



Foreign Language Proficiency and Learning Strategies of Souvenir Peddlers in the Borobudur Temple Area

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Article Info

Sejarah Artikel:

Received: January 2025

Approved: March 2025

Published: March 2025

Keywords:

Foreign Language Proficiency, Souvenir Peddler, Borobudur Temple, Language learning strategies.

Abstract

This study examines souvenir peddlers' foreign language proficiency and learning experiences around the Borobudur Temple area. The study has two main objectives: (1) to explore the background of the peddlers and (2) to analyze their foreign language skills and acquisition methods. Using a qualitative descriptive approach, data were collected through questionnaires and interviews with five souvenir peddlers aged 39-58 with varying educational backgrounds. Findings reveal that these peddlers can communicate in multiple foreign languages, including English, Japanese, Chinese, French, Korean, Dutch, German, Thai, Malay, Spanish, and Italian. However, their language acquisition occurs informally through interactions with tourists rather than formal education or textbooks. While some began learning languages at a young age, others started only after entering the souvenir trade. The study highlights the role of necessity and direct exposure in shaping language proficiency. The results suggest that foreign language skills significantly impact the peddlers' ability to engage with international tourists and enhance sales opportunities. Future research should expand to other tourist destinations, such as Bali, Lombok, and Labuan Bajo, to compare language acquisition patterns among souvenir vendors in different regions.

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E-ISSN 2685-6662

P-ISSN 2252-6250

INTRODUCTION

Borobudur is the largest Buddhist temple in Southeast Asia. Its historical value and beauty attract domestic and foreign tourists. It is the world's largest Buddhist temple, which features reliefs carved in stone that tell the story of people in the past. It also has famous bell-shaped stupas, each containing statues of Buddha.

With its rich tapestry of cultural diversity and historical significance, Indonesia stands poised to develop into a global hub for cultural tourism. At the heart of this potential is the Borobudur Temple in Magelang, Central Java, a key cultural landmark and a testament to the nation's rich heritage. To enhance and promote this iconic site, the Indonesian government is under the stewardship of PT. Taman Wisata Candi has launched several visionary initiatives, notably the Twin World Heritage program. This program aims to elevate Indonesia's heritage's

global profile and deepen global appreciation for its diverse cultural assets. Borobudur temple, central to this initiative, is envisioned as a cornerstone in Indonesia's cultural diplomacy and economic strategy (Lufiah et al., 2024).

This strategic initiative seeks to leverage Borobudur's historical and cultural significance to drive economic growth, reflecting a broader vision where cultural heritage underpins economic development. This approach allows Borobudur to transcend its status as a mere cultural monument, becoming a dynamic contributor to the nation's economy. Strategic partnerships and collaborative efforts are vital for harnessing cultural sites' potential as economic development engines. (Lufiah et al., 2024).

Table 1. Number of Visitors of Borobudur Temple by Nationality and Month in Magelang District in 2023

	Domestic Total of Tourist	International Total of Tourist
January	121138	6278
February	87706	6241
March	67520	8520
April	93561	9510
May	126410	14438
June	158430	16696
July	127271	29166
August	58900	34092
September	63997	24852
October	77455	18180
November	86941	12291
December	211897	12789
Total	1281226	193053

Table 1 shows the number of domestic and foreign tourists visiting Borobudur temple in 2023 based on data from the Tourism, Youth, and Sports Office of Magelang Regency. The end of the COVID-19 pandemic status was stipulated in the Presidential Decree on June 21, 2023. So, the number of foreign tourists increases sharply in July, August, and September, coinciding with the summer abroad.

Meanwhile, according to data from a local newspaper, the number of domestic and foreign tourists to Borobudur Temple in 2024 was 1.3 million. The average number of visits in 2024 was 2000 to 2500 people per day. However, the number increased drastically on holidays from 4000 to 5000 visitors. Among the 1.3 million visitors, the number of foreign tourists is around

200,000. The director of Borobudur Temple Park will target 1.7 million visitors in 2025.

