

THE IMPLEMENTATION OF ENGLISH CROSS INTEREST IN SENIOR HIGH SCHOOL

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ABSTRACT

Cross interest in 2013 curriculum is a new program and government's policy. Its purpose is giving opportunities for students to select and study the cross-interest subjects. Due to the important of English and needed by the students, it's supposed that an analysis of English Cross Interest is crucial to be implemented to know the effectiveness of English Cross Interest in helping the students to meet their real needs and improve their English mastery. In doing this research, literature study, observation and interview with the teachers of English Cross Interest and students of senior high school in Kota Serang were carried out to obtain the data needed. Based on research and analysis conducted, it can be concluded that education was really needed in human life. But through the changing of curriculum, it arose several new things which were problems for several teachers. This case was happened in changing the previous curriculum to the new one, that was Education Unit Level Curriculum to be 2013 Curriculum.

Keyword: English Cross-Interest, 2013 Curriculum

INTRODUCTION

Education is an inseparable element of human life; it's so needed starts from the process of multiplying potential and how develops someone's potential. This is in line with Barry (2022, p. 13) who stated that education is a purposeful activity directed at achieving certain aims, especially the

transmission of knowledge. It shows that manifestation of smart generation of can be achieved through having good education.

Indonesia's political education policy is characterized by curriculum changing. Developments and changes in this field of education is a form of dynamic human culture in line with changes in the

development of science and technology which have a wide impact for life. Those changes can be seen from applied curriculum, where today the almost all education institution in Indonesia applied 2013 Curriculum 2013 or commonly known as K13. In this curriculum, there is a Ministerial Regulation in No. 64, 2014 article 4 paragraph 1 about cross interest for middle education which sounds: "Group selection of students' interest has been carried out since they registered to SMA / MA in accordance with their interests, talents or abilities and academics."

In line with the Ministerial Regulation mentioned above, other matters reviewed from Curriculum changes can be seen from main and cross-interest subjects. In No. 64, 2014 Article 1 about the cross interest for middle education, it's written that Cross interest is a curricular program provided for accommodating the expansion of students' interest, talent or academic ability with the orientation for mastering the

subject groups of knowledge beyond the main subject that they have to learn. Besides that, according to the cross-interest handbook of students' cross interest which is published by the Ministry of Education and Culture Education quality assurance (2013, p. 7), cross interest or specialization is a process students' interest-based learning, in selecting their interest, the students were free to select what they want to learn without any and intervention regarding their choice of subject group of learning and extend their knowledge about the subject they've selected.

Cross interest in 2013 curriculum is a new program and government's policy. Its purpose is giving opportunities for students to select and study the cross-interest subjects. So, it will be a chance for the students to develop their skills, talents, and interests in a broader and more open way in accordance with the principle of individual differences. Moreover, another change in 2013 curriculum, there are many reductions

in time allocation of study for several subjects, one of them is English, which in the previous curriculum it had time allocation about 4 hours in a week, but in this curriculum, it was reduced to be 2 hours.

However, by these changes, most English teacher are worried, especially with the reduced English time allocation, which to present is still an international language. Graddol (2006, p. 66) stated that English language finds itself at the center of the paradoxes which arise from globalization. It provides the lingua franca essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities. Yet it is also the national language of some of the most free-market economies driving economic globalization, and is often seen as representing particular cultural, economic, and even religious values.

In another side, Ilyosovna (2020, p. 2) stated that English is the dominant or official language in a number of countries, including many former British Empire territories. The rise of the British Empire offers many clues as to why the English language is so popular.

It means that English is so needed by the students, especially in the global era, where they are required to be able to use ICT and international languages so they can survive in the globalization era.

Then, in the law No. 20, 2013, it's stated that the National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible".

The function of education above is felt difficult to be real if the time allocation is reduced. Even though many courses' institutions provide extra learning for the students who need it outside the classroom to make them able to be mastered in English, but the problem is that not all students have more abilities to be able to get extra learning outside the school. Since of that, by the existence of rules regarding cross-interest program, many educational institutions make it as a way to strengthen students' English skills by adding Cross-Interest English subjects.

In general, English across interests learning is as same as language learning. Brown (2007:18) explained that learning was acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Meanwhile, English in cross-interest programs is applied to give additional lesson for the students to improve their English mastery. They are taught both theoretical and practical of English outside

English in the main subjects. So, they still have 4 hours in a week as their time for learning English in order to achieve their maximum results from English teaching learning process.

Due to the important of English and needed by the students, it's supposed that an analysis of English Cross Interest is crucial to be implemented to know the effectiveness of English Cross Interest in helping the students to meet their real needs and improve their English mastery.

Therefore, conducting this research was necessary to provide the teachers with information about the implementation of English as Cross Interest in Senior High School.

METHOD

This research used descriptive qualitative. As stated by Kumar (2011, p. 334) descriptive study is a study in which the main focus is on description, rather than examining relationships or associations, is

classified as a descriptive study. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service or program, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue. Meanwhile, Sugiyono (2010) stated descriptive qualitative as collected data in the form of words rather than number.

This research method was used to provide case insight on analysis the implementation of English Cross Interest English in Senior High School in Kota Serang. In doing this research, literature study, observation and interview with the teachers of English Cross Interest and students of senior high school in Kota Serang were carried out to obtain the data needed. Then the data was analyzed to find the information about the students' target and learning needs; therefore, later it could be seen how well the program could fulfill these needs.

