

# CHAPTER I

## INTRODUCTION

### I.1. Background of Study

The learning – teaching process is a complex phenomenon. Everything of it means, every word, thought, action, and association – and how far a teacher modifies environment, presentation, and lesson plan, also as far as the learning process goes on (Lazanov, 1978).<sup>1</sup> Thus, a teacher is important factors to succeed learning. Teacher is not only as knowledge giver but also teacher should study to be comrade of learning, model, guide, and facilitator for students. A teacher will bring success or failure for student learning. One way to achieve this is by making learning process a pleasure. Salma Prawiradilaga says.:

*“Pengajar adalah sebutan yang sering digunakan bagi seseorang yang berprofesi menyampaikan, menyajikan, atau menularkan ilmu dan keahlian tertentu kepada peserta didik. Di tinjau dari pendekatan teknologi pendidikan, pengajar selain menyampaikan ilmu, juga diharapkan menciptakan suasana belajar yang menyenangkan peserta didik agar proses belajar berjalan lancar”.*<sup>2</sup>

Pleased learning process means students receive teacher in presenting knowledge. How student’s attitude to teacher is also influence their learning. The students who hate their teacher, are not fluent their learning. In contrary, the students who like their teacher, of course, can help their learning.<sup>3</sup> It means good and friendly attitude that appeared by teacher in presenting lesson will be motivation for students to like their teacher. The teacher who is always gloomy and uninteresting appearance will effect his/her students.

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<sup>1</sup> Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P. 3

<sup>2</sup> Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Priciples)*. Jakarta: Kencana Prenada Media Group. P. 119

<sup>3</sup> Mustakim, Drs.; Wahib, Drs. Abdul. 1991. *Psikologi Pendidikan*. Jakarta: PT Rineka Cipta. P. 64

E. Mulyasa said that the learning activity of student is effected by some factors, for example, motivation, maturity, relation among student – teacher, verbal ability, freedom level, safe feeling, and teacher communication skill.<sup>4</sup> If they can be compiled, learning activity goes on well. A teacher should take note of and practices the factors above in learning process. That way is expected can create pleasure of learning condition. Students will be eazier receiving knowledge from teacher if condition in the classroom pleases. It is caused by nothingness of stress from teacher as instructor.

As explanation of E. Mulyasa that teacher communication skill is one of the factors in learning process. The assumption of the society that the teacher communication skill influences the learning achievement of sudents. One of the communication skill is owned by teacher, the method of designing power sentences into solidarity. So, presenting the topic can be interesting topic for students. When teacher who has communication skill and received by students so the learning achievement of students will be good. On the contrary, teacher who does not has communication skill, will bring negative effect in learning process of students.

Salma Prawiradilaga says :

*“ Baik pengajar maupun peserta didik ternyata dipengaruhi oleh nilai sosial, pengetahuan, dan minat masing-masing. Pengajar yang memiliki potensi tinggi dalam disiplin ilmu serta mampu mengolah topik menjadi sajian menarik, diyakini akan berdampak positif terhadap penerima atau peserta didik. Sebaliknya kebekuan komunikasi karena perbedaan persepsi yang besar antara pengajar dan peserta didik berakibat buruk terhadap proses belajar”.*<sup>5</sup>

Teacher in communicating also uses power and solidarity. Linda Thomas says :

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<sup>4</sup>Mulyasa, Dr. E. 2007. *Menjadi Guru Profesional; menciptakan pembelajaran kreatif dan menyenangkan*. Bandung: PT Remaja Rosdakarya. P. 39

<sup>5</sup> Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Priciples)*. Jakarta: Kencana Prenada Media Group. P. 24

“ Language has a key role in transforming power into right and obedience into duty. Some scholars would go further and say that language is the arena where the concepts of right (both in the sense of entitlement and in the sense of what is morally acceptable) and duty are created, and thus language actually creates power, as well being a site where power is performed”.<sup>6</sup>

It means, every language that is presented by teacher contains of power and solidarity. Both are not opposite term but they are continuum. In conversation one of side ‘bargains’ solidarity, other said probably ‘receives’ or refuses of solidarity. One of side probably ‘practices’ power and other side ‘recognizes’ or does not recognize power. Brown and Gilman that’s copied by Desi Kurnia says :

“Power is relationship between at least two persons and it is nonreciprocal in the sense that both can not have power in the same area behavior. Moreover, he describes power figure as a person who is able to control the behavior of the other. While solidarity is connected to the concerned people attending the same school, or have the same parent, or practice the same profession (1978:258)”.<sup>7</sup>

