

Indonesian Interferences Toward English Status on Facebook

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Indonesian Interferences Toward English Status on Facebook

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Abstract

It was such a descriptive qualitative research that aims at describing the occurrence of the interference of Indonesian language toward facebook status in English language. The data were the words, phrases or sentences containing Indonesian interference toward English status on facebook. The scope of the data was the statuses on the researchers' facebook home. The data were collected through observation and documentation. Observation was carried out by observing the words on the facebook statuses using English language. They then were documented by applying print screen (capturing the picture using computer) or screen shoot (capturing the picture using cellphone). The result of the research showed the occurrence of 3 types of Indonesian interference on English status on facebook, namely lexical, morphological, and syntactical interference. However, syntactical interference mostly occurred on English status on facebook that appeared in the forms of subject-verb agreement (ellipsis be, negative forms), parallelism (verb and adjective), and verb use (verb as complement, construction of preposition and verb, construction of modal and verb, construction of verb and adverb, and tenses).

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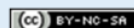
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Introduction

As one of international languages, English has a great role in recent life. The demand of English learning has risen along with English proliferation globally (Gunantar, 2016: 141). Further he says that the practice of English was no longer only limited to international purposes but also local communication. Therefore, the trend has shifted from only copying the native speaker style to successfully communicating by using English. People who live in the countries of English as Foreign Language (EFL) like Indonesia tend to talk in English more with their friends rather than with native speaker of English. Crystal (1997 in Gunantar, 2016:141) stated that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. This statement is supported with the fact that approximately 380 million people speak in English as an international language, such fact has proven that English is now globally utilized. Moreover, English is also used by over one billion people who speak English as their second (or additional) language to communicate with other second language users regardless of different culture and linguistic features. There are approximately 325 million native speakers of English, around 425 million English speakers as the second language, and other 750 million people are learning English as the a foreign language (Crystal 2003 in Gunantar, 2016: 142).

It is relieving that today society starts to be aware of the significance of learning English, not necessarily because of its role in knowledge, science, and technology but more because of the role of English in economic activities and career progress. This trend is accommodated by the increase of schools that use English as teaching medium, job promotion written or published in English, and television programs like news is now broadcast in English (Alip, 2007: 160-161 in Gunantar, 2016:143). Immediately, these phenomena caused greater demand in Indonesia to use and be proficient in English (Gunantar, 2016:143).

With the advances of globalization and technology, English dominates international politics, the economy and culture. Spoken by over a quarter of the world's population and enhanced by the presence of the internet, it has indeed become "the operating system of the global conversation" (Robson, 2013: 2 in Murtisari and Mali, 2017: 91) and has inevitably influenced people's lives across the globe.

There seem to be an acknowledged truth that English language has appeared become a worldwide language and a lot of nations of the world are struggling a lot for learning it as a target language (TL) or a foreign language (FL). English, which is broadly employed in either spoken or written forms, has been a significant communication instrument in a multi-ethnic humanity and can be used for many different interests in a variety of fields, such as in the field of education, business, employment, etc. (Budiharto, 2019: 107).

Whatever the reason to learn and use English, it is believed that master English is considered beneficial and prestigious. As stated by Gunarwan (1998 in Laud, 2008: 14) that English is seen by many as carrying a certain amount of prestige. Broader, he says that English has a prestige among Indonesians that may even surpass that of Indonesian. Knowledge of English is perceived of as either important or essential by large numbers of people, and knowledge of the language is a requirement for many types of employment, as well as being seen as a symbol of education, modernity or even sophistication. Not surprisingly that then people learn and use it although there are still many errors or mistakes in its use.

One of the increasing use of English is using it on social media, like facebook as the mostly used social media. It is estimated that the users of face book around the world now is about 2.7 billions per month (Kompas.com, 2020 August). In Indonesia, the users are about 9.1 % per month. It does not rule out that the number will continue to grow. It is due to the fact that facebook makes it possible for its users to build new networks or find old networks by taking advantages of its features, such as .profile, home, status, comment, group, information, photo, friend, etc.

