

CHAPTER II

REVIEW OF LITERATURE

II.1. Essence, Characteristics, Learning-teaching Component

Learning-teaching activity is intentional condition created.¹³ It means, teacher is instructor who produces the learning condition to the students. Teacher teaches and students learn. From both combination will exist educative interactive between teacher and students. In learning-teaching process, all components of instruction will be enacted, in order to the instruction purpose can be reached. In ethic code is said that teacher is a educator, not only as instructor. As a educator, the teacher existence not only responsible conveying material (transfer of knowledge) to the students, but also extending skill and value (transfer of skill and value).¹⁴

A teacher has realized what the best way is to make learning condition that bring students to the purpose.¹⁵ Here, teacher is demanded to create pleasure of learning condition, so learning-teaching activity will continue harmoniously.

As educative activity, learning-teaching has essence, characteristics, and components. They will be discussed below :¹⁶

II.1.1. Learning-Teaching Essence

In learning process, students are object of instructional activity. The purpose will be reached if students endeavor actively to get it. The active of students can be seen from

¹³ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 37

¹⁴ http://pustaka.ut.ac.id/puslata/online.php?menu=bmpshort_detail2&ID=415

¹⁵ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 37

¹⁶ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 38-52

physical and psychological sides, so that, in students themselves have changing. Because the learning essence is “changing” value in students themselves after finishing learning activity.

Teacher and students are one component in learning-teaching process. Teacher in teaching gives knowledge and students receive it as knowledge source. So this way, teacher should know what something should be given, to who it should be given, how the method give it is, and when and where it should be given. These ways, of course, engage strategy that's owned by teacher. It's as copied by Saiful, Nana Sudjana Says :

“ ...mengajar pun pada hakikatnya adalah suatu proses, yaitu proses mengatur, mengorganisasi lingkungan yang ada disekitar anak didik, sehingga dapat menumbuhkan dan mendorong anak melakukan proses belajar. Pada tahap berikutnya mengajar adalah proses memberikan bimbingan/bantuan kepada anak didik dalam melakukan proses belajar. (Salma Sudjana.1991: 29).”¹⁷

Finally, if learning essence is “charging”, so that the learning-teaching essence is “arrangement” process which done by teacher.

II.1.2. The Characteristics of learning-teaching

According to Edi Suardi which copied by Saiful, the characteristics of learning-teaching are as follows :¹⁸

1. Learning-teaching has purpose. It is to form students in a certain development.
2. There is procedure (interaction process) planned, designed to reach purpose
3. Learning-teaching activity is marked by the special making. It is included material planning.
4. It is indicated by students activity
5. Teacher have role as counselor
6. It needs decipliness

¹⁷ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 39

¹⁹ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka. P. 37

7. There is time-boundly
8. There is an evaluation

II.1.3. Learning- Teaching Components

According to Saiful, the components Learning-teaching process are :¹⁹

1. Instructional Purpose

Purpose is a idea that want to reach by implementation activity. While, the purpose of education and instruction is a normative value idea. With other word, in purpose, there are amount of values that should be planted to the students. According to Dr. Roestiyah, N.K. (1989) which copied by Saiful said that the purpose of instruction is description of student's performance which is hopped after we have learning material taught.²¹

2. Material

Material is substance that will be extended in learning-teaching process. Without material, learning-teaching process will not continue. Because of that, a teacher will teach, of course, have and master material that will be conveyed to the students. There are two matters mastering of the material, there are mastering of the main material and the complement of the material. The main material is relation material of lesson which is hold by teacher, suitable with his/her profession (decipline of science), while the component or supporting of material that can open knowledge of teacher in order to teaching process can support extending of the main material.

3. Learning-Teaching Activity

²⁰ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 40-52

²¹ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 42-43

Learning-teaching activity is the core activity in education. Everything has planned, will be done in learning-teaching process.

