

Language Errors at The Phnological Level on The Speaking Community in Northern Halmahera

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Abstract

This study aims to examine the error of speaking the language of the North Halmahera speech at the fonological level in the interaction of learning and the factors behind it. The type of research used is qualitatively descriptive with phenomenological approaches. Data is obtained using simak method with basic tapping technique. Once the data is obtained, it is then analyzed using the agih method and the padan method at the time of the speech interaction. Based on the results of the analysis, it was found that language errors include, errors in pronunciation and spelling. The error in the tester consists of the error using phoneme /e/ (pepet) pronounced to /é/ (taling) caused by the language of the mother not knowing the phoneme /e/ (pepet), pronouncing phoneme /i/ to /é/ (taling), phoneme /e/ being /a/, phoneme /ai/ being /e/, phoneme / é/ (taling) becomes /i/, phoneme diftong /au/ becomes /o/, phoneme /c/ becomes /sé/, phoneme /v/ becomes /p/, phoneme /u/ becomes /w/, phoneme /n/ becomes /ng/, phoneme /i/ menjadi /e/, phoneme /kh/ becomes /h/, phoneme /z/ becomes /s/, phoneme /z/ becomes /j/, phoneme /sy/ becomes /s/, phoneme /f/ becomes /p/, phoneme /h/ at the end of a specific word, phoneme /o/ becomes phoneme /u/, Phoneme removal /h/ in a specific word, and Phoneme removal /k/ in a specific word. Spelling errors consist of capital letters usage, use of punctuation, and use of words. Thus it can be inferred language errors in the phonological state including pronunciation and spelling errors.

Keywords: Phonology, Language Errors, Speech Society

1. Introduction

The critical role of language in the life of society, nation and state is an intermediary in bridging various tribes in each region spread across Indonesia (Gustiasari, 2018; Kurniawati, 2019; Suardi et al., 2019). Therefore, the correct use of Indonesian needs to be carefully considered so that the information conveyed can be appropriately understood (Joyo, 2018; Kurniawan et al., 2020). However, the correct use of Indonesian often experiences problems in both pronunciation and writing (Setyowati et al., 2019; Suratman et al., 2021). The use of language that deviates from language rules can occur orally or in writing (Nurwicaksono & Amelia, 2018; Yuanta, 2019). On the other hand, speech and spelling errors in the use of Indonesian that are displayed orally or in writing by someone when interacting are language errors in phonology (Effendy, 2017; Setyowati et al., 2019). Phonological errors also include spelling errors. Spelling is the fundamental rule of how to symbolize the sound of speech and how the relationship between symbols (separators and combinations in language) is (Afiana, 2018; Permatasari et al., 2019). Errors in the application of Indonesian Spelling rules, including errors in writing capital letters, errors in writing italics, errors in writing number symbols, writing punctuation errors (Leksono, 2019; Tussolekha, 2019). In this regard, language errors in phonology can also be caused by the intervention of foreign languages and regional languages, so language interference occurs in their interactions (Mohamad Johan, 2018; Wahyuningsih & Kaharuddin, 2019). Interference is a deviation from the norm of one language that occurs in the speech of linguists as a result of their introduction of more than one language, namely as a result of language contact (Effendy, 2017; Wahyuningsih & Kaharuddin, 2019). Language errors often occur in family and community environments that use more than one language, so that in their use, they

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often experience problems in pronunciation and writing (Adityarini et al., 2020; Mohamad Johan, 2018).

Lack of a person's standard vocabulary is one of the triggers for language errors, so that the choice of words in interacting is limited. Thus, it can cause a person to experience difficulties expressing his ideas, both orally and in writing (Liyana & Kurniawan, 2019; Setyowati et al., 2019). This problem was also found in the PGSD FKIP Study Program students, Halmahera University. The results found are language errors in the pronunciation of phonemes, addition and omission of letters at the end of certain words, and spelling errors. The tendency to use foul language provides obstacles to users when interacting or socializing with other people using the correct Indonesian language. It is reflected in the learning interactions when giving questions, explanations, and giving opinions in the group discussion process and expressing scientific ideas in the form of papers. In addition to these problems, errors in phonology are also found in the writing of proposals and theses, which are marked by errors in the use of correct Indonesian spelling, so that the quality of scientific works produced is deficient. This condition is caused by a lack of standard vocabulary, causing a person's Indonesian language skills to be limited.