Souvenir peddlers who can speak many foreign languages are often found in areas with a strong tourism sector, such as Yogyakarta, Bali, Lombok, etc. The researcher was once approached by a souvenir seller in the Prambanan Temple area. They actively spoke and offered their goods in Japanese to the researcher while travelling around with Japanese people. The Japanese language skills of the peddlers gave a positive impression to the Japanese people who were travelling, so the Japanese people bought some souvenirs. The souvenir peddlers of various ages can speak foreign languages in addition to Japanese. These foreign language-skilled peddlers can also be found in the Borobudur area.

Visits from tourists have become a money-making opportunity for people living around Borobudur. There are many souvenir peddlers around Borobudur. The souvenir peddlers (shops and itinerant peddlers) can speak several foreign languages. The development of Borobudur's tourism sector has made more and more foreign tourists arrive, so peddlers need to learn specific foreign languages to interact with foreign tourists and sell their items.

However, the reasons these peddlers can speak various foreign languages, where to learn, what languages need to be mastered, how to learn, learning limits, how many peddlers can speak foreign languages, goals, and backgrounds of the peddlers are still not widely known.

Previous research mentioned the role of English in the tourism world. Damayanti (2019, p. 74) Mentioned six roles in English: communicative/interactive, integrative, lingua-franca, relation-fostering, economic, and functional. The communicative/interactive role is the most important in tourism. English is a medium of communication between tourism actors and tourists.

When people from different countries come to a tourist destination, the local language can no longer be used because it will be difficult for others to understand. Similarly, tourism actors, usually local people, cannot use their local language because tourists will not understand it.

So travellers and tourists need to use a language that both parties know. English is crucial for communication between the two parties in cases like this. In addition to its role as a communication medium, English has an integrative role.

Tourism involves many people from different countries, customs, cultures, races, and interests. English integrates all people regardless of their backgrounds. The role of English as a lingua franca is similar to that of English as a medium of communication between tourists and tourism actors. One tourist does not only travel to one country.

Many of them visit more than one country. It is difficult for a tourist to learn the local language spoken in the destination country before he visits it. English is the bridge between tourists and tourism actors. Lingua franca can be interpreted as a common language people use in a multilingual environment. English has a relation-fostering role. It helps humans form or strengthen relationships between people, especially global relationships.

In the world of tourism, English allows tourists to participate in the activities of the local community. This is because tourists can engage in dialogue and discussion with other communities using English as a medium. English also has an economic/business role. Globalization makes it easier for workers from different countries to come and work in a country.

Even cross-border trade can be done quickly nowadays. The role of English is enormous in terms of business and economy. English is an introduction to business, especially in the tourism business. The final role of English in tourism is the functional role. This role helps tourists and locals obtain specific information, ask for help, and perform other functions needed in travelling activities.

Continuous and dedicated efforts in English language training are underway in several tourism destinations, including the Pantai Baru area of Yogyakarta, the Bendulu Beach area of Banten, the Sasak Pottery Craft Center in Bali, and Lombok. This ongoing commitment to

improvement is a testament to the industry's dedication to providing quality service. (Anggani Linny et al., 2023; Ilham et al., 2022; Nyoman Widani et al., 2023; Sartini et al., 2022; Septian Nasution et al., 2022.; Terasne et al., 2023). English language training can be an effort to improve peddlers' communication skills with tourists. Thus, English training can indirectly improve the seller's economy.

The Mandarin and Japanese language training are also held in Gianyar, Bali. (Darlina et al., 2020; Pemayun et al., 2017; Meirejeki et al., 2020). Chinese language training is necessary because smooth communication between the peddler and tourist can be the fundamental success of their business.

The training consists of Mandarin languages, professional ethics, and online marketing. The peddlers were enthusiasts and demanded to extend the training. (Pemayun et al., 2017). Improving basic Japanese language competency and promoting tourism is crucial for Kemenuh Village tourism actors to promote natural, art, and cultural tourism. (Darlina et al., 2020). Therefore, Mandarin and Japanese languages are essential to boost the local economy.