4. Method

Method is a way that used to reach purpose which have decided. In learning-teaching process, method is need by teacher and its use varies, suitable with purpose that want to reach after teaching finished. A teacher is not going to can to do his/her work, if she/he does not master no one teaching method that is planned and suggested by psychologist and educationalist (Syaiful Bahri Djamarah,1991: 72).²²

5. Tools

Tool is everything used in reaching the instructional purpose. As everything that can be used in reaching the instructional purpose, tool has several functions. They are as equipment, helper to make easy work reaching purpose, and tool as purpose(Dr. Ahmad D. Marimba, 1989: 51).²³

6. Lesson Source

Material and learning resources are as something can be used as place, where instructional material are exist or resource to learn (Drs. Udin Saripuddin W. M.A. dan Drs. Rustana Ardiwinata, 1991: 165).²⁴

Drs. Sudirman N, and friends (1991: 203) which copied by Saiful said that the kinds of learning resource are as follows :²⁵

- a. People
- b. Materials

²² Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka Cipta loc. P. 46

²³ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 47

²⁴ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 48

²⁵ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. *Stategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. P. 49

- c. Setting
- d. Tool and equipment
- e. Activities
 - Instructional programe
 - Similation
 - Study Tour
 - Instructional module system

7. Evaluation

II.2. Mastering of Material

Generally Instructional materials are knowledge, skill, and aptitude that should be taught by teacher and learned by students.²⁶ Especially, kinds of instructional materials are including fact, concept, principle, procedure, and aptitude or value.²⁷

As implementer of instructional who has duty to extend knowledge, skill and behavior, teacher should master instructional materials. It is caused by materials mastering of teacher can influence learning-teaching process. The materials mastering of teacher is done by reading lesson books. Materials mastering ability have closed relation with teacher teaching ability, the more he/she mastery the materials, so, in teching will be more success if it is supported by his/her ability using instructional methods.²⁸

Mastering of materal can be begun by knowing contain of material and approaching way on materials. The teacher who master materials will be belief in teaching materials and always be creative and inovative in its conveying method.²⁹

²⁶ Pedoman Khusus Penyusunan Materi Pembelajaran (*instructional materials*). Kurikulum SMA 2004.p. 2

²⁷ Pedoman Khusus Penyusunan Materi Pembelajaran (*instructional materials*). Kurikulum SMA 2004.p. 2

²⁸ http://pustaka.ut.ac.id/puslata/online.php?menu=bmpshort_detail2&ID=415MKDK4304

²⁹ http://pustaka.ut.ac.id/puslata/online.php?menu=bmpshort_detail2&ID=415MKDK4304

Thus, materials preparation of teacher is very important in learning process for students. The method that is given by teacher should attractive and suitable with student's need. So, it will be motivate in certain period.

In mastering materials, the conveying method will influence student's learning achievement. The wrong method will make students are reluctant to follow lesson. Therefore, communication teacher skill will help teacher getting maximum learning achievement.

II.3. Communication

Everyday we can not be apart from communication. We need communication to interact. Human being as communican, spend time along days to communicate with other people. We communicate of our mind, feeling, and desire. We also communicate of our happiness, uncertainty, pleasure, and sadness.

Simply or unsimply, expressly or careless, considerately or suddenly, actively or passively, communication is one of our key to get result, to satisfy our need and to meet our ambition.³⁰ communication itself means, a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analysing, and evaluating. if you use these processes it is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur.³¹

³⁰ Cole Cris. 2005. *Komunikasi Sebening Kristal, Meraih Kesuksesan Melalui Memahami*. Jakarta: PT. Mizan Pustaka. P. 79

³¹ <http://en.wikipedia.org/wiki/Communication>

Although we always communicate, it doesn't mean, we communicate well. Many people around us sometimes fail doing communication. When we can not communicate well, it will appear problem. Thus, communication has deep effect on our living and relation everyday, living quality and our relation, essence and quality of our result work everyday.³²

Well, the causes of difficulty to communicate are : (1) less information or knowledge; (2) unexplain the priority or purpose should be; (3) unhear; (4) don't understand fully and failure asking question; (5) unreal of think, the idea that is estimated before; (6) don't understand the other people's need; (7) don't think clearly, jump to conclusion; (8) lost of patience, letting discussion be hot; (9) short time; (10) bad mood, and (11) fail to explore choice.³³

According to Cris Cole, the principle of communication are follows: (1) everything we do is communication. (2) our way to began message often determine communication result; (3) the message way always influence to the message way receive; (4) the really communication is message that is received, not message meant; (5) communication is two ways_ we should give and receive; (6) communication is a "dance" (tempo in communication is to adapt with other people or situation).³⁴