Among the features, status is a part of facebook that is mostly used by its users to show their expressions or exploration to share their activities, emotions, feelings, hopes, information, etc. by writing status, performing photos, link, etc. They may use various languages, like local languages, national language, even foreign language. The foreign language greatly used on facebook is English. Indeed, now, more and more people prefer to use English in their status. They must have their own reasons when using it. However, their English has not been always correct, either in diction, grammatical or semantic aspects. There are still some mistakes in their sentences as shown in the following status.



Although the ⁴² status writer was a student of English department that it could be said that she should have a good ability in English and she wrote her status in English that she may want to show her ability in English, in fact, she still make a mistake in her English. The sentence saying..... *That's why I'm cutting down to not share any problem to they who.....* contain a mistake on *to not*. Grammatically the word order should be *not to*. Then, the sentence should be*That's why I'm cutting down not to share any problem to them who.....* It can be explained that if there are two verbs in a sentence, then the second verb should be in the form of *to infinitive*. If there is not, it should not separate *to* and *infinitive*. That's why the order is *not to share* not *to not share*. Such a mistake seems to adopt Indonesian rule saying *untuk tidak membagi* so that it's English is *not to share*.

The same mistake appears in the following status saying*when I'm walk out.....* The construction should be*when I'm walking out....* due to the fact that English only recognizes two kinds of sentences, namely active and passive voices. In the case of the occurrence of *be 'm* embedding on *I*, it should be followed by a verb -ing to form an active voice of present continuous tense so the sentences will be*when I'm walking out.....* However, it can also be followed by a past participle verb to make a passive voice of present tense so the sentence says*when I'm walked out.....* However, semantically, the passive voice is not a good construction. Thus, the active voice is a meaningful construction that should be applied.



Although the status writer was a student of English department some years ago and now she lives abroad but it does not guarantee her English is perfect. It is proved by such a mistake ⁴⁷ he made. Such mistakes, in linguistics are called interferences. Interference is ⁷ a language deviation as a result of bilingualism led by language contact. As stated by Weinreich (in Dulay, 1982: 99) that interference is those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with

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more than one language, i.e. as a result of language contact. Language contact is the use of more than one language in the same place and at the same time referring to the situation which involves bilingual speakers communicating for essential purposes (Thomason in Sarfraz et.al, 2016: 684).

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Bilingualism seems to be a necessity for the people as the influence of the globalization that they tend to use more than one language primarily for functional reasons. The use of many languages in a bilingual community gives a big opportunity for interference. As notified by Sirbu (2015: 376) that language interference is mostly triggered by bilingualism. It is due to the fact that when using the other languages, the bilingual is often influenced by his mother tongue that it can be also referred to native language, parent language or first language. This influence often distrubs the learning process of other languages. Then, mother tongue interference happens. It refers to the influence of the native language of the learner on his/her acquisition of the target language (Thyab, 2016:1). It is supported by Ali and Elham (2015: 2112) that mention that the first language (L1) has an effect on the second language. In such a situation, first language is called L1 and other languages are called target languages or L2.

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Language interference tightly relates to transfer process. As explored by Dulay (1982) that interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. In addition, James (in Gvarishvili, 2015: 1566) notes that while learning the new language, adult learners are also applying some rules from their first language onto the target language, this phenomenon is known as learning transfer. The transfer from L1 to L2 results in deviation in the target language that leads to interference (Dweik and Othman (2017: 66). The deviation or error may arise when the learners neglect the differences between L1 and L2 rules. As explained by Nunan in Sabbah (2015: 270) that when the rules of L1 and L2 are not the same, errors can take place as a result of interference between the two languages. Then, it is clear that interference is a kind of language deviation in the case of applying language norms or rules as the results of familiarity with that of another language which often happens in a community with more than one languages exposure (Giyatmi, et.al, 2019).

