Theorem and Universality in Interference: Internationalisation of Indonesian towards Society Era 5.0

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Theorem in the universality of language in foreign language interference on social media is part of the internationalisation of Indonesian towards society era 5.0. This study aims to describe the form of foreign language interference in social media and its theorem in language universality as the internationalisation of Indonesian. This type of research consists of qualitative description and data in the form of tweets through Twitter social media that contains interference. Data collection uses the techniques of listening, note taking, and documentation. Data analysis techniques use intralingual and pragmatic equivalent methods. The results of the study reveal that foreign language interference in social media has a rule as a language universality at the level of phonology, syntax, and semantics; and the theorem form of interference in the universality of language as the internationalisation of Indonesian towards society in the 5.0 era used as teaching material in schools.

Key words: *Theorem, universality, interference, internationalisation, Indonesian language.*

Introduction

Foreign language interference in Indonesian has been developing in accordance with the development of society. Socio-cultural diversity raises bilingualism or multiplicity in language users in harmony with globalisation related to the influence of foreign languages, especially English in the use of Indonesian. Globalisation has increased contact between people from various backgrounds and traditions (Sabater and Ginette, 2019: 34). Interference caused by participants' bilingualism and a lack of loyalty towards recipient language.

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Internationalising between processing two different languages is a common situation in a bilingual environment (Fernández and Duñabeitia, 2019: 260).

The linkage between two or more languages when used together by the community in the language process will create two possibilities, as two languages coexist in a balanced and equal way or one language becomes more dominant than the other . Interference is common as a symptom of language used by the bilingual and multilingual community (Fauziati, 2016: 97). If there is a systemic difference between first and second languages it will cause chaos resulting in irregularities or errors called interference. Bilingualism occurs as due to the language contact between first and second language, for example between Indonesian and English (Fauziah, 2015: 263-265).

Foreign language interference that occurs in the communication process shows that language will develop following the changing times. Weinreich (in Ngalim, 2015: 69) argues that interference is the process of forced entry of other language elements into certain languages due to contact between languages. Kridalaksana (in Ngalim, 2015: 69-70) argues the concept of interference from the bilingual side, that is the use of other languages by individual bilingual speakers in a language, but the characteristics of other languages are still apparent so that in the concept of interference, teaching with language errors in the form of elements own language included in other languages or dialects that are being studied. This concept shows that interference is one of the language events, through the inclusion of other language elements within the language being used with no original changes. If the language being used is Indonesian, then other languages can be foreign languages such as English.

Interference is the use of certain languages within cother languages as there is contact between languages. Weinreich (in Ngalim, 2015: 69) explains the notion of interference which is the forced entry of other language elements into a particular language due to contact between languages. In this case the word or phrase experiencing interference is called the word loan (borrowed or loan word, transferred). Mention of the word loan, by Kridalaksana (in Ngalim, 2015: 69) is defined as borrowed from another language and more or less adjusted to the rules of their own language. One reason for code mixing as a form of language interference is variability in language exposure and usage experienced by bilinguals (Crespo et al., 2019: 3). According to Prior et al., (2017: 10) the phenomenon of language interference has spread widely and has been documented in language production. Interference has also been observed in the cyclic naming paradigm where images are repeatedly named in blocks consisting of objects of the same category (all objects are animals; homogeneous blocks) or from various semantic categories (heterogeneous blocks) (Rose and Rahman, 2016: 27).

The use of foreign languages, especially English into Indonesian is difficult to prevent, because language will always evolve with time. As a developing country, Indonesia has an

interest in English because in this era of information dissemination it is carried out through English media, so that people feel the importance of mastering English for international relations (Budiarti, 2013: 10). In the current era of social media, people combine Indonesian with foreign languages through their uploads. English is often used for uploads for instance: "Also me *pengen punya selera* fashion *yang bagus kaya orang-orang*- @andihiyat", "*Maaf gaes*, mood *lagi ga karuan tadi*- @uttazt_", "*Ingin* clear skin *tapi cuci muka sebelum tidur aja malas, dasar aku*- @uttazt_", and "*sering terjadi, ngechat orang dibalesnya lama akhirnya iseng-iseng bacain* chat *sebelumnya, eh dia bales langsung ke*-read" - @bayu_joo. The use of English and Indonesian in uploads is a form of universal language interference that is universally acceptable in the communication process of social media users. Ghafarpour and Azizollah (2017: 57) argue that a new language will greatly impact the native language even though it is not widely used in communication. In this case, the word or phrase that is experiencing interference is the word loan (*borrowed or loan word, transferred*).