II.3.1. Communication in the Classroom

As a teacher, of course, should be good communicator in order to learning-teaching process can go on well. Besides mastering of material, teacher's way in communicating participates getting the study result. Salma Prawiradilaga says :

³¹ Cole Cris. 2005. *Komunikasi Sebening Kristal, Meraih Kesuksesan Melalui Memahami*. Jakarta: PT. Mizan Pustaka. P. 81

³³ Cole Cris. 2005. *Komunikasi Sebening Kristal, Meraih Kesuksesan Melalui Memahami*. Jakarta: PT. Mizan Pustaka. P. 81

³⁴ Cole Cris. 2005. *Komunikasi Sebening Kristal, Meraih Kesuksesan Melalui Memahami*. Jakarta: PT. Mizan Pustaka. P. 82-87

*“ Peran pengajar dalam paradigma pembelajaran ini menjadi beragam. Ia tidak hanya menjadi penjaji, tetapi ia adalah komunikator yang harus menyampaikan materi ajar sesuai dengan kaidah komunikasi ”.*³⁵

Teacher who communicate well, will be receive easily by student in extending lesson material. On the other hand, the teacher who can not communicate well, will influence study result 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 ”.*³⁶

As a communicator, teacher should be able to design communication in order to can attract the interest students. The same meaning but different sentence will effect student's perception. Teacher should remember on communication principle that's presenting before, that the message way presented is always to effect on the message way received. It means, our way in conveying message will influence the message itself. The words we choose will effect result that we want.³⁷ Let us compare the use of these sentence : *“ Anak-anak, bagian bab ini paling sulit dan membosankan, jadi kalian harus waspada kalau tidak mau gagal”*, with, *“ Bagian ini paling menantang. Simaklah baik-baik, supaya kalian memahaminya”*.³⁸ Both these sentences will influence student's perception. Student will give different respons on both sentences.

³⁵ Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Principles)*. Jakarta: Kencana Prenada Media Group. P. 5-6

³⁶ Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Principles)*. Jakarta: Kencana Prenada Media Group. P. 24

³⁷ Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P. 119

³⁸ Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P. 119

According Bobbi Deporter, there are four principles of effectiveness of communication. They are : (1) appearing the impression, teacher should appear what image that to presented is; (2) orienting the focus; (3) inclusive (invite in nature); (4) specific (an exact object in nature).³⁹ When teacher can implement these principles, student will be easier doing what teacher wanted is.

Therefore, the ability of teacher's communication will influence the study result of student. 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”.*⁴⁰

II.3.2. Power and Solidarity

In every communicating, we can not be separated from power and solidarity. Wherever we are and with who we face to face, there power and solidarity will be. Linda Thomas says :

“Power can also be played out in the other ways in ordinary conversation, and we all have experience this, indeed it is probably true to say that power is a demention of every single conversation we have, in one way or another”.⁴¹

In every language we said, will be found power and solidarity. It is caused by both are one continuum that can not be separated. Linda Thomas says :

“Language has a key role in transforming power into right and obedience into duty. Some scholars would go futher 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

³⁹ Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P. 118-123

⁴⁰ Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Principles)*. Jakarta: Kencana Prenada Media Group. P. 24

⁴¹ 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. 12

acceptable) and duty are created, and thus language actually creates power, as well as being a sitewhere power is performed”.⁴²

Power is found on two persons or more in the same area. Someone has power to other people, while another receives. Both do not have same 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 discribes 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)”.⁴³

In use of personal names is one example of signals of power and solidarity. Hudson gives an example of personal names such as John and Mr. Brown. Here, John is family names. And possibility followed by tittle like Mr. or Professor in formal names (Mr. Brown). It will be determined when use John and Mr. Brown name. When John names is used, solidarity is more higher than power. At that time that Mr. Brown name is used, power will be more higher than solidarity. Hudson says :

“John is used if there is high solidarity between the speaker and John Brown, and John ;Brown has less power than the speaker...In other hand, Mr. Brown is used if there is low solidarity and John Brown has more power than speaker...”.⁴⁴

Effort to conceptualize power as a complex phenomenon are often considered to have begun with weber (1947, 1969).⁴⁵ Beginning with the argument that power included imperative control, weber seemed to consider legitimate authority to be the most interesting and important for organizational functioning. The efficacy of lagimate authority is founded upon the following principles : (1) Charisma, when people come to believe that person’s

⁴² 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. 10-11

⁴³ Kurnia, Desi B. W. 2006. *Linguistic Signal of Power and Solidarity in Lamongan Dialect*. Surabaya : Universitas Negeri Surabaya.