Research on interactions between peddlers and buyers can be seen in sociolinguistic research. However, many studies focus on code-switching or code-mixing between Indonesian sellers and buyers. (Henaulu et al., 2020; Lestari & Rosalina, 2024; Putri et al., 2022; Windasari et al., 2020). This study will not focus on the interaction of peddlers and buyers. Instead, it aims to analyze souvenir peddlers' identity and foreign language skills in the Borobudur area.

Few studies have focused on analyzing the identity and process of foreign language learning by these foreign language-skilled souvenir peddlers. Previous studies made souvenir peddlers an object for English language training. However, souvenir peddlers can also speak foreign languages other than English. Also, the foreign language training is often held in Bali, not Yogyakarta.

Based on the explanation above, this research has two problem formulations, namely

(1) explaining the background of the souvenir peddlers in the Borobudur area and (2) the foreign language skills of the souvenir peddlers. This research is expected to profoundly understand sociolinguistic studies, namely souvenir peddlers' use of foreign languages in tourist areas.

METHOD

This study employs a qualitative research method, as the data are presented in the form of descriptive explanation regarding the conditions of souvenir peddlers. The study follows several steps. First, the researcher visits souvenir peddlers who engage in sales and interactions with foreign tourists. Data are collected through questionnaires and interviews, as these methods provide more accurate insights into the background of the peddlers and their relationship with foreign languages.

The questions are as follows. (1) What foreign languages do you speak? (2) please rank the languages that you think are the most important. (3) how long did you study a foreign language? (4) What is the purpose of studying a foreign language? (5) Where did you study a foreign language? (6) What books did you use when studying a foreign language? (7) What foreign language words do you need to learn? (8) Do you think foreign languages increase sales? (9) Is a foreign language essential to selling your merchandise? Moreover, (10) What are the characteristics of foreign tourists based on their nationality, according to you? (Example: buy a lot or not, like to bargain or not, friendly, etc).

There are five respondents in this study. Second, the data in the form of background, such as gender, age, and education history of the five respondents, are presented in a table. Third, the background of respondents and the relationship between foreign languages and souvenir peddlers will be described according to the results of the questionnaire. Fourth, the similarities and differences in conditions between souvenir peddlers will be analyzed. These similarities and differences are in the form of foreign languages that are important to learn, learning objectives

and methods, vocabulary that needs to be mastered, and characteristics of tourists.

RESULT AND DISCUSSION

Respondents in the research were a total of five people. Four people are itinerant souvenir peddlers who sell outside the entrance to the Borobudur Temple area. In contrast, one person is a souvenir seller at the Borobudur Art Village, which only opened on September 16, 2024. The following are the names of respondents who are only indicated by initials:

Table 2. Data of Respondents

No.	Name	Gender	Age	Academic History
1	SK	Female	58	Did not finish Elementary
2	S	Female	52	Elementary
3	W	Male	43	Senior High
4	JS	Male	42	Senior High
5	R	Male	39	Junior High

Respondent 1: SK

SK is a souvenir peddler who sells batik shirts and pants outside of the entrance of the Borobudur Temple area. SK has been learning foreign languages for 13 years. The foreign languages he can speak are English, Japanese, Dutch, French, and German. SK explains that the most important foreign language to master in order is Japanese, followed by English and French. The Japanese language ranks first because of the growing number of Japanese tourists. Next, English has become the second most important language because almost all tourists can speak it. French comes next because French tourists do not want to speak English, so it is necessary to learn French to interact with them.

SK's purpose in learning a foreign language is for transactions with buyers. SK learns foreign languages through tour guides who are bringing tourists. SK will approach the tour guide and ask how to say vocabulary such as numbers and clothes, question markers such as "how much" in various foreign languages, and others. SK does not use books as learning media, so he only

memorizes the vocabulary he learns from the tour guide.

SK thinks learning foreign languages is crucial because it can increase trading profits. For example, a pair of pants is sold to local tourists for Rp. 30,000, while for foreign tourists, it can be sold for 10 dollars. SK says tourists from every country are kind, and no particular characteristic is based on nationality.