The correct understanding of Indonesian can help a student develop his thinking insight by exploring the latest studies in the world of education through digital technology (Gustiasari, 2018; Mansyur, 2018). The information can only be accessed if someone uses the right keywords. Therefore, it is necessary to master standard vocabulary in order to be able to browse important information via the internet (Andayani et al., 2020; Liyana & Kurniawan, 2019). Meanwhile, as prospective elementary school teachers, PGSD students are also required to be able to speak Indonesian correctly and adequately by applicable language rules so that later they can transmit it to their students through the learning process (Yanti et al., 2018). The skill of choosing and processing words correctly is the principal capital in carrying out their duties. Besides that, the speech behavior of a teacher is a role model for students in the sound and correct language (Mangkunegara, 2015; Nuryanto et al., 2018; Rodríguez et al., 2015).

Based on the phenomenon that occurs in the interaction of students of the Primary School Teacher Education Study Program of Halmahera University, researchers found language errors at the phonology level in pronunciation for example, word 'air' becomes 'aer' phoneme error /i/ becomes /e/, word 'khawatir' becomes 'hawatir' phoneme error /kh/ becomes /h/, word 'jika' becomes 'kalo' phoneme error difbarrel / au / becomes /o/, the word 'syukur' becomes 'sukur' phoneme error /sy/ becomes /s/, word 'ace' becomes 'ase' phoneme error /c / menjain /sé /, the word 'zat' becomes 'sat' phoneme error /z / becomes /s/, the word 'kualitas' becomes 'kwalitas' phoneme error / u / becomes /w/. Another cause of Indonesian language errors in the field of phonology is the removal or addition of certain phonemes. Speech activities in a family environment that use more than one language, namely regional languages and Indonesian, are also a source of language errors at the phonological level (Hayati, 2016; Mayasari & Irwansyah, 2020). The intervention of regional languages in speech interactions can cause language deviations that cause the removal and addition of phonemes in certain words (Hulukati et al., 2017; Rafael, 2019; Wahyuningsih & Kaharuddin, 2019). It also occurs in learning interactions at the Elementary School Teacher Education Study Program, the University of Halmahera, when students conduct discussions and presentations of papers and write proposals and theses.

The use of suitable and correct Indonesian needs to be developed to deal with technological developments in education (Melati, 2018; Nizar, 2014). It means that in scientific development, a student is required to be able to access information about the development of education in the world in general and in Indonesia in particular. Other research also states that skills in expressing a student's scientific ideas or ideas are supported by an understanding of the correct Indonesian language rules (Mansyur, 2018; Mukhlis et al., 2019; Setyowati et al., 2019). Elementary School Teacher Education Study Program students are prospective elementary school teachers. Thus, a teacher must be able to convey material and or instructional learning in class clearly and in detail. However, if a teacher cannot convey learning using the correct Indonesian language, the information will

not properly reach the students. Based on the preceding, language errors need special attention by teachers and prospective teachers at the elementary school level. This study aims to examine the language errors of the North Halmahera speech community at the phonological level in learning interactions in the PGSD Study Program, Halmahera University, and the factors behind it.

2. Method

This research was conducted in the PGSD Study Program of Halmahera University, North Halmahera Regency, North Maluku Province. This type of research is qualitative descriptive, with phenomenological approaches to examine language errors that arise in speech interactions. Data on language errors is obtained using a method of view with basic tapping techniques. Data retrieval is done by participating in the conversation while listening (Teknik simak libat cakap) and or conducting a wedding without engaging in the conversation (Teknik simak bebas cakap) then continued with a recording (Teknik catat) and recording the results of weeding (Teknik rekam). Data on the factors behind language errors were obtained by interview techniques (Sudaryanto, 2015). Once the data is collected, it is then analyzed using the agih method and the padan method. The agih method is used to divide the elements of the wrong language using the technique for direct elements (BUL). In the padan method, researchers used the technique of determining elements (PUP) with the help of other advanced techniques such as banding banding technique (HBS technique), banding circuit technique differentiation (HBB technique), and banding relationship technique equating the main thing (HBSP technique) to analyze language errors at the phonological level and the factors causing the language error (Sudaryanto, 2015).

