

**THE USE OF POWER AND SOLIDARITY AND THE  
EFFECTS OF WHICH TO LEARNING ACHIEVEMENT OF  
STUDENTS OF SMA MUHAMMADIYAH 5 DUKUN, GRESIK**

**THESIS**

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Department, Faculty of Teacher Training and Education**

**LUTHFIYATIN  
NIM 05122016**

**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURABAYA  
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## **ADVISOR APPROVAL**

This written by Luthfiyatin has been agreed on June 2009 and examined on June  
13th 2009

**Advisor,**

**Drs. Wirawan, M.Ed.**

**Approved by,**

**Head of English Department,**

**Drs. Wijayadi, M.Pd.**

## EXAMINERS' APPROVAL SHEET

This thesis was defended in front of the Examiners of Faculty of Teacher Training and Education of Muhammadiyah University of Surabaya and accepted as the Partial requirement to achieve Bachelor Degree in English Department.

On June 13th 2009

Examiners :	Signature
1. <b>Drs. Wirawan, M. Ed.</b>	( )
2. <b>Drs. Yusuf, M. Pd.</b>	( )
3. <b>Drs. A. Dzo'ul Milal, M. Pd.</b>	( )

Approved by :

Faculty of Teacher Training and Education

Muhammadiyah University of Surabaya

Dean,

DR. Ahmad Idris Asmaradhani, M. Pd.

## **DEDICATION**

**I dedicate this thesis to:**

***M***y beloved father who had passed away, my beloved mother, my family especially for Mr. Yasifun, Mr. and Mrs. Tri and my sister Auliya', thanks for supporting and giving attention in doing this thesis.

## MOTTO

*Sebaik-baik kaya ialah KAYA HATI*

*Sebaik-baik bekal ialah TAQWA*

*Seburuk-buruk buta ialah BUTA HATI*

*Sebesar-besar dosa ialah BERDUSTA*

*Sejelek-jelek usaha ialah memungut RIBA*

*Seburuk-buruk makanan ialah memakan harta anak yatim*

*Siapa yang memaafkan orang akan dimaafkan Allah*

*Dan siapa yang mengampuni orang akan diampuni Allah*

*(Abdullah bin Mas'ud)*

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The writer

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## **ABSTRACT**

Luthfiyatin. 2009. The Effect of Employing Power and Solidarity on Learning Achievement of SMA Muhammadiyah 5 Dukun, Gresik. English Department Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya. Counselor : Drs. Wirawan, M. Ed.

Key Words : Power, Solidarity, Learning Achievement

Discussed in this thesis the use of power and solidarity by teacher during teaching-learning activity mainly in the classroom. Theoretically speaking, the use any of these linguistic signals may have positive or negative effect on student learning achievement. Thus, the use of power will stimulate lesser student learning achievement, whereas the use of solidarity will give better achievement.

Wanting to know the actual application of this theory, the researcher takes randomly four classes out of six classes of SMA Muhammadiyah 5 Dukun, Gresik as sample of this research. Involved as the sample are four teachers teaching different classes of different grades and programs, and all students sitting in those classes.

To observe whether a teacher uses power or solidarity during teaching-learning activity, the researcher distributes questionnaires to the students. From tabulation of the response it is revealed that three teachers employ solidarity and only one uses power in teaching-learning process.

Further, documentary study on student learning achievement was done. Here, the achievement of individual student was compared to the response of the questionnaire submitted by that student. The result, then, is presented in tables.

From the analysis of these tables it was found that in general the learning achievement of students who perceived solidarity was employed was positive or better. On the contrary, the learning achievement tend to be negative or lower for students who perceived power was employed by their teacher.

At last, it could be suggested here that if teachers want to increase the learning achievement of students, they should willingly employ more solidarity than power anytime they conduct teaching-learning activity.

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