Respondent 2: S

S is a souvenir peddler selling small crafts such as key chains, ashtrays, batik wallets, etc. S sells at Kampung Seni Borobudur (Borobudur Art Village), which opened on September 16, 2024. The foreign languages that S can speak are Mandarin, Japanese, English, Korean, and Spanish. According to S, Mandarin is the most essential language to learn, followed by Japanese. Mandarin is the most important language because of the many Chinese tourists. The Japanese language is the most important because the number of Japanese tourists is increasing.

S's goal in learning foreign languages is to transact with buyers. Since childhood, S learned various foreign languages through courses in her neighborhood and taught younger peddlers. However, S does not remember the year the course was held. S also did not use books to learn foreign languages because they were unavailable in the village. S needs to learn vocabulary such as prices in foreign languages, greetings, and other vocabulary related to her merchandise, such as *ikura* (how much) in Japanese. Foreign languages are important because they increase her sales.

S provided information about the characteristics of Chinese and Japanese tourists. According to S, Chinese tourists are very friendly because S can communicate in Mandarin during transactions. Japanese tourists are also friendly. The most memorable actions of Japanese tourists are the Japanese, who often *ojigi* (bow) and once embraced S's shoulder.

Respondent 3: W

W is a souvenir peddler who sells clothes, pants, and other fabric products. W sells outside the entrance to the Borobudur Temple area and has been selling for 25 to 30 years. We can speak English, Japanese, Korean, Dutch, Korean, French, Mandarin, and Italian. W can talk to Japanese better than the other respondents. However, according to W, the most important language to master is English, with Japanese second. English is the most important language because of the large number of European tourists, while Japanese is because of the increasing number of Japanese tourists.

The purpose of learning a foreign language is for transactions with buyers. W had been learning foreign languages for 25-30 years when W started trading. W learned foreign languages from tour guides and self-taught. We would approach the tour guide, ask how to price tourists in a dead-end language, and then memorize it.

W said she did not use books when learning foreign languages. Vocabulary that needs to be learned are greetings, more alert (openers) such as *sumimasen* (excuse me), offering merchandise such as *yasukattara kaimasuka* (if it is cheap, will you buy it?), colors, *bimbou* (poor), and so on. Foreign languages are fundamental to W as they can increase his sales. For example, if two pants are sold for Rp. 50,000 for Indonesian tourists, and then W can sell two pairs of pants at twice the price for foreign tourists.

W explained the characteristics of Japanese tourists. W said that Japanese tourists seem to be in a hurry. Japanese tourists bargain once or twice and leave immediately if they cannot get the desired price.

Respondent 4: JS

JS is a souvenir peddler selling miniature temples coated with clear resin. JS speaks English, Japanese, Korean, French, Chinese, Russian, and Dutch. According to JS, English is the most essential language to learn, followed by Japanese and Dutch. English is the most important language because of the many European tourists. Japanese is number two

because of the increasing number of Japanese tourists, while Dutch is the third language because many Dutch tourists are constantly coming to Indonesia.

JS has been learning foreign languages for 35 years, since he was a primary school student. The purpose of learning a foreign language is for transactions with buyers. JS learns foreign languages through tour guides and does not use books. Vocabulary that needs to be learned are prices, greetings, *alserter* (openers) such as *sumimasen* (excuse me), gratitude such as *arigato* (thank you), farewell greetings such as *mata aimashou* (see you again), and so on. JS also believes learning foreign languages is very important because it increases sales. If a miniature temple is sold for Rp. 80,000 to Indonesian tourists, then the price becomes Rp. 200,000-Rp. 300,000 for foreign tourists.

Respondent 5: R

English is the most important language because most foreign tourists can use it. It is essential to learn Japanese because the number of Japanese tourists is increasing, while Dutch tourists are increasing because many European tourists come from the Netherlands.

R's purpose in learning a foreign language is for transactions with buyers. R has been learning foreign languages for 15 years. R admits to learning foreign languages by herself, asking foreign tourists directly, and communicating with fellow souvenir peddlers. R mentioned that there are five communities of souvenir peddlers in the Borobudur area who can speak foreign languages.