3. Result and Discussion

Results

Based on the results of data analysis, language errors at the phonological level in learning interactions encountered includes; The speech errors encountered include; phoneme /e/ (pepet) is pronounced to be /é/ (taling) due to the mother tongue does not recognize phonemes /e/ (pepet), pronounce phonemes /i/ become /é/ (taling), pronounce phonemes /e/ to /a/, pronounce phoneme /ai/ to /e/, pronounce phoneme / é/ (taling) to /i/, pronounce diphthong phoneme /au/ to /o/, pronounce phoneme /c/ to /sé/, pronounce phoneme /v/ to /p/, pronounce phoneme /u/ to /w/, pronounce phoneme /n/ to /ng/, pronounce phoneme /i/ menjadi /e/, pronounce phoneme /kh/ to /h/, pronounce phoneme /z/ to /s/, pronounce phoneme /z/ to /j/, pronounce phoneme /sy/ to /s/, pronounce phoneme /f/ to /p/, pronounce phoneme /h/ at the end of a certain word, pronounce phoneme /o/ into phoneme /u/, Phoneme removal /h/ in a specific word , and Removal of the phoneme /k/ in a given word. The following are presented the results of research on speech errors in the form of table 1.

Table 1. Phonological Errors in Speech

		Data	Incorrect	Correct
1	Phoneme /e/ (pepet) pronounced to /é/ (taling) due to his mother language does not recognize phonemes /e/ (pepet)	Méréka teman kita. Kamu pérgi dengan siapa? Bérian buku itu! Képada yang terhormat... Méngapa seperti itu?	Méréka Pérgi Bérian Képada Méngapa	Meréka Pergi Berikan Kepada Mengapa
		Akan tétapi ...	Tétapi	Tetapi

	Data	Incorrect	Correct
2	Pronounce phonemes /i/ to /é/ (taling)	Résiko ditanggung sendiri. Adé , kamu cantik. Kaén baju ini bagus. Dia bersama orang laén .	Résiko Adik Kain Lain
3	Pronounce phoneme /e/ to /a/	Saya tidak barani pergi sendirian. Baras di kos sudah habis. Hari jumat kita barsih kan kelas. Harga laptop itu barapa ? Apakah batul dia yang mengambil? Gambarnya harus tampal di dinding. Tampat kos dimana? Hari ini harus mengumpulkan barkas Bardiri di depan saja. Beli dimana itu galang ?	Barani Baras Barsih Barapa Batul Tampal Tampat Barkas Bardiri Galang
4	Mengucapkan fonem /ai/ menjadi /e/	Hari minggu kita ke pante ? Sante dulu di sini. Lantnya dibersihkan dulu. Saya mau gade laptop besok.	Pantai Santai Lantai Gadai
5	Pronounce phoneme / é/ (taling) to /i/	Besok bawakan silimut ya? Kita harus simbunyi di kos. Tadi saya bersilisih paham dengan dia.	Sélimut Sémbunyi Sélisih
6	Pronounce the diphthong phoneme /au/ to /o/	Besok kita mancing di depan pulo Kakara ya? Ujian besok menggunakan pensil, ato pulpen? Pikiran kaco sekali... Dia belajar elektronik secara otodidak . Kalo bukan dia, pasti saya ... Penilaiannya harus secara otentik .	Pulo Ato Kaco Otodidak Kalo Otentik
7	Pronounce phoneme /c/ to /sé/	Asé di kelas rusak. Proposalnya sudah diasésé . Wésé di kampus kotor sekali.	Ase Acece Wece
8	Pronounce phoneme /v/ to /p/	Semalam poltase listrik di kos tidak stabil. Harga telepisi saat ini sedang turun.	Poltase Telepisi
9	Pronounce phoneme /u/ to /w/	Besok babak kwalifikasi dimulai. Kwalitas sepatu ini bagus. Kwartal pertama dalam tahun ini ... Besok tugasnya membuat kartu kwartet . Dia lebih mementingkan Kwantitasnya .	Kwalifikasi Kwalitas Kwartal Kwartet Kwantitas
10	Pronounce the phoneme /n/ to /ng/	Pohong beringin baru saja dipotong. Kita makang siang di mana? Dahang itu menutupi jalan.	Pohong Makang Dahang