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Language transfer or often shortened is transfer is a very common phenomenon in the process of second language learning. L1 interference is also known as linguistic interference, transfer or cross-linguistic influence. As clarified by Odlin (in Erarshan and Hol, 2014: 5) that transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps perfectly) acquired. It is also supported by Brown (in Dweik and Othman, 2017:66) who says that transfer is the influence which occurs between the native language (L1) and the second language (L2) because of the similarities and differences between them.

Transfer can be classified into the positive transfer and negative transfer (Sabbah, 2015:271). When there are similarities between L1 and L2 rules, it means that L1 has a positive influence in learning L2. Then positive transfer takes place. Otherwise, if there are differences between L1 and L2 rules contributing difficulties in learning L2, the negative transfer occurs. Interference is sometimes called negative language transfer because it uses the rules of native language to the target language that results in language mistakes. Sabah (2015: 270) proposes that there are two sources contributed to the learner's native language or his/her target language namely inter-lingual errors and intra-lingual errors. Further, Corder (in Sabbah, 2015: 270) states that inter-lingual errors take place when the learners' first language habits (pattern, systems or rule) interfere or prevent him/her from acquiring the pattern and rules of the second language. Likewise, Lekova points out two kinds of language interference, namely inter-language and intra-language which are closely related to the sources of errors in the process of interference (2010: 321). Thus, it can be concluded that inter-language interference occurs when mistakes arise because of the negative transfer of habits from L1. While, intra-language interference happens when the learners' mistakes are under the influence of the language knowledge and established habits that they have already acquired in the second language they are learning now. These errors including generalization, substitution, and other process are caused by some process that learners recourse to when learning the second language (Sabbah, 2015: 271).

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There are some types of interference. Chaer and Agustina (2010: 123) divide linguistic interference into three kinds, namely phonological interference, morphological interference, and syntactic interference. In line with Chaer and Agustina, Suleymanov classifies the interference into lexical, syntactic and grammatical interference (2016: 2039). Similarly, Odlin classifies the language transfer into four kinds that may take place at phonological interference, morphological interference, syntactical interference, and lexical interference (in

Suhono, 2018: 478). In addition, Sirbu describes the term of interference as the transfer of elements of one language that can take place in terms of lexis, grammar, phonology or orthography alteration (2015: 376). Meanwhile, Havlaskova (in Dweik and Othman, 2017: 1) defines interference as a phenomenon that may occur at the level of a word, a phrase, an idiom, a metaphor or a term a whole syntactic structure when translators transfer some source texts into target text influenced by the aspect of the source language.

Interference may occur at different linguistic levels. Lexical interference occurs at the level of words. Lexical interference happens when there is a transfer of morpheme or word of the first language into second language use (Suhono, 2018: 478). Such this interference may appear in the case of borrowing words from one language that may influence the development of vocabulary. It may also involve the word transformation as to sound more natural in the other language that may contribute some changes in spelling. It is also led by incorrect or inappropriate direct translation (Suleymanov, 2016: 2039).

In the level of phonology, linguistic interference relates intonation, pitch, accent and speech sound of the first or native language that influence the second language. In terms of pronunciation, language interference and its extent are defined by a number of factors, including the similarity of the phonetic system of the language in contact (Snesareva, 2016: 214). Phonological interference occurs when the speaker identifies the sound of the first language system used in the target language, after that the speakers pronounce again and regulates the pronunciation using the law of the source language phoneme (Suhono, 2018: 478). Phonological interference happens when the pronunciation of the first language influences that of the second language. For example, Javanese people like to add nasal sound [n,m] so certain words such as mBali, mBandung, nDepok. Most of the Indonesian learners who learn English will pronounce time [taim] with no aspirated instead of time [thaim] with aspirated.

Grammatical interference or often called syntactical interference may appear when the speakers use their L1's grammar rules on the L2's grammar rules. It deals with the errors found in grammar level (Bennui, 2008: 78). It covers many aspects of grammar as explained by Jianhua (in Suhono, 2018: 478) that syntactical transfer involves the transference of syntactical structures, such as article (a, an, and the), word order, relative clauses (that, which, who, whom, etc), negation and so on. For example, Indonesian has no auxiliary to be such as am, is, are, was, were, and been. The absence of auxiliary to be in the Indonesian language may confuse Indonesian learners when they create nominal sentence in English language. They may write 'she a teacher' instead of 'she is a teacher'.

