The Influence of Social Interaction and Children's Language Ability on Students' Language Politeness in Class IV UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, Batu Bara Regency

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Abstract

This study aims to determine the effect of social interaction and children's language skills on language politeness of fourth grade students at UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, and Batubara Regency. Data collection was carried out by using a questionnaire for social interaction variables and language politeness, and multiple choice tests for language proficiency variables. Data were analyzed using multiple regression analysis techniques. The results of this study show that the Social Interaction variable has a positive influence on Language Politeness. The results of data analysis for the effect of Social Interaction on Language Politeness amounted to $0.000 < 0.05$ and tcount $27.531 >$ ttable 2.063. Obtaining data for the effect of Language Ability on Language Politeness is $0.024 < 0.05$ and the tcount value is $2.431 >$ ttable 2.063. Based on the results of the data analysis that has been done, the Language Ability variable affects Language Politeness. While the results of data analysis for the effect of Social Interaction and Language Ability together on Language Politeness is $0.000 < 0.05$ and the value of Fcount is $349.654 >$ Ftable 3.39, so it can be concluded that the Ha test is accepted, which means that there is an influence of Social Interaction and Language Ability together on Politeness of Language.

I. Introduction

Basically, every individual is a social being who always lives within the scope of society, be it the physical environment or the psychological environment in which there is a mutual relationship between one individual and another. One of the characteristics that social life exists is that with the presence of interaction, social interaction becomes the main factor in the relationship between two or more people who influence each other. However, very often every child does not have the politeness to speak socially both with peers and with older people.

Language has a very important influence in everyday life as a form of communication or social interaction. Darwis (2018) states that language plays an important role in human life. A child must have a good form of interaction with the environment. Language is a medium of communication between humans (Syahrin, 2018). The form of interaction carried out by children occurs between children and peers, children with parents and children with the family environment. Maulidi (2015: 2), in his journal states

that the language used no longer pays attention to the rules for using good and correct language. What's worse, users sometimes do not pay attention to the content of each statement whether what they convey is acceptable or not by the reader. In this case, the users ignore the content using polite and polite language. So that the values in interacting and behaving as if they have disappeared at this time.

There is no longer good speech in everyday life with peers and with older people. Mutual respect, mutual respect, or even mutual tolerance is no longer present in the politeness of language in children today. Like when a child is faced with a gadget while being spoken to, the child does not make eye contact with us or it can be said that the child will focus on his gadget without caring about us or other people in the surrounding environment.

Based on an interview that the author conducted from one of the teachers at UPTD SD Negeri 06 Sei Muka, there are about 25% of students who do not have language politeness as evidenced by the attitude score of the reporters who tend to get C and behave badly just as according to Ibu Rina, a grade V teacher, in her own class it is a very extraordinary class because in his class there are many children who have extraordinary attitudes. Among the 33 students, there are 6 children who have abilities beyond the limit.

Based on the results of observations made by researchers in grade IV, there were five students who had attitudes beyond borders. The five children have the same hobbies, namely, like to fight with their classmates even in front of the teacher who is teaching, or even scream using bad language. Some of the children the researchers interviewed about their actions that were beyond their limits claimed to lack love from their parents who were far away in Jambi, while Jermy lived in Pasar Lembu with only her grandparents, who were 60 years old. Another child like Fazis felt that his father always blamed him when Fazis and his younger siblings fought, or even when he had no fault his father liked to hit him with the waist strap.

Factors that influence from outside the child include family factors, school factors and other factors. Family factors such as the economic condition of the family, the emotional relationship between children and parents, and the ways parents educate their children. Meanwhile, the environmental factor, in this case is the child's social interaction, which is strongly influenced by friends. A good environment will provide good language exposure, so that it will have a positive influence on the child's development process. On the other hand, an environment that is less conducive will have the potential to provide poor language exposure, so that it will have a negative effect on the process. These various factors affect student politeness.

