

## CHAPTER V

### DISCUSSION

As we know in the chapter before, that the purpose of this research is to know the influence of emphasis of power and solidarity to the learning achievement. So that, in this chapter researcher will discuss about the product of the research that was rolled out at the chapter before.

At the chapter four, we know the result of this research, that is preference of teacher A, B, C and teacher D in the learning process and the product of some test. The existence of the outcomes are follows :

- a. Teacher A is preference to use solidarity. The level of the preference is 80%. Whereas, the total of achievement the standart value of students is 95%. For the grade of the test of hyphotesis is 95%.
- b. Teacher B is preference to use solidarity. The level of the preference is 64%. Whereas, the total of achievement the standart value of students is 28%. For the grade of the test of hyphotesis is 52%.
- c. Teacher C is preference to use power. The level of the preference is 80%. Whereas, the total of achievement the standart value of students is 11%. For the grade of the test of hyphotesis is 95%.
- d. Teacher D is preference to use solidarity. The level of the preference is 69%. Whereas, the total of achievement the standart value of students is 69%. For the grade of the test of hyphotesis is 66%.

From the outcome of data, we have seen that the preference of teacher to the emphazing of solidarity could influence the grade of student success. On the contrary, the emphazing of power will have negative effect to the student success.

On the data, power and solidarity possess the significant effect at class of XII-Science, class of XI-Science and class of X-2. First, at the preference of solidarity is 80%, it has grade of student success until 95%. Second, at the inclination of solidarity is 20%, it has grade of student success amount 11%. And third, the preference of the solidarity amount 69%, it has grade of student success amount 68%. That matter proves the use of solidarity by teacher is more, so that the student success is more too.

They are different at class of XI-Science. The inclination of solidarity that is higher than power unfollowed by student success. According to the researcher's observation, that problem is caused by student internal factors like shy, caring of the teacher feeling and soon. So that, the outcome of value doesn't have objective. But, on the grade of hypothesis achievement is 52%.

From the discuss above, we can conclude that the emphasis of power and solidarity can influence the student's success. The high application of solidarity in the classroom will create condusive atmospher and gratify.

The problem that is owned by student such as internal and external problem can be overcome eazier while the teacher gives solidarity as best priority. The teacher is eazier to approach the students, to ask about their problem and give the best solution to their problem. Futhermore, it's created good communication between students and their teacher, so that, the student will happy. The student's happiness will cause them to try hard get a success in study.

On the contrary, the emphasis of power profuse by teacher, it makes the student reluctant to listen what teacher's saying. That matter makes students unpleasure to their teacher. Imagine about that, while we see the television program and unpleasure about it, we will not see the program expecially listen about it. These matter happened while the students

unpleasure to their teacher, they will be reluctant to see especially listen more over the teacher says. That, of course influence the outcome of their study.

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.