	Data	Incorrect	Correct	
11	Pronounce phoneme /i/ manjadi /e/	Saya keleru dalam mengambil keputusan. Tolong belikan aer aqua. Endahnya gunung itu. Kita sebagai warga negara indonesia ...	Keleru Aer Endah Indonesia	Keliru Air Indah Indonesia
12	Pronounce the phoneme /kh/ to /h/	Maaf saya hilaf . Hotbah kemarin sangat bagus. Dia berhianat ... Saya hawatir dengan mobil itu. Ahir-ahir ini dia berubah.	Hilaf Hotbah Hianat Hawatir Ahir	Khilaf Khotbah Khianat Khawatir Akhir
13	Pronounce phoneme /z/ to /s/	Sayur itu banyak mengandung sat besi.	Sat	Zat
14	Pronounce phoneme /z/ to /j/	Biasanya saya menggunakan minyak jaitun untuk memijat. Jaman sekarang sudah berubah.	Jaitun Jaman	Zaitun jaman
15	Pronounce phoneme /sy/ to /s/	Doa safaat pendeta itu sangat lama. Sukur kepada sang pencipta. Sair lagu itu bagus. Lagunya sangat sahdu . Saya sok saat mendengar kabar itu.	Safaat Sukur Sair Sahdu Sok	Syafaat Syukur Syair syahdu Syok
16	Pronounce phoneme /f/ to /p/	Bunyi petir kemarin sangat dasiat . Belajar dipengaruhi oleh beberapa paktor . Sebulan saya menghabiskan 1 slof rokok Simponi lagunya sangat indah. Penggunaan hurup diawal kalimat harus kapital.	Dasiat Paktor Slop Simponi Hurup	Dasyat Faktor Slof Simfoni Huruf
17	Pronounce phoneme /h/ at the end of a specific word	Saya berterima kasih kepadah ... Gajih bulan ini dipotong. Padah waktu itu ... Makah dari itu ... Dia mengajak sayah pergi ke kampus. Saya silahkan untuk bertanyanya. Saya bedah pendapat dengan dia.	Kepadah Gajih Padah Makah Sayah Silahkan Bedah	Kepada Gaji Pada Maka Saya Silakan Beda
18	Pronounce phoneme /o/ into phoneme /u/	Ubat sakit kepala yang bagus apa ya? Tungkat kayu itu sangat bagus bentuknya.	Ubat Tupang	Obat Topang
19	Phoneme removal /h/ in certain words	Kopi ini pait sekali. Celana ini jait di mana? Orang itu adalah toko masyarakat. Kemarin saya liat dia bersama seseorang. Utan di belakang kampus sudah dibersihkan. Apakah kamu sudah tau ?	Pait Jait Toko Liat Utan Tau	Pahit Jahit Tokoh Lihat Hutan Tahu

	Data	Incorrect	Correct
20 Phoneme removal /k/ in certain words	Sampa di kelas berserakan.	Sampa	Sampah
	Saya tida ikut ujian kemarin.	Tida	Tidak
	Kami adalah rayat jelata.	Rayat	Rakyat
	Saya ingin sekali makan baso .	Baso	Bakso
	Bapa dan ibu sekalian ...	Bapa	Bapak
	Kaka , bolehkah saya bergabung?	kaka	Kakak
	Ana sekolah sekarang tidak menghargai guru.	Ana	Anak
	Tolong beli roko di warung.	Roko	Rokok
	Dudu di sini dulu sebentar.	Dudu	Duduk
	Jangan robe buku itu.	Robe	Robek

Spelling errors found in this study included errors in the use of capital letters, the use of punctuation marks, and errors in the use of words. (Data 1). “**wakil rektor** II memberikan arahan tentang pembayaran uang kuliah tunggal pada saat pelaksanaan masa orientasi mahasiswa baru”. The error in the above sentence is the use of lowercase /w/ in the words '**wakil**' and /r/ in the word '**rektor**'. Both letters should be capitalized because the word 'vice rector' represents one's position. Therefore the correct writing is '**Wakil Rektor**'. (Data 2). “**Sekolah dasar** di **kabupaten** Halmahera Utara telah melakukan pembelajaran berbasis daring”. The error in the above sentence is the use of lowercase /d/ in the words '**dasar**' and /k/ in the word '**kabupaten**'. This is because the words '**dasar**' and '**kabupaten**' are a unity of the phrases of **Sekolah dasar dan kabupaten Halmahera Utara**. Therefore, the correct writing is **Sekolah Dasar** and **Kabupaten Halmahera Utara**'. (Data 3). “**kaprodi** menghimbau agar mahasiswa **pgsd** melakukan kerja bakti pada hari sabtu”. The acronym of the self-name which is a combination of syllables or a combination of letters and syllables of a series of words is written in the capital letter. An abbreviation consisting of the initial letter of each word of the name of a government and state institution, educational institution, body, or organization, as well as the name of an official document written in capital letters without a period. Therefore the acronym '**kaprodi**' must begin with uppercase, and the abbreviation of the word '**pgsd**' must use uppercase letters.

