motivations of the tour guides in learning the Japanese language. There were twosignificant types of motivation, namely integrative and instrumental motivation. It also presented two respondents expressing their integrative motivation. Their reason for learning the Japanese culture and being able to communicate with Japanese people indicated the integrative motivation since this kind of motivation dealt with self-development and enhancement of the cultural insights.
The rest of the respondents' motivation belonged to instrumental motivation. Ten respondents conveyed that their motivation

indicated functional reasons or practical goals in learning a language. Three respondents intended to use Japanese for furthering a career, six respondents learned Japanese because they were affected by the positive attitudes of people around them towards Japanese, and one respondent learned Japanese because he liked the way Japanese language sounds. It is supported by (Gardner and Lambert as cited in (Lightbown & Spada, 2013)) who confirmed that instrumental motivation related to the functional reasons and practical goals of learning a language.

The conclusion from the data of tour guides' motivation revealed that the principal motivation that hada positive impact on the success of Japanese learning was the support system in the learning context as it appeared in the six respondents (people around them have positive attitudes towards Japanese). When the learners perceived the surrounding positive attitudes, it encouraged the learners to be more conducive to the learning process. The integration of this finding into the Japanese teaching-learning process was the suggestion for the teachers, peer-groups, university, family, and any other people surrounding the learners to build such a positive attitude towards the Japanese learning process. Some practical example for the teachers and universitycould be done by sticking the names of Japanese vocabularies around the things in the classroom, providing an adequate amount of Japanese books or magazine in the library, encouraging students to join some Japanese competitions, and others

3.1.3 Attitude

Table 4 presented the tour guides' attitudes in learning the Japanese language.

Table 4. Professional tour guides' attitudes in learning the Japanese language

Responses	Quantity
Proud	2
Enthusiastic	5
Excited	3
Feel it urgently for their life	2

Table 4 depicted the attitudes of the tour guides in learning the Japanese language, which was all demonstrated positive attitudes. The most prominent data presented that five respondents were enthusiastic about learning the Japanese language. Then, three respondents felt excited aboutgetting the Japanese language. Two respondents were proud of their Japanese language proficiency, and two respondents think it urgent to learn the Japanese language. Those positive attitudes contributed well in the process of language learning since it enabled learners to get the target language easier (Ellis as cited in (Khasinah, 2014))

3.1.4 Aptitude

Aptitudes were one of the crucial factors that gave impact to the Japanese language acquisition of the tour guides. Table 5 showed the results of the tour guides'aptitudes.

Table 5. Professional tour guides' aptitudes in learning the Japanese language

Responses	Quantity
Guessing/ making prediction	2
Memorizing vocabularies	2
Recognize grammar	1
Discovering and being aware of their learning strategies	7

According to table 5, there were four types of language aptitudes of the professional tour guides. One respondent

had an aptitude for dealing with grammar sensitivity. It indicated that he could identify the functions of words and sentences and also the language grammatical rules with ease(Huang, Loerts, & Steinkrauss, 2020). The aptitude of the grammar sensitivity Two respondents showed the aptitude of being able to memorize vocabulary. It is supported by a theory that stated that one of the language learners' aptitudes is remembering new vocabularies (Lightbown & Spada, 2013). Two tour guides demonstrated the aptitude of guessing or making a prediction of vocabularies that they did not know yet. This kind of aptitude belonged to the associative memory aptitude, which showed the ability to relate between stimuli and the target responses (Huang et al., 2020).

The most remarkable aptitude was the ability to discover and be aware of their learning strategies. Seven tour guides had already successfully revealed their unique ability and technique in mastering language to make them more effective and efficient in learning the Japanese language that was different from one another (Richard as cited in (Khasinah, 2014)).