The communities are batik, mask, puppet, and handicraft communities (R forgot the fifth community). R does not learn foreign languages using books but through discussions among the community of souvenir peddlers. The foreign language vocabulary that needs to be understood is how to offer goods, such as "how "much" in "various foreign languages, prices, numbers, etc.

Similarities Between Souvenir Peddlers

The five respondents did not experience language acquisition in a formal setting, so their foreign language skills developed relatively slowly. As explained earlier, the purpose of respondents learning a foreign language is for transactions with buyers. So, respondents only need to master vocabulary related to merchandise and buying and selling transactions, such as "how much" in various foreign languages. Learning a foreign language through spoken language, such as asking tour guides and self-taught, causes language interference in the sound system (phonology). For example, all respondents pronounced *ikura* (いくら) as *igura* (いぐら). However, the peddlers could say greetings, prices, colors, and other vocabulary related to their items well in Japanese.

Another similarity is seen in the languages that are considered essential to master. English, Japanese, Chinese, French, and Dutch are essential. English is valued as the most important foreign language to master because, according to Luh (2019, pp. 76–77), Mastery of English can increase customer satisfaction, attract international travellers, help understand travellers' needs better, and help improve communication effectiveness. Not many souvenir peddlers can speak other European foreign languages such as Italian, Spanish, German, etc.

Dissimilarities Between Souvenir Peddlers

Differences between peddlers can be seen in the way they learn foreign languages. Many peddlers learn foreign languages through tour guides and asking tourists, while peddlers also learn through courses. However, respondents forgot when the course was held.

CONCLUSION

The five respondents have different educational backgrounds; some graduated from elementary, junior high, and high school. Some respondents did not graduate from primary school. However, all respondents started learning foreign languages when selling souvenirs in their

20s. Thus, all respondents did not learn foreign languages through formal institutions such as schools. The respondents learned foreign languages through tour guides and were self-taught, so their foreign language skills were adjusted to the needs of selling only. In addition, the problem of improper pronunciation of vocabulary was found. This is due to the absence of teachers who teach pronunciation correctly.

Respondents were able to speak several foreign languages. English, Japanese, Chinese, Dutch, and French are essential languages for peddlers who want to make transactions with buyers. Respondents could speak foreign languages with trade-related vocabularies, such as "how much," prices, numbers, colors, names of merchandise, etc. The context of buying and selling transactions that only last for a short time and occur in particular situations and language acquisition without using books limit the development of peddlers' foreign language skills. The primary purpose of respondents learning a foreign language is for buying and selling transactions, so there is no need to learn a foreign language other than for transaction purposes.

This research is expected to provide an overview of the conditions of souvenir peddlers in areas with a strong tourism sector, especially Yogyakarta. This research also explains more deeply the relationship between foreign languages and local communities in terms of the fields of sociolinguistics and foreign acquisition. Finally, it is hoped that there will be foreign language training for traders in the Borobudur Temple area in English and other languages.

This research has several limitations. The respondents were between 30 and 50 years old and actively spoke foreign languages, even though they only understood some vocabulary and expressions related to their items. These senior peddlers initially conversed with foreign tourists to sell their items. However, there were no younger respondents because the interviews were conducted during the school day. Another limitation is the number of respondents. There are many souvenir peddlers outside the Borobudur area and in the Borobudur Art

Village, so making every seller a respondent is impossible.

Therefore, the researcher provides several suggestions for future research: (1) research souvenir peddlers in other tourism sector areas such as Bali, Lombok, Labuan Bajo, and so on to find out the conditions of souvenir peddlers in the area. These areas have a strong tourism sector, so the souvenir peddlers are expected to speak foreign languages. Thus, it is necessary to analyze what foreign languages are essential in those areas and how the peddlers learn foreign languages so the education and tourism institutions can support the local peddlers by holding foreign language training. The training can boost their economy and local tourism. (2) Look for child respondents who can speak foreign languages fluently.

Acknowledgement

I express my deepest gratitude to Ito Naoko, Associate Professor of Hiroshima University, for the valuable insight throughout this research. I would also like to thank the souvenir peddlers in the area of Borobudur Temple for their hospitality and cooperation in this research.

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