Errors in the use of punctuation in this study include incorrect use of periods, commas, colons, and hyphens. (Data 4). “Ketika guru membacakan cerita, sebagian siswa mendengarkan. **Dan** siswa lain menuliskan hal-hal penting yang terdapat dalam cerita tersebut”. The placement of the period in the above sentence is incorrect because the sentence after the period is still a unity of the previous sentence. Therefore punctuation points should be given at the end of the sentence. (Data 5). “Sebelum pembelajaran berlangsung **Guru**, memberikan apersepsi dalam bentuk permainan”. The placement of commas in the above sentences is incorrect. This is because the word '**guru**' is part of the parent sentence after the comma. Therefore the proper placement of commas is “**Sebelum pembelajaran berlangsung, Guru memberikan apersepsi dalam bentuk permainan**”. (Data 6). “Langkah-langkah dalam melaksanakan pembelajaran di kelas adalah sebagai **berikut**.”. The placement of colon punctuation in the above sentence is incorrect, because the intonation of the word '**berikut**' decreases so that the correct punctuation is the period. (Data 7). “**Siswa – siswi** kelas V SD mengikuti lomba membaca yang diselenggarakan oleh Dinas Pendidikan dan Kebudayaan”. Hyphens are used to string words. Therefore, the use of hyphens is not spaced. The error in the above sentence is the distance between the words '**siswa**' and '**siswi**' with a hyphen.

The misuse of words in this study included errors in prefaces, writing abbreviations, and the use of conjunctions. (Data 8).” ... **disela-sela** pembelajaran yang berlangsung ...”. (Data 9). “Siswa-siswi mengikuti **kemana** gurunya berjalan”. The use of prefaces must be written separately. The error in the above sentence is not separating the preposition /di/ and /ke/. Therefore the proper placement of prefaces in the above sentence is ' ... **di sela-sela**', and '**ke mana**'. (Data 10). “**Dr** Alice Yeni Verawati Wote, M.Pd, memberikan kata sambutan pada kegiatan seminar”. (Data 11). “Kaprodi PGSD, Jonherz Stenilly Patalatu, S.Pd, **MA**

membuka perkuliahan semester ganjil". The error in writing abbreviations in both of the data above is in the front degree (data 10) and the back degree (data 11). Proper writing is to use a period as a separator between a title and a name (**Dr. Alice** ...), as well as to separate the abbreviation of the title that is behind the name (... **M.A.**). (Data 12). "**Dengan** melihat kondisi yang sedang terjadi". (Data 13). "**Dan** guru pun menyatakan pekerjaan siswa". The error in using the conjunction in the above sentence is to start the sentence with a conjunction. This is because conjunctions are used to connect sentences.

Factors behind language errors at the phonological level in this study include Interference, family environment, dialect or accent, and lack of understanding of the correct Indonesian language rules. Language errors caused by interference in this study can be seen in phoneme pronunciations that do not match the standard Indonesian language. The emergence of interference is caused by a language system that is closed between the north Halmahera regional language and the Indonesian language. For example, in saying the word 'pulau' becomes 'pulo', the word 'air' becomes 'aer', the word 'pohon' becomes 'pohong'. This proves that the proximity of the language system plays a role in interference. The language mistakes caused by the family environment are huge. This is because the family environment is where the child first knows the language and the development of the language is formed through the behavior of the speech displayed. Based on the results of interviews with several sources, researchers found that the interaction of speech that occurred was not by the prevailing language norms, so that the speeches produced errors, especially at the phonological level.

In the communities of speech in North Halmahera, dialects play a very important role in the interaction of speech. Based on data obtained in classroom learning interactions, researchers found some pronunciation errors caused by dialects or accents. For example, the pronunciation /e/ (pepet) becomes /é/ (taling), the addition of the phoneme /h/ at the end of a certain word, the removal of the phoneme /k/ in a particular word, and so on as in table 1 above. Understanding the rules that apply in the correct use of the Indonesian language needs to be considered properly so that there are no obstacles in implementing them through writing and oral (Qhadafi, 2018). The problems encountered in the field show that some students of pgsd study program do not understand the rules well. This can be seen in the mistakes that occur in writing the correct spelling.