If children are not taught language from an early age, in the future, children will have difficulty communicating with friends, family or other people. Regarding language, there are 4 things used by humans, namely listening, reading, speaking and writing. Without language, a child will find it difficult to understand the intentions and goals expressed by others.

Berko (2004), Berninger (2006), and Rubin (2006) in Santrock (364: 2007) which states that children who enter primary school with limited vocabulary are at risk of developing problems related to reading.

According to Chaer (2010: 25) "language politeness is the realization of respect from a speaker to a speaker." Courtesy and respect are two related terms. For example in Javanese, a person is considered polite if he uses a form of respect for elders or those who have a high level of position. The politeness of a child in language and interacting with the environment must be cultivated from an early age, perhaps in interacting a child still has a

lot to learn to gain a place in society as a responsible and happy citizen. Children in this case through enculturization, socialization, and active adaptation.

II. Review of Literatures

2.1 Social Interaction

Social interaction is a relationship between one individual and another, one individual can influence another individual or vice versa, so there is a reciprocal relationship (Walgito, 2003: 57). Social interactions are dynamic social relationships that involve relationships between individuals, between groups of humans, and between individuals and human groups Gillin and Gillin (in Soekanto, 2013: 65). Social interactions are dynamic social relationships related to individuals, groups of people, and individuals to groups or vice versa (Setiadi, 2011: 63).

According to Ahmadi (2013: 100), social interaction is a reciprocal influence between individuals and groups in their efforts to solve the problems they face and in their efforts to achieve their goals. Basrowi (2005: 138) suggests that social interaction is a dynamic relationship that brings people together, groups with groups, and people with human groups. The form is not only cooperative, but also in the form of action, competition, dispute and the like. Meanwhile, according to H. Bonner (in Gerungan, 2010: 62), social interaction is a relationship between two or more individuals influencing humans, where the behavior of one individual affects, changes or improves the behavior of another individual, or vice versa.

Based on some of the expert opinions above, it can be concluded that social interaction is a reciprocal relationship between individuals and individuals, individuals with groups, and groups with groups that influence each other.

2.2 Language Ability

Language is essentially the regular expression of human thoughts and feelings, which uses sound as its tool (Depdiknas, 2005: 3). Language serves as a tool for thinking, the higher a person's language skills, the higher the ability to think; the more organized a person's language is, the more orderly he thinks. Thus, it can be concluded that a person cannot be intellectual without mastering language. An intellectual must think, and the thought process requires language (Finoza, 2007: 3).

In the complete dictionary of Indonesian (Alwi, 2002: 707-708) ability comes from the word able which means the first is power (can, is able) to do something and second is being. Ability is knowledge that is abstract and unconscious (Kridalaksana, 2001: 105).

In this case, language skills can be measured in various aspects, namely:
1. Listening / Listening
   Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Tarigan, 1985: 19).
2. Talking
   Tarigan (1988: 34) says that speaking is the skill to convey messages through spoken language. Speaking is not just the pronunciation of sounds or words, but a tool to communicate ideas which are arranged and developed according to the needs of the listener or listener.

3. Read

Reading skills are classified as active-receptive skills. According to Tarigan (2015: 7) reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the media of words / written language. Reading activities can be developed independently, apart from listening and speaking skills.

Reading skills are divided into two classifications, namely reading prefix and advanced reading.

4. Write

Johnson (in Wardoyo, 2013: 1-2) states that "writing is having ideas, organizing ideas, and communicating ideas" (writing is finding ideas, organizing ideas and communicating ideas). Writing is also defined as an activity to find ideas, organize and communicate these ideas so that they can be enjoyed by others. Communication of ideas is of course not verbal, but with a series of words to form a writing (Sigit, 2013: 2).

Writing activities are actually brainstorming activities, brainstorming, which are stated in writing in written form.