Based on the data about the tour guides' aptitudes in learning the Japanese language, the conclusion yielded wasthat various kinds of aptitudes contributed positively to the Japanese learning process. Thus, the data of those aptitudes could be taken by the teachers as the reference to guide the students in finding out their potential factors in learning Japanese. One of the most prominent talents based on the data in table 5 was their ability to recognize the learning strategies.

The teacher may integrate the finding of this section into Japanese education. A teacher can imitate some learning strategies that had successfully brought the tour guides into the Japanese learning success. Some of the practical applications were by asking the students to memorize five new vocabularies per day, asking the students to stick vocabulary words to help them remember the vocabularies and others. The teachers could give some assignments to encourage the students to find which learning strategies worked for them to improve their learning outcomes.

3.1.5 Personality

Tour guides' personalities became one of the successful keysin their Japanese language acquisition. Table 6 presented the information about the tour guides' personality towards their Japanese acquisition process.

Table 6. Professional tour guides' personalities in learning the Japanese language

Responses	Quantity
Self-esteem	1
Risk-taking	5
Managing anxiety	1
Persistence-consistency	2
Hard-working	3

Five types of tour guides' personalities appeared in table 6. One tour guide had a character in managing anxiety. He encouraged himself to have more bravery to speak up and put aside the fear of making mistakes. One tour guide showed self-esteem in learning. He valued himself as a worthy learner that led him into favorable learning circumstance. Two tour guides were persistent and consistent in learning the Japanese language. It described their personality as being determined to learn Japanese. Then, they also kept it going and continue that learning habits until they achieved their learning goals. Three tour guides had the personality of being a hard-worker. They

attempted to be able to learn Japanese through many efforts. The most significant number of tour guides showed that they were the risk-taking type of people. They had no reluctance to take any chance to speak up, to take a job on Japanese tour guiding even if they knew that they were not proficient yet in the Japanese language. Those kinds of lively personalities supported the process of second language acquisition (Ellis; Lightbown as cited in (Khasinah, 2014))

The teachers can integrate the findings of the tour guides' personalities in Japanese learning to build the students' characters that support the teaching. The teachers could do this through the feedback that contains the motivation and character building to the personalities that support the learning. One example of the feedback was by saying that the students must be brave in speaking regardless of whether the language production was correct or incorrect (risk-taking).

3.1.6 Learning styles

Table 7 portrayed the professional tour guides' learning styles held an essential role in determining the success of the Japanese acquisition.

Table 7. Professional tour guides' learning styles in Japanese language acquisition

Responses	Quantity
Listening, speaking, and conversation practices	10
Take notes, use images	2

There were two significant findings of the tour guides' learning style. Two tour guides belonged to the visual learners as they prefer the learning activities of taking notes and using images or any visual aids (Richard as cited(Khasinah, 2014)). Ten tour guides chose the activities of listening, speaking, and conversation practices. Accordingly, the majority of the tour guides were the audio learners who desired

oral receptive and productive activities. Some researchers suggested that learners' learning style with the same majors or jobs were likely to have similar learning styles (Fazzaro & Martin, 2004 as cited in (Muniandy, 2016))

3.1.7 Teaching method

The teaching method was the external factor that reinforced Japanese language acquisition. Table 8 illustrated The description of the preferable teaching methods according to the twelve professional tour guides.

Table 8. Preferable teaching methods in Japanese language teaching

Responses	Quantity
Teach with disciplinedclass rules	1
Teaching with friendliness and wisdom	1
Teaching with games	1
Teaching by using visual aids	1
Teach the practical context by sharing real experiences and culture (not grammar oriented)	6
Teach by using communicative language teaching (conversation)	2

Based on table 8, one tour guide preferred the disciplined teaching method. He believed that teaching methods with strict rules could establish a conducive learning atmosphere so that the students were more encouraged to study harder. One tour guide liked to have a fun teaching method by having a teacher as their friends but still have wisdom. Then, another guide preferred gamification as their favorite activities for learning. There was also a tour guide who perceived that the teaching method by using visual aids was so useful for their education.