Morphological interference may appear in the word formation using affixes that belong to the first language. It may also be seen in reduplication in which Indonesians may make reduplication by reduplicating the base such as *rumah-rumah*, *jalan-jalan* that they may make English reduplication in *walking-walking* (*jalan-jalan*) instead of walking around (*jalan-jalan*).

Interferences on facebook status using English language can be understood dealing with English position as foreign language in Indonesia so that there will be many mistakes or errors when using it. That's why this research is carried out to describe the occurrence of the interference on facebook status using English language.

Method

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This research belongs to a descriptive qualitative research that tries to describe the phenomenon of Indonesian interference toward English status on facebook. The data of the research were the English words, phrases, and sentences found in the facebook statuses of the researchers written in English containing Indonesian interference toward English status on facebook. The source of the data was the statuses on the researchers' facebook home. The data were collected through observation and documentation. Observation was carried out by observing the words, phrases, or sentences on the facebook statuses written in English language. They then were documented by applying print screen (capturing the picture using computer) or screen shoot (capturing the picture using cellphone). Data analysis consisted of data reduction, data display, and data verification. The data with no interference were omitted directly. Then data, then were classified based on the types of interference. Next, they were displayed using narration.

Results and Discussion

Lexical Interference

Lexical interferences happens in the level of word or lexicon. As it is known that word can be classified into noun, verb, adjective, adverb, preposition, interjection, conjunction, and pronoun. Lexical interference on facebook can be found in the status of Suci Rahmawati in the word *choose*.



Her last sentence saying "...don't imitate me and make your fashion with your *choose*" should not imply the word *choose*. Because it stands in a noun phrase preceded by a possessive adjective *your* so it should be followed by a noun *choice* not a verb *choose*. In this case, it seems that the writer gets a bit confuse in differentiating the use of verb *choose* and noun *choice*.

Another lexical interference can be identified in the status of Welasih Barlian saying "... but quality is more *impressions*". In English grammar, *more* is a kind of comparative should be followed by adjective or noun. However, in the status, semantically, adjective is more appropriate than noun, so adjective *impressive* is more precise than noun *impressions* so that the status should say "... but quality is more *impressive*"



Similarly, a status of Frisca Nastasya shows lexical interference on the words *if*, *again*, and *near*. It seems that the words are chosen to say Indonesian phrase *kalau lagi dekat*, unfortunately the writer chooses inappropriate diction because she immediately takes their match, namely *again* for *lagi* and *near* for *dekat*.



It really appears that she brings Indonesian rules to her English status. Although the word *again* means *lagi* in Indonesian and *near* means *dekat* but both of them are adverbs. *Again* is a frequency adverb that can be

applied in such a sentence *She comes here again* that means *Dia datang kesini lagi* showing that her attendance is not the first time. While *near* is a kind of preposition to show place like in the sentence *His house is near his school* that means *Rumahnya dekat dengan sekolahnya*. Then the appropriate dictions for the words *kallau lagi dekat* is *if we gather or if we meet* yang menunjukkan arti *jika sedang bersama* atau *jika sedang bertemu*.

Likewise, a status of Ari Siswanti reveals a lexical interference of her diction of the word *again* to mean *lagi/ sedang* and *who first* to mean *yang pertama*. Her status saying "Today again busy hang out with my friend who first" seems to say "hari ini lagi/ sedang sibuk hang out dengan temanku yang pertama". To have a semantically good sentence, the status can be "Today, I am busy to hang out with my first friend" that means that she will have a hang out with another friend, or "Today, I am busy to hang out with my friend for the first time" that means that today is the first time she hangs out with her friend.



Lexical interference may happen because of the lack of mastery of the target language rules or because of the influence of the first language rules that the learners bring to their target language products.