Dicussion

Based on the results of the study, found many speech errors in the community said north Halmahera in the interaction of learning in the Primary School Teacher Education Study Program, Halmahera University. However, from a number of misstatements, there are some speech errors that characterize the culture of speech of the people of North Halmahera, among others; kesalahan phoneme /e/ (pepet) pronounced to /é/ (taling) due to his mother tongue does not know phonemes /e/ (pepet), Mengucapkan phoneme /e/ to /a/,Mengucapkan phoneme /ai/ to /e/,Mengucapkan phoneme diftong /au/ to /o/,Mengucapkan phoneme /n/ to /ng/,Msayphoneme /kh/ to /h/,Mprosth word phoneme /sy/ to /s/,Mengucapkanphoneme /h/ at the end of a certain word, Phoneme removal /h/ in a specific word,and Phoneme removal /k/ in a particular word. In this regard, the error in pronunciation that occurs above results from a negative transfer of language triggered by various things such as cultural background and deviant speech behavior (Hulukati et al., 2017; Wahyuningsih & Kaharuddin, 2019). These language errors are also caused by the sound system of the regional language with the sound system of Indonesian, so that there is a mix of languages in verbal interaction (Azmi & Bahry, 2018; Mohamad Johan, 2018). These language errors are triggered by a lack of standard vocabulary so that the choice of words in interacting is often used not based on general Indonesian spelling guidelines but based on the habits of the people around them (Nurwicaksono & Amelia, 2018; Setyowati et al., 2019).

The deviant language habits in the spelling mentioned above can be seen in the interactions of Uniera PGSD Study Program students in learning activities in the classroom. These language errors are found in the form of errors in the use of punctuation and capital

letters. Errors in writing words or errors using punctuation marks that deviate from Indonesian grammar rules (Afiana, 2018; Permatasari et al., 2019). Spelling errors found in this study include misuse, punctuation and word usage. The spelling errors encountered in learning interactions in the classroom include errors in using capital letters, punctuation marks, commas, colons, hyphens, errors in writing prepositions, writing abbreviations and errors in using conjunctions. Spelling errors can also create wrong perceptions for readers (Nurwicaksono & Amelia, 2018; Utari, 2019). The use of inappropriate punctuation marks removes the pressure on the things the author wants to convey to the reader (Owon, 2017; Sopiayah, 2019). The language errors mentioned above can impact the wrong meaning for the reader. Therefore, the use of proper spelling in writing is an effort made by the author in describing his ideas coherently and meaningfully (Afiana, 2018; Permatasari et al., 2019). Language errors in speech communities in North Halmahera are also triggered by language interference. It is the impact of mastering more than one language, resulting in friction between the two and causing language interference (Mohamad Johan, 2018). The family environment also plays a vital role in the occurrence of language errors at the phonological level because speech interactions in the family environment do not pay attention to the applicable language rules (Yenni et al., 2018).

Previous research stated that regional languages cause phonological interference in society (Rafael, 2019; Ramlin, 2020). The occurrence of language errors caused by dialects or accents results from friction between the two languages that are mastered (Febriansyah et al., 2020; Jumadi, 2019). On the other hand, the facts on the ground show that there is friction between regional languages and Indonesian, resulting in language errors at the phonological level that occurs in the pronunciation of /e/ (pepet) to /é/ (taling), adding the phoneme /h/ at the end of certain words. The omission of the phoneme /k/ in particular words. Thus, language errors caused by these dialects are carried over in learning activities in the classroom, such as making presentations and the discussion process (Supriadin, 2019). Ignoring the norms that apply in standard grammar can impact the low quality of the scientific work produced (Azmi & Bahry, 2018). So it can be concluded that language errors at the phonological level, which include pronunciation and spelling, are closely related to the cultural background and speaking traditions of the North Halmahera community, as well as understanding the correct Indonesian language rules. As a result, such speech behavior is applied in informal situations such as learning interactions in class, seminars, and other formal activities.

4. Conclusions and Suggestions

11 out of 20 speech errors characterize the speech community of North Halmahera in the context of learning interactions in the Elementary School Teacher Education Study Program, Halmahera University. The spelling errors include the addition and omission of phonemes in particular words. In addition, the spelling errors found include; errors in the use of capital letters, punctuation errors (period, comma, colon, hyphen), incorrect use of words (prepositions, abbreviations, and conjunctions). The factors behind language errors at the phonological level include; interference, family environment, dialect or accent, and lack of understanding of correct Indonesian language rules.

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