Forms of foreign language interference become part of maintaining Indonesian so that its existence can be accepted and understood by its users. By composing language as an effort to internationalise Indonesian , this phenomenon can be overcome. The universality of language is realised through the rules of language use agreed upon, accepted, and understood by speakers. According to Poejosoedarmo (in Waljinah and Prayitno, 2018: 305), there are several principles regarding the universality of language in the form of grammatical, phonological and semantic rules. At the grammatical level, the majority of languages have sequential patterns, including subject, predicate, object, and description. Universality in the three principles is used as a rule so that language can survive and be accepted by language users.

The theorem of interference in the universality of language as an effort to internationalise Indonesian is consistent with the concept of Society 5.0 as a reformer of the Industrial Revolution 4.0 which is deemed incompatible with human civilization. The concept of the Industrial Revolution 4.0 utilises technology and artificial intelligence oriented towards the production of goods and services so that they tend to shift the ability of humans and the role of human values. The concept of Society 5.0 is present in Japan to replace the four previous versions, to help humans lead more meaningful lives (Herliany, 2019: 22-23). Society Era 5.0 became a new wisdom in a society that was centred on humans and based on technology.

Some of the research related to study is described as follows. Research by Mandia (2014) examines foreign language interference in the Journal of the Logic of the State Polytechnic of Bali. The results show that interference that is predominantly unintentional for the purpose of facilitating delivery of writers' thoughts , the terms used in Indonesian are less precise in meaning when compared to foreign terms, and interference occurs because the author's habit

of using language in the field of disciplines occupied to carry over when writing in Indonesian.

Research by Yusuf (2016) regarding the philosophy of language universality is reviewed based on contrastive analysis and its application in learning Arabic. The results include contrastive analysis focused on phonology, morphology, and syntax carried out by the teacher. Furthermore, learning emphasises the difference between two languages rather than similarities which aim to help students realise language errors, so they can master a language in a shorter time. Finally, based on the theory of universality, language patterns have structure and features which shape characteristics and uniqueness, so that various characters are studied by contrastive analysis so that students' language errors can be predicted and errors caused by the influence of the use of the mother tongue can be corrected.

Research by Ibda (2019) regarding society 5.0 in the world of education, including the integration of cyber literature in Indonesian learning in SD/MI to respond to the Industrial Revolution era 4.0 and 5.0. The study results reveal that the integration of cyber literature is focused on literary work such as poetry, short stories and rhymes by utilising cyber and social media. Furthermore, material was developed by teachers in Indonesian through the stages of mapping SKL, KI-KD, Syllabus, RPP, and literary material integrated into cyber or social media as one of the contemporary learning media to respond to the challenges of the Industrial Revolution 4.0 and Society 5.0.

Some of the above studies indicate that research on theorem and universality in interference as the internationalisation of Indonesian language towards the era of society 5.0 has never been completed. This research is interesting as it examines the elimination of foreign language interference in the language universality that is used as an effort towards internationalising Indonesian towards the era of society 5.0. The results of the analysis and discussion will provide new horizons and solutions to the phenomena of uncertainty, ambiguity, and complexity due to industrial revolution 4.0. Based on the above description, the problem in this study is formulated as follows: what is the form of foreign language interference in social media and how is the elimination of foreign language interference in language universality attained towards internationalisation of Indonesian in society era 5.0? The purpose of this study is to describe the form of foreign language interference in social media and describe the elimination of foreign language interference in the language universe as an effort towards internationalising Indonesian within society era 5.0.

Methodology

This research uses a descriptive qualitative method as the analysed data is in the form of a collection of words on the social media of Twitter. The main data sources consist of

qualitative research including words and actions, the rest consists of additional data such as documents as well asliterature and photographs. The data source in this study consists of the posts of Twitter account users posts containing interference. Data collection techniques are work methods related to what must be complete and how research objectives can be attained (Sudikan in Prasojo, 2013: 6). The technique used to collect research data consists of documentation, listeningand note taking . This listening technique is used to obtain data by listening to interference through the social media of Twitter social media, while note-taking technique is used to note important matters relating to the subject to be examined. Data analysis techniques consist of intralingual and pragmatic solids methods (Sudaryanto, 2015: 18). The interlingual equivalent method is used to analyze data by comparing linguistic elements, both in one language and several different languages to formulate the theorem as language universality.