The next finding showed that two tour guides preferred the communicative language teaching method. They liked to have activities of conversation and other

communicative practices. The last discovery revealed that the majority of the tour guides prefer teaching method that was related to the real context by sharing the real experiences and created any real situated learning environment. Accordingly, it showed that most of the tour guides preferred communicative language teaching. The base of this argument is the statement saying that one of the principles in the communicative language teaching was that there was a contextual condition that formulated situated pedagogy and prioritized on the context rather than the teachers' belief(Rushton, 2019).

3.1.8 Cultural Awareness

The data from the interview showed that the awareness of cultural differences was another factor that influenced the success of tour guides in using Japanese. The tour guides agreed that the lack of understanding of cultural differences would cause miss-communication and misunderstandings that affect the quality of interaction. The tour guides mostly got an awareness of this cultural difference through their experience of guiding guests over the years. A small number of tour guides got this knowledge because of their experience of living in Japan or getting a little information from their Japanese language teachers. Table 9 elaborated on those results.

Table 9. Cultural awareness of the tour guide

Responses	Quantity
I felt the cultural differences dealing with giving praise	10
I felt the cultural differences between Indonesian and Japanese people when they want to express their request	9
I felt the cultural differences between Indonesian and Japanese people when they ask for help	11
I felt the cultural differences between Indonesian and Japanese people when they give instructions	12
I felt the cultural differences between Indonesian and Japanese people when they introduce themselves for the first time	6
I felt the cultural differences between Indonesian and Japanese people when they interact with their peer group and older people	12
I felt the cultural differences between Indonesian and Japanese people when they reject something	9

Note: some respondents stated the same responses and some respondent stated more than one responses

The cultural awareness of the tour guides in table 9 showed that the tour guides were aware of the cultural differences dealing with giving praise. Besides, they were also aware of expressing their request, asking for help, giving instructions, introducing themselves, interacting with their peer-group and the older people, and rejecting something. The conclusion from this data was through direct interaction with the native Japanese people; tour guides got the cultural insights that were very useful for

them to improve the way they interact with their guests.

The integration of this cultural awareness into the Japanese teaching was that the teacher can build such activities so that the students could gain that various cultural awareness. It was crucial because most of the students were have no or limited interactions with Japanese native speakers. Thus, it became the teachers' role to create an intercultural learning environment to support Japanese language teaching and learning.

3.2 The application of the insights from the professional tour guides' language acquisition into Japanese language teaching

According to the elaboration of the twelve professional tour guides' Japanese language acquisition process, there were eight factors that influenced the success of tour guides' Japanese language learning. The first factor that was age can be used as theteachers' reference to motivate students that their ages did not hinder the success of Japanese language learning. The teacher could also take the most prominent data from table 2 to provide pieces of evidence to the students that although they started the Japanese knowledge when they were in the level of diploma (age 17-20), it was still possible for them to achieve the Japanese learning success. The second factor that was motivation could be the sources for the teachers, peer-groups, university, family, and any other people surrounding the learners to build such positive attitudes towards the Japanese learning process to support the learning environment. The teachers can integrate the third factor of attitudes into Japanese education.The teacher can do it by imitating some learning strategies that had successfully brought the tour guides into the Japanese learning success, such as supporting the learning by providing fun learning materials, books, and other

support. The fourth factor was the aptitudes. The teachers could use the insight from this factor by imitating some learning strategies that had successfully brought the tour guides into the Japanese learning success. Some of the practical applications were asking the students to memorize five new vocabularies per day and other activities. The fifth factor was personality. The teachers could make use of this factor to build the students' characters that support the learningthrough the feedback that contained the motivation and character building to the personalities that support the teaching.

