

**The Correlation between Students' Interest in Taking English
Language and Literature Class on Cross-Interest Program of 2013
Curriculum and English Learning Outcomes at SMAN 1 Palembang**

A Thesis by



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DECLARATION

I, the undersigned,

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Declare that thesis entitled “The Correlation between Students' Interest in Taking English Language and Literature Class on Cross-Interest Program of 2013 Curriculum and English Learning Outcomes at SMAN 1 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

Palembang, July 2020



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DEDICATIONS

This thesis is dedicated to:

1. To my mother, my world, Santi,
2. To my father, my best advisor in life, Ismedi,

Thank you for all the support, love, and never-ending prayers for me.

I hope I can make all of you proud of me.

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ABSTRACT

The 2013 curriculum applies a cross-interest to develop learners' interests. Students can choose a lesson that does not exist in their majors. This study aimed to find out whether or not there is any significant correlation between students' interest to take English Language and Literature class on Cross-Interest Program of 2013 curriculum and their English learning outcomes at SMAN 1 Palembang. The participants of the study were 72 of 10th and 11th grade students of SMAN 1 Palembang chosen by using purposive sampling. The data collected was about students' interest by using questionnaire with 25 items. The result showed that 50 students (69%) in the high category of interest, 22 students (31%) in the middle category of interest and 0 students (0%) in the low category of interest. It meant that the students have a high interest in choosing the cross-interest of English language and literature. The data about students' learning outcomes in English compulsory lesson was collected by using documentation. The result of the students' learning outcomes showed that there were 4 students (6%) got between 96 - 100 (Very High), 53 students (74%) got between 85 - 95 (High), 15 students (21%) got between 75 - 85 (Middle), and 0 student got <75 (Low). It meant the students' learning outcomes categorized as High level (74%). The result of correlation showed that there was a significant correlation between students' interest in taking English Language and Literature class on Cross-Interest Program of 2013 curriculum and their English learning outcomes because the p-value was 0.000 < 0.05. Regression Analysis result showed that the significance (0.000). Since the adjusted R square was (0.361), the influence of students' interest to take English Language and Literature class on Cross-Interest program to students' learning outcomes was 36.1%.

Keyword: Cross-Interest, interest, learning outcomes

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems, (3) objectives and (4) significance of the study.

1.1 Background of Study

Curriculum is a learning device and it should be a guideline in the implementation of teaching and learning process in the school. The goal of a productive educational program and therefore effective curriculum creation should be to meet the needs and present demands of the community, society and the needs of the served population. Therefore, the development of syllabuses and the process of educational reform continually undergoes review, revision and constant change (Johnson, 2001). Development of curriculum design can be difficult, so participation of all stakeholders, particularly those directly involved in student instruction, is a vital part of effective curriculum creation and revision (Johnson 2001).

Based on Indonesian Law No.20, 2003, paragraph 1, section 19 The curriculum is a collection of plans and arrangements about goals, content and resources, as well as forms used as guides for performing learning activities to do specific educational goals. The curriculum used in Indonesia now is 2013 curriculum, after previously using the KTSP or 2006 curriculum. The purpose of the turn of the curriculum is to make the national education is always relevant and competitive. This is in accordance with the Indonesian Law No.20, 2003, paragraph 35, section 1 states, "Education standards consisting of standard content, processes, the competence of graduates, educational people, infrastructure, management, financing, and valuation of education should be improved in plan and periodically".

In 2013 curriculum there are some aspects of the assessment in a revision. The Ministry of Education and Culture of the Republic Indonesia states that 2013 curriculum assessment aspects are the knowledge, skills, attitudes and behavior (*Kemendikbud*,2017). Also, it states that it is about the enhancement of the relationship

between *Kompetensi Inti (KI)* which is the ability to achieve competency standards graduates who must be owned by learners at each level, class or program and *Kompetensi Dasar (KD)* which is the ability to achieve core competencies that students have to obtain through learning (*Kemendikbud, 2017*). The expectations by the changing of the curriculum implementation are simpler and concise to avoid the occurrence of confusion for teachers and learners.

The 2013 curriculum and the KTSP have some differences. One of the differences is about the selection of majors for the students. In 2013 curriculum, major's selection starts from the 10th grade, where the students are asked to fill out the question form of *peminatan* (selecting majors) and then do a test to know their ability. According to Iskandar as the Director of High School Coaching of the Education and Culture Ministry, it is more effective for new students for choosing the majors when they are in the first grade than in the 11th grade like at KTSP, so students can deepen their skill (*JPNN News, 2012*). Students may choose the interest groups they want to such as the natural sciences, social, even language class in some schools.

The 2013 curriculum students can develop their interest. It is in accordance with explanation by Singer (1987), interest is not something that one can possess, but rather is something to be developed. Therefore, in the 2013 curriculum is applying extra lesson which is Cross-Interest to students. In the Cross-Interest class, students can choose the subjects that do not exist in their major. Director of High School Coaching of the Education and Culture (2017) states "Cross-interest is a curricular programs provided to accommodate the expansion of the choice of interests, talents and/or learners' academic ability with the orientation of the mastery of academic subjects group outside their major" (p.6-7) Students from natural science could take social subjects or languages, and it is the same for students from social class.

Based on *Kemendikbud (2017)*, in Cross-Interest systems, students also additional interest by choosing cross-interest subject. Then, students add two more cross-interest lessons in grade X. For example, A is in the science class, the cross-teaching subject can be biology and economics, economics and sociology, or economics and English

Language and Literature. In grade XI and XII, students can continue taking one course of cross-interest teaching. This is where students need to consider if the teaching is enough and what still needs for future.