2.3 Vocational Language

Politeness is related to culture and relative values in a society. A speech can be said to be polite, but in other places it can be considered to be rude. We recommend that we understand and be able to place ourselves consciously where we communicate. Humans are social creatures, therefore, every human being should understand the procedures for interacting in everyday life in society. For example, we can express our respect by standing up when someone of higher status enters a room, or by showing respect by holding the door open when someone is about to leave the room. Therefore politeness can be called "karmic system".

The development of a child's language is influenced by the parenting style of the parents. According to Tridhonanto (2014: 36), parents are tasked with stimulating linguistic intelligence in children.

Language is a means used by humans to communicate or interact. Therefore, everyone is required to be able to speak (Musaba, 2012: 2). In addition, interactions carried out by humans are not only intended to convey messages. However, also build social relationships. Polite language is the most appropriate means of communication and social relationships. This is due to polite language paying attention to the rules of the language and the system of values that apply in society. However, it cannot be denied in the reality of society today that the use of language on the principle of politeness is very lacking.

Politeness is part of the construction and maintenance of social relations; politeness also shows the social need to control the potential for aggression that may occur within a community group (Eelen, 2001: 5). Language politeness is reflected in how to communicate through verbal signs or language procedures.

Polite language in general refers to the use of language that is good, polite, civilized, exudes a noble personality and shows respect for those with whom he is talking (Sariyan, 2007). According to Chaer (2010: 10) briefly and in general, there are three principles that must be obeyed so that our speech sounds polite to our listeners or interlocutors. The three rules are:

1. Formality (formality),
2. Hesistancy, and
3. Equality or solidarity (equality or camaraderie).

Language politeness can be done by obeying the principles of polite language that apply in a certain language-speaking society. So, speech actors in speaking with their speech partners are required not to neglect the principles of courtesy. That way it will maintain good relations between the speaker and the one spoken to.

III. Research Method

This research is a research with quantitative analysis, then a research design that is holistic (centering) and fixed (one goal) is used. This research was conducted at UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, Batu Bara Regency, North Sumatra Province. The population in this study were all 205 students of UPTD SD Negeri 06 Sei Muka. Subjects used in this study were 27 people. The technique used in taking the subject is the purposive sampling technique. The data collection method used in this study used a questionnaire whose answers were in the form of scale data, namely 1 to 4 with a Likert scale type. This research uses a quantitative approach with quantitative descriptive research. When viewed from the method or technique of data collection, Data collection techniques can be done by observation, interviews, questionnaires, multiple choice test instruments, documentation and a combination. The technique used to test the questionnaire is based on the Pearson Product Moment Coefficient Formula for validity, Cronbach's Alpha for reliability. The method used to analyze the data in this study is a statistical analysis method. Statistical techniques were used to test the research hypothesis, using two predictor regression analysis techniques. The method used to analyze the data in this study is a statistical analysis method. Statistical techniques were used to test the research hypothesis, using two predictor regression analysis techniques. The method used to analyze the data in this study is a statistical analysis method. Statistical techniques were used to test the research hypothesis, using two predictor regression analysis techniques.

$$Y = F (X1, X2, X3, X4)$$

Where :
Y = Polite language students
X1 = Language skills
X2 = Social Interaction

Then after the data is processed using SPSS 12, the following equation can be obtained:

$$Y = \alpha + \beta1 \, X1 + \beta2 \, X2$$

Where :
Y = Polite language students
α = constant
$\beta1,2$ = coefficient of independent variable
X1 = Language Ability
X2 = Social Interaction

IV. Discussion

4.1 The Effect of Social Interaction on Language Politeness

Based on the data analysis that has been done, the Social Interaction variable has a positive influence on Language Politeness as evidenced by tcount 27.531> t table 2,063. This shows that the fourth grade students of UPTD SD Negeri 06 Sei Muka District Datuk Tanah Datar Kab. Coal in interacting has good language politeness.