Learning styles, teaching methods, and cultural awareness are the pedagogical aspects that might enhance the learning process. The most prominent result of dealing with learning styles was the respondents' preference to learn through listening, speaking, and conversation practices. Thus, they need the ability to speak fluently. Afterward, the factor dealing with teaching methodsrevealed that the respondents preferred teaching by sharing real experience and cultures. It was also in line with the findings on the cultural awareness that the respondents got the various cultural insights that were important for their job. Hence, the learning which focused on cultural understanding and its application in the communicative interaction was also significant.

In the context of Japanese learning for work in the world of tourism, the main focus of language learning goals was to maximize their ability to speak as a means of communicating with Japanese guests. Therefore, Japanese teachers needed a different learning approach to be able to achieve these goals. In this connection, fluency takes precedence over accuracy that forms of learning that focus on fluency without paying much attention to the accuracy of grammar use would be very

different from learning that focused on the correct use of language(Atchade, 2006).

The results of observations and interviews conducted with the tour guides regarding their learning process revealed two main objectivesthat must be achieved in learning Japanese in the tourism class. The two primarygoals were: (1) Speak fluently, and (2) Interact Easily. In this regard, teacher competence, learning materials, and learning methods must be adjusted in such a way to be able to achieve the three main objectives.

3.2.1 Speak Fluently

Fluency in using Japanese was the primary goal of learning Japanese for tourism. The goal is to make students able to communicate well with the Japanese guests they handle. In this case, productive and receptive abilities were significant to be able to communicate with Japanese guests. Based on observations and interviews with professional tour guides, the conclusion yielded that there were six stages in the process of learning Japanese so that they could use it well. The six steps were :

3.2.1.1 Receptive process

The receptive process was related to passive ability, namely the ability to hear and understand the Japanese speech

3.2.1.2 Imitation

Imitation was the second process after one could understand Japanese utterances. The tour guides tried to mimic the words or sentences they had heard

3.2.1.3 Memory

The imitation process continued to the operation of remembering Japanese words or sentences

3.2.1.4 Repetition

Words or sentences that had been remembered were repeated until they were internalized

3.2.1.5 Production

Words and sentences that had been internalized then applied in the context and grammar they were learning

3.2.1.6 Exploration

Along with the quantity of use of words and sentences, the tour guides tried to develop their sentences outside the sentences they had heard in the appropriate context

Based on those six processes, table 10 portrayed the teacher competencies, materials, and learning methods. The data in table 10was from the tour guides' interview by asking about their teacher competence, teaching materials, and teaching method that they considered to be effective for teaching.

Table 10. Teachers' competence, teaching materials and teaching methods to speak fluently

Components	Materials
Teachers' competences	a. Having abundant of vocabulary related to tourism (R5, R8)
	b. The ability to make Japanese sentences fit the tourism context(R3, R9)
	c. The ability to stimulate students towards the internalization process of the language (R5, R10, R11)
	d. The ability to develop conversations in the context of tourism so students can practice to respond and explore sentences. (R2, R4)
Teaching materials	a. Vocabulary associated with the world of tourism (R7, R12)
	b. Expressions that can be directly used in the context of tourism, such as greeting, and offering help. (R1, R3)
	c. A grammar that suits the context of the touristic conversation (R5, R6, R9)

Table 10. …(Continued)

Components	Materials
Teaching methods	a. Listening (R2)
	b. Exploring sentence (R6)
	c. Conversation (R5)
	d. Giving assignments in the forms of role-playing, doing observation if Japanese guests, or making a simple presentation by using the Japanese language. (R11)

Note: R is respondent (12 respondents were the 12 tour guides)

Regarding the teachers' competency, Japanese Language teachers in Japanese Language classes must master a variety of vocabulary related to the world of tourism. In this case, the teachers did not need to teach words that do not have a direct relationship to the tourism context due to the limited learning time. The exercise of five sentences per day, in the form of a short conversation, could improve one's ability to master a foreign language(Widiyati, 2017). Therefore, the teachers may have the creativity to be able to develop a brief dialogue following the tourism context, which also contained various practical expressions to help students memorizing vocabulary, understanding expressions, and formulating sentences.