⁴⁴ Hudson, R. A. 1980. *Sociolinguistics*. London: Cambridge University. P. 122-123

⁴⁵ <http://books.google.com/books?id=FS5uxnxNIXoC&dq=the+effect+of+power+in+the+classroom>

special characteristics quality that individual to lead and act on behalf of the followers. (2) Tradition, when people have respect for customs and patterns of behavior, and grant authority to those who symbolize these tradition and value, and (3) The rule of law, when people believe the proper exercise of power is a function of adherence to procedure and the following of rules.⁴⁶

While according to French and Raven, there are five types of power, as follows:⁴⁷

- Reward power

This type focuses on attention in ability to give reward for work or job that's done by other people.

- Coercive power

The power which has type in compulsion, more focuses on ability to give punishment to other people.

- Referent power

This type is principled on one relationship "like" or "linking". It means when people identify other people.

- Expert power

The power which is principled on skill, focuses on the belief that people who have power, of course, they have knowledge, skill, and more information in a certain matter.

- Legitimate power

Legitimate power is an actual power, when people through agreement and converment, is given right to arrange people behavior in a organization.

II.3.3. Power and Solidarity in the Classroom

⁴⁶<http://books.google.com/books?id=FS5uxnxNIxoC&dq=the+effect+of+power+in+the+classroom>

⁴⁷ Sendjaja, S. Djuarsa, Ph.D., dkk. 1994. *Teori Komunikasi*. Jakarta: Universitas Terbuka. P. 147-148

Teacher as instructor, can not be separated from his/her power to the students. In the classroom, a teacher will say herself / himself “saya” as the pronoun, neither student university. In generally, the lecturer do not use pronoun “engkau” to greet his/her student university. But he/she uses genetic relationship term “saudara” to her/his student university. On the other hand, student university do not use pronoun “bapak” , if any student university who use the pronoun “kamu”, or “saudara” to the lecturer, of course the situation will be very special (2004: p. 9).⁴⁸ Another example in the dialog among teacher and student are as follows:⁴⁹

Teacher : So which is the dependent variable?
Student : Age
Teacher : Yes

From the dialog above can be concluded that in the classroom, teacher has power to ask, to decide the students who are asked to give answer, and to decide what the topics that want to discuss is. As Choultharh (1977:101) which copied by Ronald wardhaugh says :

“Verbal interaction inside the classroom differs markedly from desultory conversation in that it’s main purpose is to instruct and inform, and this different is reflected in the structure of the discourse. In conversation, topics changes are unpredictable, for...a speaker can even talk ‘on topic’ without talking on the topic intended by the previous speaker. Inside in the classroom it is one of the function of the teacher to choose the topic , decides how it will be subdivided into smaller units, and copes with digressions and misunderstanding”.⁵⁰

We can not deny finding teacher’s power in the classroom. The emphasize of power for part of teacher to his/her students is supposed as a culture that should be practiced. In

⁴⁸ Chaer, Abdul; Agustina Leonie. 2004. *Sociolinguistik Perkenalan Awal, Edisi Kedua*. Jakarta: Rineka Cipta. p. 9

⁴⁹ Wardhaugh, Ronald. 2002. *An Introduction to Sociolinguistic, fourth Edition*. United State: Blackwell. P. 308

⁵⁰ Wardhaugh, Ronald. 2002. *An Introduction to Sociolinguistic, fourth Edition*. United State: Blackwell. P. 304

Pathways Home, Delpit (1995) analysis the culture of power and observe five aspects of power in the classroom (p. 24), they are :⁵¹

1. Issues of power are enacted in classrooms.
2. There are codes or rules for participating in power; that is, there is a 'culture of power.
3. The rules of the culture power are a reflection of the culture of those who have power.
4. If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
5. Those with power are frequently least aware of--or least willing to acknowledge--its existence. Those with less power are often most aware of its existence.