Morphological Interference

Morphological interference deals with word formation. On facebook, this type of interference can be found in the case of plurality markers. As it is known that English recognizes the forms of singular and plural. Singular forms are often signalled with the use of articles, either *a*, *an*, or *the*. While plural forms often apply -s or -es, for example *book - books*, *pen - pens*, *box - boxes*, etc. However there are irregular plural forms that can not embedded by -s or -es, for example *child - children*, *mouse - mice*, *fish - fish*, etc. On facebook, such an interferences can be traced to a status of Marinda saying "Ya Allah, please give me strength to finish my studies, reach my dream and ease everything". It is recognized that she is a student, only at one university, so that she should choose *study* not *studies*.



Syntactical Interference

Syntactical interference may takes place when grammatical rules of L1 influence the grammatical formation in L2. It happens because the learners may make a generalization of grammatical rules of L1 and L2. Such interferences mostly occur on facebook status. In general, syntactical interferences on facebook can be classified into three points, dealing with subject-verb agreement, paralellisme, and verbs.

1. Subject-Verb Agreement

In English grammar, normal sentence pattern is subject - verb - complement - modifier. Subject is the main part of the sentence, it may be in the form of a noun or noun phrase. Verb is an activity carried out or stated by the subject. Complement functions to complete the verb that is like the subject, it can be a noun or noun phrase. Modifier is a description of time, place, manner, etc. Usually modifiers are preposition phrases, for example in the morning, at campus, in the office, and so on.

The sentence pattern must have an agreement between subject and verb in terms of type and quantity. For example, the sentence "The elevator works very well" has *The elevator* as the subject and *works* as the verb. Because the subject *the elevator* is a singular object, then the verb should be *works*, which represents a single verb marked by the presence of the -s particle attached to the verb. If the subject is plural, then the verb must also agree and the sentence should be "The elevators work very well", which *The elevators* is a plural subject and *work* is a plural verb which is characterized by the absence of the -s particle attached to the verb. However, on facebook status, there are many deviations, which can be grouped into two, namely ellipsis *be* and negative form.

a. Elipsis *be*

An ellipsis is the omission of one or more words but the meaning is still understandable. A status of Dwi Yanti saying "My sister so beautiful" gets an ellipsis of *be*. As a nominal sentence with adjective complement, the subject and predicate should be followed by *be*. Because the subject is a singular third person my sister, the appropriate *be* should be *is*, *was* or *has been*. However, the context signals a present time that the *be* should be *is*. Then the sentence should be "My sister is so beautiful".



Similarly, a status of Susi Anggraeni Wijaya shows the occurrence of ellipsis *be* in her status saying "... so by this statement, I proud to oppose some argument ...". Due to the fact that *proud* is an adjective, then it may be a nominal sentence that it needs a *be* and a complement. Thus, The sentence should be "... so by this statement, I am proud to oppose some argument ...".



Likewise, a status of Mas Bowo also shows an ellipsis of *be*. His status saying "But Allah not ask us to become great" should use simple present tense because its subject is Allah. Because it is a negative sentence, its verb should be *does not ask* and his sentence should be "But Allah *does not ask* us to become great" but he skips *does*.



Ellipsis seems common to happen in language activities, even when using L2. Not like in spoken speech that ellipsis may not be too clearly recognized, in written forms, ellipsis is easier to identify .

b. Negative Forms

Syntactical interference on facebook status relating to subject-verb agreement does not only involve ellipsis *be* but also negative forms. Negative form usually relates to auxiliary verbs, such as *do*, *does*, *did*, and so on. As can be seen in the status of Nadya Bertha Pangestuti saying "Smiling *doesn't* necessarily *means* I'm happy". The sentence uses simple present tense, then the auxiliary *do* or *does* will appear in negative and interrogative sentences and the verb returns to the infinitive. Thus, the auxiliary for the singular subject *smiling* should be *does* and the verb becomes *mean*. Then the sentence should be "Smiling doesn't necessarily mean I'm happy"



Although the writer is a student of English department but she may still lack of awareness about such a rule. However, her enthusiasm in trying writing her status should be appreciated.