The results of this study are in line with the opinion expressed by Prayitno (2011: 31) that the principle of politeness is related to the view of social norms, conversation contract theory, conversation maxim theory, and face saving theory. The view of social norms is a characteristic of society which must have customs, norms, and social order. Social courtesy is binding on participation in public relations. In relation to research, Rahardi (2005: 35) says politeness research takes a study of the use of language in a society with a certain or different language. The differences in people's lives with various cultural backgrounds and social situations can be combined with the politeness of language to respect each other.

4.2 The Effect of Language Ability on Language Politeness

Based on the data analysis that has been done, the Language Ability variable has an effect on Language Politeness as evidenced by tcount 2,413> t table 2,063. This shows that the language skills of fourth grade students of UPTD SD Negeri 06 Sei Muka District Datuk Tanah Datar Kab. Coal influences politeness in language.

Language ability is the ability, proficiency, wealth of speech, thoughts and feelings of humans used to interact in conversation. Someone who has good language skills, of course, has good language politeness. The results of this study are in line with the opinion expressed by (Chaer and Agustina, 2004: 21) is that "the higher the language skills of the two communicating parties, the smoother the communication process occurs". Thus, if the communication process has occurred smoothly, the speaker and the interlocutor will have a deep impression of the conversation, this impression is the politeness of the language.

Politeness in language will indicate that the person's personality is indeed good. On the other hand, if there are people whose personalities are not good, even though they try to speak well, correctly, and politely in front of others; at one point, he is unable to cover up his bad personality, resulting in a bad choice of words, expressions, or sentence structure that is not good and polite. Likewise, there are people who pretend to be subtle in front of others but actually have a bad personality, at one time trying to appear in soft language to appear polite.

4.3 The Effect of Social Interaction and Language Ability on Language Politeness

Based on the data analysis that has been done, the variables of Social Interaction and Language Ability together have a positive effect on language politeness as evidenced by the significance value for the effect of Social Interaction (X1) and Language Ability (X2) together on Language Politeness (Y) is 0.000 < 0.05 and the value of Fcount 349.654> Ftable = 3.39. The results of the F test of the data can be seen in the table below:

Table 1. F Test Results

ANOVAb						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2937,196	2	1468,598	349,654	.000a
	Residual	100,804	24	4,200		
	Total	3038,000	26			
a. Predictors: (Constant), Language Ability (X2), Interaction (X1)						
b. Dependent Variable: Politeness (Y)						

The purpose of communicating is to convey messages in social interactions. In conveying the message, verbal and written, or non-verbal language is usually used which is understood by parties, the speaker and the interlocutor. Meanwhile, the purpose of communication to establish social relationships is done by using several strategies. For example, by using expressions of politeness, implicit expressions, and pleasantries (Anam, 2001: 152). This strategy is carried out so that the communication process runs well and messages can be conveyed without damaging the social relations between the two.

After the communication process is complete between the speaker and the opponent speaker, they have a deep impression of what was discussed or communicated, for example: sympathetic, polite, friendly, and polite impression. Politeness shows an attitude that contains the value of courtesy or etiquette in daily interactions. Politeness in language will be reflected in the manner of communicating. The language procedure is very important for the communication participants to pay attention to for smooth communication and interaction between each other. The manner of speaking of a person is influenced by cultural norms, ethnicity, or certain community groups. This is because language procedures that follow cultural norms will result in language politeness (Muslich, 2006: 2). Politeness is also very contextual, meaning it applies in a particular society, place or situation.

Politeness always has two poles, such as between students and teachers, between students and lecturers, and so on (Muslich, 2006: 1). Politeness in language also determines human cultural behavior. This statement is true when people speak using word choices, polite expressions, good, correct, and polite sentence structures in front of others, indicating that that person has a good personality as well. Conversely, if someone who is actually a bad personality even tries to say well, correctly, and politely, one day that person is unable to cover up his personality.

4.4 Research Findings

The findings in this study are that language skills affect language politeness. Research which states that there is a positive influence between language skills on language politeness empirically supports and strengthens several theories or opinions of experts about the effect of language skills on language politeness as follows.