In terms of learning material, each chapter must be made based on the thematic and contextual concept, for example, from greeting guests, giving recommendations, informing prohibition, and offering help. Grammar and sentence expression could be integrated directly in each context of the subject matter. Since the complexity of grammar in Japanese, the initiation of the given grammar is through a simple grammar that was appropriate to the context. Even if there was a complex grammar in the learning, the teacher might put it into a practical expression practice that students can memorize directly in the learning process.

For example, in Japanese, there was a polite language (敬語) to respect the other person. People who served the guests must use the language to demean themselves (謙譲語) or the language to raise or respect the other person (尊敬語). However, due to the grammar of those polite languages was quite complex, the expressions of the polite language were sufficient to be used as expressions for memorization without teaching the grammar. For example, to take guests to the room in polite language was:

お部屋にご案内させていただきます。
Oheya ni goannai sasete itadakimasu
(Let me escort you to your room)

The grammar that explained changes in verbs and other parts of sentences did not need to be explained to students. Instead, as the first step of learning, students simply must know how to express these utterances in simpler grammar by using proper forms.
(丁寧語). In a simpler form of courtesy, the speaker may express the utterance with
部屋に案内します。
Heya ni annai shimasu
(Let me escort you to your room)

Accordingly, the students simply learned the grammar for the simple polite language but still by including more complex polite language as the additional information. In this case, students simply memorized:
＿＿＿＿にご案内させていただきます。
＿＿＿＿ni goannai sasete itadakimasu

By giving information such as "enter the noun of the place before the expression."

To achieve fluency, students must start learning from the receptive process: learning from audio becomes a criticalprocess in the Japanese Tourism class. Sound in the form of Japanese voice recordings in saying a word, sentence, or short conversation may substitute thelanguage exposure due to limited direct interactions with Japanese native speakers. However, students must be accustomed from the beginning to listen to Japanese in the original accent because the difference in pronunciation between Japanese and non-Japanese speakers in speaking Japanese can be an obstacle later on. Assignments must also focus on oral skills, not writing skills. Accuracy is not the base of the assessment, but on the fluency, instead. The practical example of themis the speed of making sentences, and the accuracy of responses.

3.2.2 Interact Easily

The second goal of learning Japanese in the tourism department was to enable students to interact well with tourists. From the results of the interviews with the tour guides, the data showedthat Japanese language skills were not enough to make someone able to interact well with foreign guests. In this case, a proper understanding of ethics, culture, and communication norms were a significant factorin being able to communicate appropriately. The data revealed that conversation was not only related to grammar and vocabulary but also involved culture (Crozet as cited in (Liddicoat, 2004))

The tour guides got cultural knowledge about Japanese ethics and communication norms directly in the working field through intense interaction with the Japanese guests they guided. Some tour guides who had attended Japanese language education at an institution stated that there were not many teachers who could give them knowledge about it, especially about the norms and ethics of communicating with Japanese people. This problem made them had to experience several trial-errors in the working field until they understood how to interact appropriately with Japanese guests. However, the use of language that was not appropriate to the sociological or pragmatic context would cause misunderstanding. So it was important for students majoring in tourism to gain knowledge about ethics and communication norms in Japanese culture.

The discussion of the Japanese learning purpose "interact easily" was closely related to the notion saying that language and culture were inseparable. The purpose of the foreign or second language was not only to be understood, but to be used Crozet and Liddicoat in (Kelly, Elliott, & Fant, 2001). This usage was fundamentally about culture. In the world of tourism, learning Japanese in the context of tourism cannot be separated from the teaching of Japanese culture. In this case, Intercultural Language Teaching (ILT) was an appropriate teaching method for teaching Japanese for Tourism students.