2. Parallelism

Parallelism is also known as parallel structure, is when phrases in a sentence have similar or the same grammatical structure. In its most basic usage, parallelism provides a phrase with balance and clarity.

a. Verb

Syntactical interference on verb parallelism can be seen in the status of Yunan Helmi saying "... please stay strong and *believing* that Allah has ...". The sentence contains two verbs connected by conjunction *and*. Then they should be parallel in which if the first verb is a simple verb *stay*, then the second one should be also in simple *believe* not *believing*. Thus, the status should say "... please stay *strong* and *believe* that Allah has ...".



Such a same interference also occurs in the status of Susi Anggraeni Wijaya saying "... is the best opportunity to *improve* and *creating* ...". There are two verbs conjoined by *and* preceeded by a simple verb *improve*, then the next verb should be in simple one *create* not *creating*. So, the status should be "... is the best opportunity to *improve* and *create* ...".



In addition, the status of Mas Bowo also contains parallellism interference in his status saying "Allah ask us to learning during we are life ...". There are two verbs in the sentence not connected by a conjunction, so the first verb should be in the form of its tenses and followed by *to infinitive verb*. Because the subject is Allah, so the sentence should apply simple present tense and the verb should be asks followed by *to learn* not *learning*.



b. Adjective

Interference on facebook relating to parallellism may occur dealing with adjective. It can be found in Ivan Daru's status saying "... that must be benefit as well as possible". Benefit and possible are not in the same category, in which *benefit* is a noun, while *possible* is an adjective. So in order for parallellism to occur, *benefit* can be made

adjective like *possible* into *beneficial*, or *possible* can be made into nouns like *benefit* into *possibility*. However, a more precise meaning for the sentence is to align the adjectives and change *benefit* into *beneficial*.



3. Verb Use

Verb is a central part of a sentence. Interference relating to verb on facebook status may deal with the function of verb as a complement, construction of modal and verb, construction of preposition and verb, construction of verb and adverb, and tenses.

a. Verb as complement

English grammar recognizes a sentence pattern consisting of subject, predicate, object, and complements. The subject of the sentence is the noun that is doing or being something. The verb is carrying out the action or linking the subject to further information. And the direct object is receiving the action of the verb. A complement is a word, clause, or phrase that's needed to describe the subject or object of a sentence. Verbs can also complement other verbs. There are verbs that must be followed by complement of to infinitive, such as *agree*, *desire*, *attempt*, *claim*, *decide*, and so on. An example is "I agree to pay the expense". There are also verbs followed by gerund, such as *admit*, *appreciate*, *avoid*, *delay*, *deny*, etc. For example "The plane delays landing". Some verbs can be followed by both, namely *stop*, *remember*, and *forget*. For example "She remember buying his mother medicine". *Stop* is a verb that can be followed by to infinitive or gerund even though the meaning is different. So on the status of Yosi saying "... stop blame other ..." should be ".....stop blaming other or stop to blame...."



17 Construction of preposition dan verb

In English grammar, when a preposition is followed by a verb, then the verb should be gerund. Thus, in the status of Yosi saying "... without know what they have done before", the verb *know* after preposition *without* should be *knowing*.



Another status showing an interference relating to the construction of preposition and verb comes from a status of Gilang Pradiptasari saying "filled *with met* friends". Verb *met* preceded by preposition *with* should be gerund *meeting*, that the status should be "filled *with meeting* friends".



c. Construction of modal and verb

English grammar determines a rule for construction of modal and verb that after a modal should be followed an infinitive verb. Then, *can bought* in the status of Marinda should be *can buy*. Finally, the status saying "... I can *bought* korean food...." ... should be "I can *buy korean food*..."



Another status of Abraham Dorloh saying "... I *can't walking* ..." contains modal *can't* then the verb following is *walk* not *walking*, and the status should be "... I *can't walk* ...".