Findings and Discussion

Control of Interference in Language Universality

Controlling foreign language interference in Twitter social media is part of the language orientation of Indonesian in society era 5.0. Foreign language interference is used is in the form of mixed code, which is the merging of two languages in one sentence and code switching, that is the transfer of language in one sentence. Hamed et al., (2017: 217) argue that code switching is a phenomenon of bilingualism or multilingual use of language. Theorem in language can be done by using the elements of language at the level of phonology, syntax, and semantics. At the grammatical level, forms of interference have sequential patterns including subjects, predicates, objects and information.

The use of foreign language interference on Twitter is through mixed codes, i.e. Twitter users tend to combine foreign languages with Indonesian in their tweets or uploads. Based on the phenomenon of the use of code mixing on Twitter Forms of foreign language interference as theorem in language universality are identified at the phonological, syntactic, and semantic level presented in Table 1 below.

Table 1: Theorem of Interference as a Language Universality

	Form	Level	Theorem	Universality
1	bored	phonology	CV-CVC (*KV-KVK*)	bored (*bosan*)
2	tired	phonology	CV-CVC (*KV-KVK*)	tired (*lelah*)
3	respect	phonology	absorption word (a similarity in the sound)	respect (*respek*)
4	lawyer	phonology	absorption word (a similarity in the sound)	lawyer (*loyar*)

5	I don't care	Syntax	S-P	I don't care (*saya tidak peduli*)
6	I am happy with you	Syntax	S-P-O	I am happy with you (*saya bahagia bersama kamu*)
7	I hate you	Syntax	S-P-O	I hate you (*saya tidak menyukai kamu*)
8	I miss you sister	Syntax	S-P-O-K	I miss you my sister (*saya rindu kamu saudara perempuan saya*)
9	Privilege	Semantic	pride in yourself	privilege (*keistimewaan*)
10	*gak* worth	Semantic	dislike for something which has no usage	worth (*bernilai*)
11	overthinking	Semantic	worry about someone's situation	overthinking (*terlalu memikirkan*)
12	when I am with you everything feels alright	Semantic	comfort when being with someone	when I am with you everything feels alright (*ketika bersamamu semuanya terasa baik-baik saja*)
13	fun	Semantic	pleasure or happiness	fun (*senang*)
14	disappointed	Semantic	disappointment to someone	disappointed (*kecewa*)
15	secure	Semantic	feeling protected or safe	secure (*aman*)
16	hungry	Semantic	hunger	hungry (*lapar*)
17	good morning	Semantic	greetings in the morning	good morning (*selamat pagi*)
18	proud of you	Semantic	pride in someone	proud of you (*bangga kepada kamu*)
19	Reply atau quote	Semantic	request is replied to or given a response	reply or quote (*balas atau kutip*)
20	reminder	Semantic	remind or give advice about something good to someone	reminder (*pengingat*)

Based on Table 1 above, controlling interference as language universality is described as follows:

1) Phonological Level

The interference theorem as language universality is identified at the phonological level:

[1] *Walaupun liburanku diisi dengan rebahan sepanjang hari tapi herannya ga pernah ngrasa bored, giliran kuliahbaru 15 menit aja udah ngrasa bored banget, dasar manusia. -@bayu_joo*

Interference in the sentence above is in the form of mixed code due to the use of two languages, Indonesian and English. A form of interference from English is 'bored' meaning *bosan*. At the phonological level, the word 'bored' has grammatical rules with *bosan* consisting of the initial syllable pattern in the form of 'consonants vowel' or *konsonan vokal* (CV or *KV*) and the final syllable pattern which is 'consonant vowel consonant' or *konsonan vokal konsonan* (CVC or *KVK*), so that the overall pattern is CV-CVC or *KV-KVK*. Similarity between grammatical rules is acceptable and reflects the era so it tends to be universal. The use of foreign language interference with the word 'bored' in uploads on Twitter a can be used to internationalise Indonesian because it has the same grammatical rules as the word *bosan.*

[2] *Kenapa ya kalo tidur kelamaan malah bikin tired - @uttazt_*
Interference in the above sentence is in the form of mixed code due to the use of two languages Indonesian and English. The form of interference from English is 'tired', which means *lelah*. At the phonological level, the word 'tired' has a grammatical rule with *lelah* which is the initial syllable pattern of 'consonants vowel' or *konsonan vokal* (CV or *KV*) and the final syllable pattern of 'consonant vowel consonants' or *konsonan vokal konsonan* (CVC or *KVK*), therefore as a whole patterned CV-CVC or *KV-KVK*. The similarity between grammatical rules is universally accepted. The use of foreign language interference with the word 'tired' through uploads on Twitter can be used as an effort to internationalise Indonesian as it contains the same grammatical rules as the word *lelah*.