The supposition of culture of power that is owned by teacher it his/her students, cause part of teachers are not friendly conveying lesson material. Students are supposed should be really obedient to the teacher. This matter, of course, does not wanted by students. Teacher should more adapt their power in order to students can receive their power conciously. Delpit (1995c) also argues that teachers need to explicitly teach children the codes needed to exist in the culture of power:

“Students must be taught the codes needed to participate fully in the mainstream of American life, not by being forced to attend to hollow, inane, decontextualized subskills, but rather within the context of meaningful communicative endeavors; that they must be allowed the resource of the teacher's expert knowledge, while being helped to acknowledge their own 'expertness' as well; and that even while students are assisted in learning the culture of power, they must also be helped to learn about the arbitrariness of those codes and about the power relationships they represent (p. 45).”⁵²

Although teacher has power in the classroom, it does not mean the power is practiced continously. Teacher should know the balance of use of power and solidarity. Power

⁵¹ <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li4lk33.htm>

⁵² <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li4lk33.htm>

shouldn't practiced continuously, so do solidarity. Teacher ought to know when power is used and when the solidarity is more.

In learning process, not all learning combination will go on well. In this situation, teacher is allowed to emphasize power to control and to create study discipline. Syaiful and Aswan say:

*“ pengelolaan kelas diartikan sebagai suatu proses untuk mengontrol tingkah laku anak didik. Peranan guru disini adalah menciptakan dan mempertahankan situasi disiplin dalam kelas. Kedisiplinan adalah kekuatan untuk menuntut kepada anak didik untuk menaatinya. Didalamnya ada kekuasaan dalam norma yang mengikat untuk ditaati anggota kelas. Melalui kekuasaan dalam bentuk norma itulah guru mendekatinya.”*⁵³

Nevertheless, power will not have good value if it is emphasized with compulsion. Student's perceptions of coercive power were not significantly and negatively related to student satisfaction.⁵⁴ When students are unsatisfied, it will affect the learning achievement of student in academic or attitude.

While solidarity in learning-teaching process is very needed. Teacher who more emphasizes of solidarity will create learning process that more enjoy. It is caused by students do not feel limited in getting study. So, material will be more received by students. 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”.*⁵⁵

⁵³ Djamarah, Drs. Syaiful Bahri; Zain, Drs. Aswan. 2006. Strategi Belajar Mengajar. Jakarta: PT Rineka Cipta. P. 179

⁵⁴ <http://www.informaworld.com/smpp/content~content=a714579440~db=all>

⁵⁵ Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Principles)*. Jakarta: Kencana Prenada Media Group. P. 119

The existence of solidarity in learning process makes the teacher-student interaction to be better. Students do not feel shy in presenting their idea and opinion while teacher will be enjoyable giving material. Salma Prawiradilaga says :

“ ia mengatur bagaimana materi atau ilmu dan keahlian disajikan, ia juga mengukur jenis asesman belajar yang tepat. Selain itu, pengajar menjadi mitra belajar atau diskusi peserta didik. Jadi, peran pengajar dan peserta didik setara dalam interaksi pembelajaran. Masukan terkait pembelajaran datang dari dua arah, begitu pula halnya dengan pemecahan masalah besar. ”⁵⁶

it means, solidarity is needed in the classroom in order to teacher-student position is same. So, students easier interact with their teacher.

II.3.4. Interpersonal Communication

One of ways to make successful in learning process is making interpersonal communication. Then, what is interpersonal communication? Judy C. Pearson and friends say :

“ Interpersonal Communication is the personal process of coordinating meaning between at least two people in a situation taht allows mutual opportunities for both speaking and listening. ”⁵⁷

according to Judy and friends, interpersonal communication occurs for variety of reasons: to solve problems, to resolve conflicts, to share information, to improve your perception of yourself, or to fulfill social needs, such as the need to belong or to be loved.⁵⁸

Interpersonal communication influence learning process very much. The effective communication sign by interpersonal relationship is good.⁵⁹ while the interpersonal relation