Similarly, a status of Suci Rahmawati saying "... and *may Allah gives* us ..." presents an inversion in which its pattern is begun with the predicate or verb followed by its subject. The inverted sentence is preceeded by modal *may* followed by subject *Allah*, then the verb should be infinitive verb *give* not *gives*. So the sentence should be "... and *may Allah give* us ...".



d. Construction of verb and adverb

One of the sources of interference is a construction of verb and adverb. A status of Dhika Wahyu, saying "... who speak *loud* ..." expresses a verb *speak* followed by an adjective *loud*. Normally, the word *loud* explains how the speaker speaks so it should be an adverb, especially adverb of manner *loudly*. The sentence should say "... who speak *loudly* ...".



e. Tenses

Tenses is a form of verb that tell us the time of an action. It can be present, past and future. There are about 16 tenses that will influence the forms of the verbs. A status of Ivan Daru saying "We are still in ramadhan year and I wish we *met* the ramadhan at next year" indicates a wish then it should apply future tense. Future tense is signalled with the presence of modal *will*, *shall*, *can*, *may*, and so on. It may also apply adverb of time like *next*, *later*, or *the following*. Because his hope is meeting Ramadhan next year so the sentence may be "We are still in ramadhan year and I wish we *will meet* the ramadhan next year".



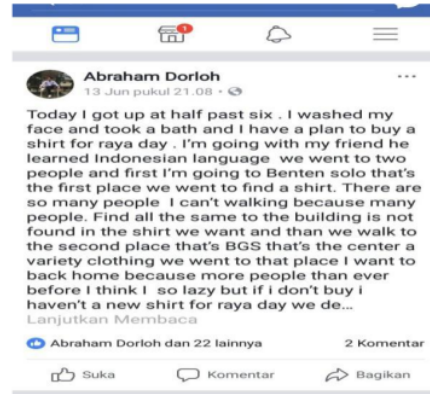
Still from the same status of Ivan Daru, he writes about his father's school reunion. When he tells about his father's graduation in 1981 ago, it means that it happened in the past and has not relation with recent time, so he should apply past tense to make a phrase *graduated in 1981* not *has been graduated in 81*.



Similarly a status of Marinda reveals an interference dealing with tenses. In general, her status is using simple past tense because it tells her activities in a shopping center. However, there is a part of her status using present tense to tell "I'm so happy". Due to the fact that it is still in a series of her activities that day, then she should say "I was so happy".



Likewise, a quite long status of Abraham Dorloh states some interferences connecting to tenses. In general, he ²⁶ies simple past tense to tell his activities in the morning but he writes it in the evening in his status saying "Today I got up at half past six. I washed my face and took a bath and I have a plan to buy a shirt for raya day. I'm going with my friend he *learned* Indonesian language. We went to two people and first I'm going to Benten solo that's the first place we went to find a shirt. There *are* so many people ... we *want* and than we walk to ... I want to back home... before I *think*...". It is seen that some parts of his status do not use past tense, such as *have* instead of *had*, *want* instead of *wanted*, *walk* instead of *walked* and *think* instead of *thought*. The *be* for plural noun should be also adjusted to be *were* not *are*. Especially for *he learned*, it should be *he learns* because his friend recently is still studying in Indonesian deaprtment so he shouls apply simple present tense.



Conclusions

Interference is such a kind of language deviation that happens when someone use more than one language that his native language influence his use of other languages. Often, the errors occur because the learner applies his native language rules on his target languages. It may take place, either in spoken or written languages. It also appears on facebook status. After analyzed, then it comes to some conclusion, such as:

1. This study found the ³⁹ere were about three types of language interference on facebook status in English language, namely lexical interference, morphological interference, and syntactical interference.
2. Lexical interference occurring at word or lexicon level involves noun, adjective, and adverb.
3. Morphological interference taking place at level of word formation covers the case of plurality markers.
4. Syntactical interference is proved to mostly occur on facebook status in English language that appears in the forms of subject-verb agreement, paralellism, and verb use in which subject-verb agreement includes ellipsis be and negative forms, while paralellism involves verb and adjective, and verb use covers verb as complement, construction of preposition and verb, construction of modal and verb, construction of verb and adverb, and tenses.

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