[3] *Kalo mau dapet respect mending fitness aja - @bayu_joo*
Interference in the sentence above is in the form of mixed code due to the use of two Indonesian and English. The form of interference from English refers to 'respect' which is absorbed in Indonesian, becoming *respek*. At the phonological level, the word 'respect' with the syllable pattern of CVC-CVCC or *KVK-KVKK* has a similarity in the sound of language with the absorption word *respek* which has a syllable pattern of CVC-CVC or *KVK-KVK*. The use of the word 'respect' for uploads on Twitter is universally accepted, therefore it can be used to internationalise Indonesian .

[4] *Hotman paris memantau kericuhan soal lawyer di timeline - @bayu_joo*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English consists of 'lawyers' absorbed in Indonesian and becoming *loyar*. At the phonological level, the word 'lawyer' has a syllable pattern of CVC-CVC or *KVK-KVK* has a similar sound of language with the absorption word *loyar* which has a syllable pattern of CV-CVC or *KV-KVK*. The use of the word 'lawyer' on Twitter uploads is universally accepted, so it can be used to internationalise Indonesian .

2) Syntactic Level

The transmission of interference as a language universality is identified at the syntactic level :

[5] *Dalam menjalani kehidupan itu, sekali-kali bersikap I don't care gapapa kali ya, biar ga disakitin terus-@bayu_joo*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English consists of 'I don't care' which means *saya tidak peduli*. At the syntactic level, the interference form has the same pattern as the sentence pattern in Indonesian, that is the subject (S) in 'I' and the predicate (P) in 'don't care. ' The S-P pattern also belongs to *saya* as the subject (S) and *tidak peduli* as the predicate (P). The use of this form of interference is universally accepted in the communication process on Twitter . Equation of sentence patterns in theorem as language universality can be used to internationalise Indonesian .

[6] *Pengin deh ngomong I am happy with you, tapi ke sapa ya -@andihiyat*
Interference in the sentence above is in the form of mixed code due to the use Indonesian and English. The form of interference from English refers to 'I am happy with you' which means *saya bahagia bersama kamu*. At the syntactic level, the interference form has the same pattern as the sentence pattern in Indonesian, that is the subject (S) in 'I am', predicate (P) in 'happy', and object (O) in 'with you.' The S-P-O pattern also belongs to *saya* as the subject (S), *bahagia* as the predicate (P), and *bersama kamu* as the object (O). The use of this form of interference is universally accepted in the communication process on Twitter . Equation of sentence patterns in theorem as language universality can be used to internationalise Indonesian .

[7] *Terkadang ngomong i hate you sama rebahan itu perlu, biar hidup kita agar lebih berfaedah - @bayu_joo*
Interference in the sentence above is in the form of mixed code due to the use of two languages Indonesian and English. The form of interference from English consists of 'I hate you' which means *saya benci kamu*. At the syntactic level, the interference form has the same pattern as the sentence pattern in Indonesian, that is the subject (S) in 'I', predicate (P) in

'hate', and object (O) in 'you.' The S-P-O pattern also belongs to *saya* as the subject (S), *benci* as the predicate (P), and *kamu* as the object (O). The use of this form of interference is universally accepted in the communication process on Twitter . Equation of sentence patterns in theorem as a language universality can be used to internationalise Indonesian .

[8] *Kalo deket suka berantem kalo jauh suka bilang I miss you my sister. -@uttazt_*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'I miss you my sister' which means *saya rindu saudara perempuan saya*. At the syntactic level, the interference form has the same pattern as the sentence pattern in Indonesian, that is the subject (S) in 'I', predicate (P) in 'miss', object (O) in 'you', and adverb (K) in 'my sister'. The S-P-O-K pattern is also owned by *saya* as subject (S), *rindu* as predicate (P), *kamu* as object (O), and *saudara perempuan saya* as information (K). The use of this form of interference is universally accepted in the communication process on Twitter . Equation of sentence patterns in theorem as a language universality can be used to internationalise Indonesian .