A language is self-involvement in the form of behavior that obeys the rules. In other words, a person's language behavior will also be seen in the awareness of language norms, the use of language that is careful, orderly, and follows the prevailing rules (Searle). Language skills relate to aspects of loyalty, pride in language, and awareness of language norms. If a person speaks to consider these three aspects, it means that someone is positive about their language, and vice versa. A positive attitude is an attitude of enthusiasm for the use of the language used by the community where he is. Conversely, if these traits have disappeared or weakened from a person or from a group of community members, then someone has a negative attitude towards his language. Geertz explained that polite language is the language used by the community by paying attention to the social relationship between the speaker and listener and the form of status and intimacy. A sense of loyalty, pride, and awareness of the norms of the Indonesian language makes someone choose to use Indonesian in accordance with the rules or obey the principles of the Indonesian language. Moeliono (in Sulastria, 2015: 81) states polite language is related to grammar and word choice. Choice of words which is one aspect of language skills, namely obeying language norms or rules and awareness of the norms of the Indonesian language makes someone choose to use Indonesian in accordance with the rules or obey the principles of the Indonesian language. Moeliono (in Sulastria, 2015: 81) states polite

language is related to grammar and word choice. Choice of words which is one aspect of language skills, namely obeying language norms or rules and awareness of the norms of the Indonesian language makes someone choose to use Indonesian in accordance with the rules or obey the principles of the Indonesian language. Moeliono (in Sulastria, 2015: 81) states polite language is related to grammar and word choice. Choice of words which is one aspect of language skills, namely obeying language norms or rules.

Theoretically, everyone should speak politely. Everyone is obliged to maintain ethics in communication so that communication goals can be achieved. Language and its nature are used by humans to communicate with members of society. When language is used in communicating with community members, it is necessary to pay attention to language rules which include linguistic rules and rules of politeness so that the purpose of communicating is achieved properly.

Speaking politely does not have to use standard language. Many theories have been mentioned about polite ways of speaking with other people. There are also theories from several experts that explain how to speak politely, which include the views of Lakoff, YueguoGu, Pranowo and Grice. The theory they put forward does not say that speaking politely must be in standard language, but they explain politeness in speaking with aspects that are appropriate to everyday life so that it is easy for us to apply.

The research findings which state that there is a positive influence on language skills on students' language politeness are in accordance with the theories or opinions of experts described above. This means that both theoretically and empirically, the increase in language skills will result in an increase in students' language politeness.

V. Conclusion

The conclusion was obtained based on the discussion in the study of the Effect of Social Interaction and Language Ability of Children on Language Politeness of Class IV Students at UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, Kab. The coal previously stated is described as follows:

1. The results of data analysis show the sig value. for the influence of Social Interaction (X1) on Language Politeness (Y) is 0.000 <0.05 and the tcount value is 27.531>t table 2,063. Based on the results of data analysis that has been carried out, the Social Interaction variable (X1) has a positive influence on Language Politeness (Y) in grade IV UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, Kab. Coal in interacting has good language politeness.

2. The results of data analysis show the sig value. for the effect of Language Ability (X2) on Language Politeness (Y) is 0.024 <0.05 and the tcount value is 2.413>t table2,063. Based on the results of data analysis that has been carried out, the Language Ability variable (X2) affects Language Politeness (Y) in grade IV UPTD SD Negeri 06 Sei Muka, Datuk Tanah Datar District, Kab. Batubara has no influence with politeness in language.

3. The results of data analysis show that the significance value for the effect of Social Interaction (X1) and Language Ability (X2) together on Language Politeness (Y) is 0.000 <0.05 and the Fcount value is 349.654> Ftable = 3.39, so it can be concluded that the test Ha is accepted which means that there is an influence of Social Interaction (X1) and Language Ability (X2) together on Language Politeness (Y).

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