Intercultural Language Teaching focused on teaching language by not eliminating the cultural elements in it. In this case, the teacher taught culture in such a way that it could increase the ability of intercultural communication and language skills simultaneously (Liddicoat, 2004). Furthermore, native speakers could understand grammatical or vocabulary errors, but mistakes involving culture can cause severe problems in communication and social relations(Liddicoat, 2004). The importance of incorporating cultural elements into foreign language learning was expressed by Crozet and Liddicoat (Liddicoat, 2004). They revealed that

cultural knowledge was not something that can be directly known by students. Cultural differences were often not realized by students until they had a problem with it.

Therefore, the provision of material about Japanese culture must be included in the Japanese Language Learning curriculum so that students who will later work in the tourism sector were better prepared to deal with and interact with Japanese guests. There were at least three main activities in ILT activities, namely:1). cultural acquisition. 2). comparing cultures 3). exploring culture (Liddicoat, 2004)

What was meant by artistic addition was the input of new culture during the learning process. In this case, the teacher plays the role of theprimaryfacilitator in providing the new cultural understanding to students. It was vital because knowledge of other cultures other than the students' own culture will lead to culture shock, misunderstanding, or maybe ethnocentrism in the worse cases. These should be avoided, especially in the context of foreign guest services in the world of tourism. In this case, the teacher functioned as a person who introduced students to the new culture, and the teacher must be able to form positive attitudes of students regarding the new culture. The learner's positive attitude toward foreign languages or cultures that he learned plays an essential role in determining whether a learner was successful in mastering the foreign language or not.

As explained earlier, the data in table 9 revealed the diverse cultures between Indonesians and Japanese when interacting. These cultural differences are essential in the teaching process to use the Japanese cultural context. Therefore it is necessary to culture comparing activities in learning Japanese culture.

Comparing and exploring culture was a process of reflection by analyzing the culture of the learner with the foreign culture that they learned so that they could explore more deeply about their own culture and the new culture. The purpose of this activity was not to find out which culture was better but to give students an understanding that each culture had its way of conveying something and cannot be generalized.

For example, the data in table 9 showed that Japanese and Indonesian people would have different ways of responding to praise and criticize, express requests, and offer help. So, the goal of this activity is to make students be able to use the grammar they had learned correctly based on the context and situation. Based on interviews with the tour guide in table 8, the data showed that an understanding of culture was one of the essential things in their process of mastering Japanese. As stated earlier, most of the tour guides got this understanding in the field. However, students were not some tour guides who could gain that understanding in the field. They could only get it in class. Therefore, we need a teaching method that could bring students into this understanding. One method to take students into cultural differences understanding was to hold discussions for cultural reflection processes. The teacher might show the video or text of the conversation and asked students to translate it and then discussed the cultural elements that existed in the conversation. (Liddicoat, 2004)provided examples of activities that could be used in cultural reflection activities as follows. For example, there was a conversation text as below:

本田：日本語がお上手ですね。
Honda: *Nihongo ga ojouzu desu ne*
(Honda: Your Japanese is good, isn't it?)
クイク：いいえ、まだまだです。
Mike: *Iie, mada mada desu*
(Mike: Ah no, not yet)

Furthermore, according to the significant data in table 8 that showed the respondents preferred intercultural language learning, the researchers integrated it into the teaching. Since the students had limited exposure to the Japanese culture, the teachers must build a learning environment the stimulated cultural awareness. In intercultural language teaching, (Liddicoat, 2004) proposed some sample questions that could be used by the teachers to raise the students' cultural awareness. The sample questions offered by (Liddicoat, 2004) appears in the questions: 1). What did you learn from the conversation? 2). Why do Japanese people respond that way? 3). What do you feel, and why? 4). What response will you say when you receive such praise in your language? 5). Will that be the same? 6). Will that be different? 7). If you use your way in your language to respond to that sentence, what might Japanese people think?