3) Semantic Level
The transmission of interference as a language universality is identified at the semantic level:

[9] *Sebuah privilege kalo bisa rebahan tanpa ada yang gangguin seharian" -@andihyat*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'privilege' which means *hak istimewa* or *keistimewaan tersendiri*. At the semantic level, the use of 'privilege aims to express 'pride in yourself'. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[10] *Ketika ingin mendebat opini absurd di timeline, tapi setelah dipikir-pikir gak worth buang waktunya"- @handokotanjung*
Interference in the above sentence is in the form of mixed code as it uses two languages, Indonesian and English. The form of interference from English is 'worth' which means *bermanfaat atau bernilai*. At the semantic level, the use of 'worth' aims to express 'dislike for something which has no usage.' The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[11] *Capek difase kalau malam pasti overthingking- @uttazt_*
Interference in the sentence above is in the form of mixed code due to the use of   Indonesian and English. The form of interference from English is 'overthinking' which means *berpikir*

yang terlalu berlebihan. At the semantic level, the use of 'overthinking' aims to express 'worry about someone's situation'. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of language can be used to internationalise Indonesian .

[12] *Ternyata karena when iam with you everything feels all righ - @handokotjung*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'when I am with you everything feels all right' which means *ketika bersamamu semuanya terasa baik-baik saja*. At the semantic level, the use of 'when I am with you everything feels all right' aims to express 'comfort when being with someone.' The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[13] *Santai, melaju, tapi fun - @uttazt_*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'fun' which means *menyenangkan*. At the semantic level, the use of fun aims to express 'pleasure or happiness.' The use of interference is universal in the realm of status uploads on Twitter s because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[14] *Balas tweet ini dengan emot bahagia jika kamu sedang disappointed dengan seseorang - @andihyat*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'disappointed' which means *kecewa*. At the semantic level, the use of 'disappointed' aims to express 'disappointment with someone.'. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[15] *Teruntung kamu yang secure -@uttazt_*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'secure' which means *aman*. At the semantic level, the use of 'secure' aims to express 'feeling protected or feeling safe/'. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian.

[16] *Kalo akhir bulan kenapa si mendadak sering hungry dadakan -@uttazt_*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'hungry' which means *lapar*. At the semantic level, the use of 'hungry' aims to express 'hunger'. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise the Indonesian language.

[17] *good morning, selamat pagi, selamat beraktivitas kembali. -@bayu_joo*
    Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'good morning' which means *selamat pagi*. At the semantic level, the use of 'good morning' aims to say 'greetings in the morning.' The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[18] *Kalo bisa ga rebahan di hari libur suka bilang prod of yousama diri sendiri. -@bayu_joo*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'proud of you' which means *bangga dengan kamu*. At the semantic level, the use of 'proud of you' aims to express 'pride in someone'. The use of interference is universal in the realm of status uploads on Twitter social media because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[19] *Reply atau quote tweet ini dengan emot yang sedang menggambarkan perasaanmu sekarang -@andihyat*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'reply' which means *balas* and a 'quote' that means *kutip*. At the semantic level, the words 'reply' and 'quote' mean 'request is replied or given a response' regarding someone's upload. The use of interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise Indonesian .

[20] *Reminder, Jauhkan diri dari hal yang tidak baik buat kamu dan apapun hal yang terjadi selalu berpikir positif. - @andihiyat*
Interference in the sentence above is in the form of mixed code due to the use of Indonesian and English. The form of interference from English is 'reminder' which means *pengingat*. At the semantic level, the word 'reminder' means 'remind or give advice about something good

to someone'. The use of such interference is universal in the realm of status uploads on Twitter because it is commonly used and accepted by language users. The universal meaning of theorem as the universality of the language can be used to internationalise the Indonesian language.

The use of foreign language interference in the data analysis above shows theorem in the universality of the language used in the communication process on Twitter . The use of two or more languages creates a convention or agreement between speakers so that it becomes a universal rule. The use of foreign language interference enriches the Indonesian language, especially the rules of international language universality as part of the internationalisation of Indonesian.

Teaching Material about Interference to Internationalise Indonesian

Foreign language interference on Twitter is used as teaching material in Indonesian subjects in senior high schools. At this time, the development of technology and information , especially the internet can be used in Education, including the use of social media as a learning tool (Irwandani dan Juariyah, 2016: 34). Text in the form of foreign language interference on Twitter is used as reference as well as teaching material for students. The text-based learning process in the form of foreign language interference on Twitter is part of an effort to prepare students for the internationalisation of Indonesian towards the society era 5.0. Text-based learning is oriented towards students' ability to compose a text. This learning method is based on text modelling and explicit analysis of its features and focuses on the relationship between text and its context .