Teacher who always emphasizes power continuously in learning process will cause bad negative for student development. One of example of it, student always feel inferior and afraid to present his/her idea. So, his/her creativity is obstructed and undevelops. When it happen in the classroom, it becomes nightmare for his/her student. On the other hand, teacher who emphasize solidarity can make students do not feel limited in their activity. So, knowledge will be understood easily and class management becomes more pleasure. Power, at least, is used by teacher in order to students become obedient and still have commitment in learning process. Solidarity is used by teacher in order to teacher and students position is same position in learning process. So this way, student do not feel shy.

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<sup>6</sup> Thomas, Linda; Wareing, Shan; Singh, Ishtla; Peccei, Jeans; Thornborrow, Joanna; Jones, Jason. 2004. *Language, Society and Power, An Introduction; Second Edition*. USA and Canada: Routledge. P. 10-11

<sup>7</sup> Kurnia, Desi B.W. 2006. *Linguistic Signals of power and solidarity in Lamongan Dialect*. Universitas Negeri Surabaya: Prodi Pendidikan dan Sastra Inggris.

When the teacher has communication skill, the good relation will be created among teacher – student. Both will have positive relation that makes good development of students. Positive relation between students and teachers have positive academic effects. According to Pianta, close relationship with teachers lead to higher level of student engagement and achievement (Pianta, 1999).<sup>8</sup>

## **I.2. Problem of the study**

From the backround of the study above, the problem of the study are as follows:

- I.2.1. What are the preference of power and solidarity that used by teachers in teaching to the students of SMA Muhammadiyah Dukun, Gresik?
- I.2.2. What are the effects of employing power and solidarity to the learning achievement of students of SMA Muhammadiyah 5 Dukun, Gresik?

## **I.3. Purpose of the study**

Refer to problem of study in facilitating next steps, the pupose of study are:

- I.3.1. Know the preference of power and solidarity that used by teachers in teaching to the students of SMA Muhammadiyah Dukun, Gresik?
- I.3.2. Know the effect of employing power and solidarity to the learning achievement of student of SMA Muhammadiyah 5 Dukun, Gresik?

## **I.4. Significance of the Study**

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<sup>8</sup> <http://wik.edu.uiuc.edu/index.php/positive> Student - Teacher Relationships

Significant of study is to give understood to the teachers about the use of power and solidarity and the effects to learning achievement. So, the teacher will rise his/her communication skill in learning process.

### **I.5. Limitation of the Study**

The writer limits the problem in analyzing the use of power and solidarity and the effects to the learning achievement of students of SMA Muhammadiyah 5 Dukun, Gresik, they are the preference of power and solidarity that used by teachers in teaching to the students of SMA Muhammadiyah Dukun, Gresik in their communication like in verbal or nonverbal communication and the effect to the learning achievement of the students.

### **I.6. Methodology of the study**

In analyzing the to the use of power and solidarity and the effects to the learning achievement of students of SMA Muhammadiyah 5 Dukun Gresik, the methodes that will use are: Documentation and spread the questionnaire to the students of SMA Muhammadiyah 5 Dukun, Gresik

### **I.7. Operational Definition**

- Power : The ability of its holders to exact compliance or obedience of other individuals to their will (The New Fontana Dictionary of modern thought. 1999. p. 678).<sup>9</sup>

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<sup>9</sup> Thomas, Linda; Wareing, Shan; Singh, Ishtla; Peccei, Jeans; Thornborrow, Joanna; Jones, Jason. 2004. *Language, Society and Power, An Introduction; Second Edition*. USA and Canada: Ruotledge. P. 10

- Solidarity : Concerns the social distance between people – how much experience they have shared. How many social characteristics they share (relegion, sex, age, region of origin, race, occupation, interest, etc.), how far they are prepared to share intimacies, and other factors.<sup>10</sup>
- Learning : Acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information.<sup>11</sup>
- Achievement : Something accomplished successfully, especially by means for exertion, skill, practice or perseverance.<sup>12</sup>

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<sup>10</sup> Hudson, R. A. 1980. *Sociolinguistics*. London: Cambridge University. P. 122

<sup>11</sup> <http://en.wikipedia.org/wiki/learning>

<sup>12</sup> <http://www.answers.com/topic/achievement>