⁵⁶ Salma Prawiradilaga, Dewi. 2007. *Prinsip Desain Pembelajaran (Instructional Design Principles)*. Jakarta: Kencana Prenada Media Group. P. 119-120

⁵⁷ Pearson C. Judy, Nelson Paul E, Titsworth Scott, Harter Lynn. *Human Communication*. Boston: Mc. Graw Hill. P. 25

⁵⁸ Pearson C. Judy, Nelson Paul E, Titsworth Scott, Harter Lynn. *Human Communication*. Boston: Mc. Graw Hill. P. 25

⁵⁹ Rakhmat, Jalaluddin Drs. 2005. *Psikologi Komunikasi, Edisi Revisi*. Bandung: PT. Remaja Rosdakarya. P. 119

that's good, caused by teacher who more give priority to solidarity when she/he interacts with their students.

The communication skill interpersonally of teacher will make them easy to create good relationship with students. While it is created, will make easy of teacher to bring students more interest in study, make easy in managing classroom and raise up pleasant.

Bobbi and Mark say :

*“ untuk menarik keterlibatan siswa, guru harus membangun hubungan, yaitu dengan menjalin rasa simpati dan saling pengertian.... Membina hubungan bisa memudahkan anda melibatkan siswa, memudahkan pengolaan kelas, memperpanjang waktu fokus, dan meningkatkan kegembiraan. ”*⁶⁰

it's means, teacher should create relationship with students in order to learning process goes on well. Bobbi and Mark say :

*“ Binalah hubungan, maka pelajar akan menerima anda. Karna adanya hubungan yang semula berupa perang kekuatan/masalah disiplin akan berubah menjadi musyawarah untuk mencapai komitmen kesepakatan. ”*⁶¹

The existence of interpersonal relationship will give successful in student self. Mark Weber says:

*“...strong link between possitive naturing interpersonal relationships between teacher and students as an important ingredient in the recipe for the student success.”*⁶²

it's strenght by Cassidy and Shaver, 1999; Richman, Sosenfield and Bowen, 1998 which copied by Mark Weber, said that socially supportive relationships can have powerful and

⁶⁰ Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P.24

⁶¹ Deporter Bobbi, Reardon Mark, Sarah.2002. *Quantum Teaching, Memperaktikan Quantum Learning di Ruang-ruang kelas*. Bandung: Penerbit Kaifa. P.25

⁶² <http://www.wakh.net/EIIIinterpersonalstudy.html>

lasting effects on the lives of children.⁶³ and according to Pianta, close relationship with teachers lead to higher levels of student engagement and achievement (Pianta, 1999).⁶⁴

Teachers who take the time develop positive relationships with their students will see improvement in their students both academically, behaviorally, and emotionally. Students who have positive relationships with their teachers to tend to put forth more effort in class and as a result improve their academic achievement.⁶⁵

II.4. Review of the Previous Study

In this part will be presented similar study in order to avoid unnecessary duplication to enlarge our knowledge about sociolinguistics, the study is expected to the reader compare with the previous study about power and solidarity. The study was written by Sumenik Fitriyah (2004), in which she observed the linguistic signals of power and solidarity in Javanese language at Kalikejaton Village, Jombang. This study reveals that the linguistic signals of power and solidarity in the Javanese language include the address system, verb form and vocabulary level. She concluded that the execution in the society depends on some factors i.e participants and familiarity has the most important role.

Another study is conducted by Desi Kurnia B. W. (2006). She described about the linguistic signal of power and solidarity in Lamongan dialect. This study reveals that the linguistic signal of power and solidarity in Lamongan dialect include the address system, verb form and vocabulary levels.

From the previous studies above, this study is focused on the use of power and solidarity and the effects of which to the learning of students of SMA Muhammadiyah 5

⁶³ <http://www.wakh.net/EIIIinterpersonalstudy.html>

⁶⁴ <http://wik.edu.uiuc.edu/index.php/positive> Student - Teacher Relationships

⁶⁵ <http://wik.ed.uiuc.edu/index.php/positive> Student-Teacher Relationships

Dukun, Gresik. In this study will identify the use and effects of power and solidarity to the learning achievement of the students of SMA Muhammadiyah 5 Dukun, Gresik.