The design of the learning units enables students to understand and produce texts in various contexts. Therefore, students need to understand social functions, structure, and linguistic features of the text. Text-based learning process is carried out by the teacher by introducing the text, its objectives, and features, and guiding students to produce texts through the process of providing assistance (scaffolding). Text-based learning involves the process of students to produce text and gradually reduce assistance until students are able to produce their own texts (Santoso et. al., 2019).

The use of foreign language interference on Twitter as teaching material is motivated by the development of the use of language in human life which is influenced by technological advances, especially foreign language interference in the use of Indonesian. The analytical material can be used to equip students in maintaining Indonesian as part of the internationalisation effort. The teacher can guide students so that they can identify the rules of a form of interference in language universality. This foreign language interference material can be used as teaching material for high school students in class XII on core competencies or

Kompetensi Inti (KI) "3.5 Identifying sentences in various languages." Core competencies or *Kompetensi Inti (KI)* consist of those which students want to achieve in each subject. The Indonesian language's learning stage on *KI* "3.5 Identifying sentences in various languages" is presented in Table 2 below.

Table 2: Interference Learning Stage

No	Scientific Approach Activity (5M)	Learning Activities
1.	*Mengamati* (to observe)	a. Students observe examples of sentences or text that interfere with the use of foreign languages in Indonesian that are displayed by the teacher.
2.	*Menanya* (to ask)	b. The teacher asks the material from the previous meeting which consists of language rules in the sentence. c. Students ask about the text structure in the report of observations.
3.	*Mengumpulkan informasi/data* (to collect data)	d. Students read how to write sentences or texts. e. Students read examples of sentences or texts by paying attention to the structure and rules of language.
4.	*Menalar* (to associate)	a. Students discuss with their classmates how to identify the rules of foreign language interference in language universality. b. Students find texts that have non-standard structures in captions or comments on Twitter and correct them according to correct language structure and rules.
5.	*Mengomunikasikan* (to communicate)	c. Students present the results of the discussion in front of the class, the teacher provides clarification of student answers , and the teacher and students conclude the material discussed.

Table 2 above shows the core competencies for activities carried out by the teacher based on analytical teaching material or identifying sentences from foreign language interference texts on Twitter . Interference forms can be used as teaching materials for analyzing sentences phonologically, syntactically, and semantically. The learning design was prepared using a scientific approach in the 2013 curriculum which included observing, asking, gathering information, associating, and communicating or *mengamati, menanya, mengumpulkan informasi, mengasosiasi,* and *mengomunikasikan (5M)* . The process of learning Indonesian in *KI* "3.5 Identifying sentences in various languages" is described as follows.

First, the teacher enters the classroom and conditions students, then greets and opens the lesson by reading *basmallah*. The teacher confirms students' presence and fills out a class progress book. The teacher assists with improving motivation, polite behaviour and honesty. The teacher shares experiences by describing writing activities that require a process for the writer's work to be known and teaches how to express ideas through writing. Furthermore, the teacher reviews the material from the previous meeting and explains the learning objectives that must be achieved.

Secondly, the teacher stimulates Indonesian texts or sentences that are interfered with by foreign languages, then gives students the opportunity to ask questions. Students are asked to discuss the theme of the use of sentence analysis with standard variations with classmates. After being given the opportunity to discuss, the teacher gives an individual task , which is to find texts that have non-standard structure in captions or comments on Twitter and direct them to arrange their language as part of an effort to maintain language towards internationalisation.

Thirdly, teachers and students can learn outside the classroom with the aim of improving creative writing skills . The teacher asks students to exchange their work with other students , then students correct any errors . Subsequently, some students present the results of the work that has been improved, then all student work is collected. The teacher closes the lesson by reading *hamdallah* and greetings.

Conclusion

Foreign language interference on Twitter shows the universally accepted use of several languages in one sentence in the communication process. Based on the study of foreign language interference, the following conclusions are made:

1. The development of Indonesian on Twitter uses foreign language interference which has universally accepted goals and forms at the phonological, syntactic and semantic level.
2. Theorem form of foreign language interference in the universality of the language as an attempt to internationalise Indonesian towards the social era 5.0 which can be used as teaching material about various languages.

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