DISCUSSION

The data presented are the result of interview with English cross interest teacher in Kota Serang. In English cross interest teaching learning process, the teachers explained the material briefly. It was done because the students still had difficulties in changing their old learning style, where they used to be received the materials from their teacher. They implemented the scientific approach like the implementation of English as main subject, which was consisted of observing, asking, collecting information, associating and communicating the results. Because it was assumed as effective and efficient approach to stimulate the students to become more active in the process teaching learning. In that process, the teacher guided the students as a facilitator to make them more confident and have courage to do or start something on their own.

English Cross Interest has 10 basic competencies; it can be seen from the syllabus. These are the summaries of the

materials. If it's compared with English as main subject, it can be seen in the following table:

Basic Competency	Cross Interest Program	English as Main Subject
1	Forms	Oneself identity
2	Expressing obligation	Expressing congratulation and complement
3	Expressing future activity	Expressing intention
4	Paired conjunction	Descriptive text
5	Biographical recount	Announcement text
6	Adequacy Inadequacy	Expressing past activity
7	Advertisement	Historical event recount text
8	Report text	Narrative text
9	Proverb and riddle	Song
10	Song	

From the table shown above, it can be seen that the material given in English Cross interest are different with English in the main subject. So, it can be concluded that English cross interest can be a solution of time allocation reduction in 2013 curriculum to improve students' English skill

Then, in doing teaching learning process, there were many students who got difficulties in understanding the material given by the teacher. In dealing with that

situation, the teacher would try to train them through practices and assignments related the difficulties they dealt with, then provide them another assignment to read at home.

They were assigned to summarize the material which they could get from various sources. That was done for making them study at home. By summarizing, they would often read, and by reading a lot, their knowledge would be wider. It was also expected to make students understand and be able to follow material to be conveyed in the next meeting.

Then, in conveying the material, the teacher also used learning resources and media. They were used to make them easier in delivering materials. Besides the handbook, they used internet browser which contained the material which would be delivered. They were also required to have the notes for each meeting. This was used as a tool when they forgot, they could reopen it to remind.

In the teaching learning process, method used consisted of discussion, question and answer, and assignment method. It depends on the situation and material delivered in order to attract the students' attention to like the subject. Moreover, the teacher tried to associate learning material with students' daily life in order to make them easier in finding an idea to be written or spoken. However, regardless of students' reactions about what they have learned, the teacher would still motivate them to be able to apply what they have learned in their daily life. It will give them a great influence. As stated by Wasserman L (2020), Motivation is the reason for which humans and other animals initiate, continue, or terminate a behavior at a given time. Motivational states are commonly understood as forces acting within the agent that create a disposition to engage in goal-directed behavior. It is often held that different mental states compete with each

other and that only the strongest state determines behavior.

Furthermore, in teaching English cross interests, the teachers often used learning media. Learning media itself is defined as an intermediary or introduction to the source of the message to the recipient of the message with the aim of being able to stimulate thoughts, feelings, attention, and willingness so as to encourage the emergence of a desire to be involved in the learning process (Abi et al., 2020).

Learning media used was as same as other media for other subjects, such as projector, whiteboard, and laptops. Laptop and projector were part of information and technology. They were assumed that they could to attract students' attention, because by giving the material through them, it can reduce students' boredom in receiving the material.

In another side, the utilization of information technology and communication could improve learning efficiency and

effectiveness. During the learning process, the teacher used them with the expectation that they could attract students' attention. Besides that, by using them, the teacher could utilize other media such as whiteboard and markers for inviting students to be active and write down their understanding in front of their friend.

Although whiteboards and markers were not part of technology, but they could make teaching learning easier when the teacher give questions to know students understanding by giving them a question, and they were asked to share their ideas in front of class. It could convey information about student. The teachers also could write their questions by using them. Because by writing questions on the board, they didn't need to reread the question and it would keep students to be focus.

CONCLUSION

Based on research and analysis conducted, it can be concluded that education was really needed in human life. But through the changing of curriculum, it arose several new things which were problems for several teachers. This case was happened in changing the previous curriculum to the new one, that was Education Unit Level Curriculum to be 2013 Curriculum. One of that problem was the reduction of time allocation of English subject. It was assumed as the problem due to the important of English. Through Ministerial Regulation No. 64, 2014 Article 1 about the cross interest for middle education, the solution of the problem was answered. the school could implement English cross interest as a way to keep the time allocation of English as the previous curriculum, but the English consisted of two kinds,

the first was English as the main subject, the second as cross interest. The implementation of English cross interest was as same as the main subject. The material given in English cross interest were different with English as the main subject, but the teacher implemented the same approach for both, that was the scientific approach which was consisted of observing, asking, collecting information, associating and communicating the results. In teaching learning process of English cross interest, the teacher trained the students through practices and assignments. The teacher also used learning resources and media for conveying the material. Then, in teaching learning process, learning method and media were used. Method used for teaching English cross interest consisted of discussion, question and answer, and assignment

method. Meanwhile, learning media used was as same as other media for other subjects, such as projector, whiteboard, and laptops. Laptop and projector were part of information and technology.

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