By asking questions that could encourage students to reflect on differences, similarities like the provided examples, students would understand that other cultures had different ways of expressing things. Besides, it might become a problem because of misunderstanding if it imposed the usual delivery methods in their cultural habits. They would understand that utterances could be grammatically correct but also could be culturally wrong, and cultural mistakes were more serious than grammatical errors. A tour guide justified it in the interview who had made a mistake in giving a response to what was said by the guest could be fatal. Practicing how to respond to an utterance or expressing an expression in a cultural context repeatedly would also help students to remember and internalize the statements so that they would be able to use them at any time. In this way, students' language skills and intercultural abilities will increase at the same time.

In other words, this activity is to improve students' intercultural competence by fostering students to understand differences and unique ways of using language. In this case, teachers must be able to make students aware of the different forms of interacting and for what utterances were spoken(Kelly et al., 2001). Besides, the teacher also acted as a supportive role whose role was to help students solve problems that might occur when students tried to combine differences in values that exist in their own culture and culture they learned.

Some problems occurred regarding the cultural teaching practices in the Japanese language class. There were still many Japanese language teachers who only taught their students about grammar and vocabulary. Therefore, a Japanese teacher in Tourism must also know Japanese culture, especially in the culture of communication and understanding its own culture. Japanese native speakers may support this activity. However, the limitations of native speakers made local teachers must understand Japanese culture well.

On the other hand, local teachers had an assumption that the culture was the same as the culture of the learner, so they should be able to convey well about the differences in values and ways of using language following the cultural context. In this case, the teachers must teach material concerning culture from the beginning, when the students learned how to say greetings (Liddicoat, 2004). The delay in delivering cultural content would have an impact on the constructive interference that caused the students to use their cultural perspective when learning the target language. Teaching material in the form of videos that showed how Japanese people interact can be one of the teachingmedia

that students can see and experience the culture through it. Table 11 contained a summary of what was needed to achieve the competence "interact easily."The data in table 11 is from the tour guides' interview by asking about their teacher competence, teaching materials, and teaching method that they considered being effective, and related to the issues about cultural awareness in the communicative interaction.

Table 11. Teachers' competence, teaching materials and teaching methods to interact easily

Components	Materials
Teachers' competence	a. Insights about Japanese culture, especially the insights about ethics and communication norms. (R7, R9) b. Knowledge and sense of sensitivity to its own culture. (R2, R5) c. The ability to foster positive attitudes of students towards Japanese culture and language. (R4)
Teaching materials	a. Cultural matters concerning the use of language (example: politeness, indirectness, and self-humiliation)(R1, R3)
Teaching methods	a. Discussion (R5) b. Watching the video (R2, R6, R7, R10, R11, R12) c. Practicing how to act and response (according to the context) in Japanese culture (for example practicing escorting guest) (R8)

Note: R is respondent (12 respondents were the 12 tour guides)

4. Conclusions

In conclusion, some factors impacted on the process of second language acquisition of the Japanese tour guides. There were two main factors, namely intrinsic factors and extrinsic factors. Intrinsic factors were the factors that came within the tour guides themselves that affected the success of language acquisition such as age, motivations, personality, aptitudes, and attitudes towards the Japanese language. Then, the extrinsic factors encompassed learning styles, teaching methods, and cultural awareness that determined the success of language acquisition. The integration of the elements into the Japanese teaching generated some focus on the teaching process, which was speaking fluently and interacting easily. Speaking fluently considerably provided the students with more practical usage of the Japanese language based on the specific language situation that focused more on fluency rather than grammar mastery. Interacting easily was the second focus of the teaching method that fostered joyful learning by implementing intercultural language teaching as the core of it. Language and culture created a more effective learning environment since learning language was not only knowing the language production but also how to use it in an appropriate situation and culture of the target language. Therefore, the combination of these two teaching methods should be put forward into the Japanese language learning. Further study is necessary to assess the effectiveness of speaking fluently and interacting easily as the proposed teaching methods in this study for Japanese language learning, particularly for the tourism students.

Acknowledgment

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