Moreover, in 2013 in the curriculum there are many language subjects taken from Language and culture classes, it is one of which discussed here is English language and literature. It is one of the subjects learned in the lessons that can be chosen by students as the cross-interest program. Whereas, in compulsory lessons, English also exists in the science group and the social group even in some schools that implemented language and culture group as English for *Peminatan*.

Related to that, many high schools that has A accreditation in Palembang implement the 2013 curriculum, different from some schools in Palembang, SMA 1 does not has English *Peminatan* just Cross-Interest, and some schools have *Peminatan* but do not have the Cross Interest or they have but the system was different, which is one class should take the same subject. But only SMA N 1 that implements cross-interest in English language and literature in accordance with the regulations given by *Kemendikbud*. That is all the lessons on cross-interest are freely chosen by the students individually using the formal form. Because cross-interest determination is actually determined by the student's own decision and the student's ability to think independently and further forward is necessary. SMA N 1 Palembang implements many lessons in cross-interest such as science, social, and language lessons. English language and literature lessons in SMA 1 Palembang has been implemented as Cross-Interest since 2016. The setting, time allocation, teacher, and materials for cross interest program of English are different from English in compulsory lesson. In English Language and Literature, the material learned is more writing such as biographies, analyzing poetry and songs. These are the examples of some the differences of English in Cross Interest and English in compulsory class that the writer summarized from the Grade 10 syllabus.

Table 1: The Material Differences

In Compulsory Class	In cross Interest Class
Starting from the base for example	Learning how to create form text

pronoun	
Identifying stories and answering questions	Learning the linguistic of the story and retelling the story or drama.
Identifying songs	Interpret the lyrics of the song and poetry
Learning Grammar	Deepening grammar
	Learning about Proverb and Riddle

Sometimes they learn the same material in English compulsory class but more detail in the use of grammar in writing. In other words, students do not fully study literature but they also deepen grammar and general English lessons. Primarily interview with one of 12 grade students who chose English language and literature class on cross-interest, she told that she has maintained her choice of cross-interest in English for 3 years, the experience that she got was the activities in the classroom were not only learning about literature. Teachers use different method when teaching English Language and Literature on Cross-Interest, which is teachers not only give more about literature related material but also learning the ways and rules of using sentences on the material. It is related to what Jaya (2019) explains, there is a teaching methodology or technique applied by educators in the teaching and learning process and the students use a systematic learning or learning style. So, the teachers as the educator should pay attention about the strategies or technique for teaching English, in order to get the students interest in English.

Once there are provided many language subjects even science and social subjects in the Cross-Interest. It will also affect their score. Travers (1978) states that instructional theories indicate that interest plays significant role in learning outcomes. So, students who are not interested in English language and literature lessons have their own reasons and have their own perception of English language lessons. Whether it will be affecting their final result in English compulsory lesson or not. Many students may be very helpful by choosing this cross-interest because they have an extra time to learn English at school and it will greatly influence their score. It is accordance with Tu'u (2004), Interest and high focus on the topics should have a positive effect on learning outcomes for students.

It shows positive results after the Cross-Interest program was offered in Indonesia. This connection with the results of the research conducted by Ikhtiarona (2018) found a positive correlation between the perception of the students on the cross-interest program and the learning outcome of the students in English subject, which means the higher students' perception on cross interest program, the higher students' learning outcome in English subject. In regard with this research, Safitri, Karijo, and Khosmas (2011) also did a research entitled: "The Implementation of Learning Cross-Interest and Students' Learning Achievement of Class X MIA 1 MAN 2 Pontianak". From the findings of this study it appears that learning cross-interest has been well applied by the teachers, including the instruction and learning resources needed. Also, the research from Ratri, Buwono, Genjik (2016) about the comparative of learning outcomes in economy cross-interest and economy in general class. They explain that cross-interest learning has a significant influence on learning achievements in economy in general class.

Many reasons and considerations for students in selecting the cross-interest because it determines the development of their capabilities in a field that they love. Based on the above explanations, the researcher is interested in investigating the correlation between students' interest in taking English language and Literature class on cross-interest and their English learning outcomes. Since this was not discussed by previous researchers. This needs to be examined because it could determine whether the cross-interest of the English subject they choose affects their English score in general class or not.

1.2 The Problem of Study

Based on the background above, the problem of this study was formulated into the following question: "Is there any correlation between students' interest in taking English Language and Literature class on Cross-Interest Program of 2013 curriculum and their English learning outcomes at SMAN 1 Palembang?"

1.3 The Objective of Study

In relation to the problem stated about, the objective of the study was to find out whether or not there was any correlation between students' interest in taking English Language and Literature class on Cross-Interest Program of 2013 curriculum and their English learning outcomes at SMAN 1 Palembang

1.4 The Significance of Study

The result of this study was expected to know the correlation of students' interest in taking English language and literature class on cross-interest and their English learning outcomes whether it affects the English score task the subject or not. The results of this study are expected to provide benefits for:

1. Teachers in English Subject

To enhance or sharpen the ability of students toward their own comfort style, teachers can highly recommend their student a cross interest program. In particular, this curriculum offers the student the opportunity to do their own attraction effectively and also as an innovation, in this case the teacher will also strive to grow and enhance learning in order to reach the maximum score.

2. Students

To students, the result of this study is expected to increase their interesting learning English. Students can also know the importance of his interest in English in order to get a satisfactory learning outcome and improve their English skills.

3. Other researchers

The findings of this analysis are hoped to be a fundamental factor and necessary knowledge for further investigation. Other researchers can make this writing as a guideline in discussing about cross-interest program especially English Language and Literature class.

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