

# English Subject Materials for Cross Interest Program and General English in Senior High School

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**Abstract**—Cross interest program is one of the 2013 curriculum programs that is aimed to give the opportunity for students to develop their attitudes competence, knowledge competence, and skill competence in accordance with their interest, aptitude, or ability. The aim of this study is to find the relevancy of English materials for Cross Interest Program and General English for X grade by using Scope and Sequence Chart theory of Brown in 1995 and also to find out whether or not those materials supports students interest and matches with the goals of the program. This is a descriptive qualitative study with documents study and questionnaire as the technique of gathering the data. The participants of this study were students taking English as their cross interest program and school's representatives. The result of this study showed that there was relevancy between English materials for cross interest program and general English where cross interest program materials study was more detailed about English and were the expansion of general English materials. It is related with the students expectation in joining the program where they want to improve their English proficiency skills and to speak English fluently.

**Keywords**—cross interest program; English materials; 2013 curriculum

## I. INTRODUCTION

Cross interest program is one of Indonesian curriculum program aimed to give the opportunity for students to develop their attitudes competence, knowledge competence, and skill competence in accordance with their interest, aptitude, or ability [1]. When students first enlist in a Senior High School, they will be divided into some classes based on their interest, this is called as Interest Program. After they know what classes they join in, they will be given another questionnaire, where they have to choose (usually) 2 subjects other than the subject in their interest program. This is what is called as cross interest program. This study try to discover what actually the differences between materials on General English (where all of the students get this subject as one of compulsory subject or in this case called as General English) and English for cross interest program (where only students who choose English as their cross interest program who got this subject).

There are many studies that have been conducted regarding the curriculum, especially cross interest program. Meliawati et al. tries to conduct a research about the implementation of cross interest program in Biology subject in Senior High School in

Malang [2]. Her research finds out that all of Senior High Schools in Malang have implemented the cross interest program in Biology subject in accordance with government reference. However, she found that there were still some obstacles in teaching and learning process and infrastructure in particular Senior High School. Hariyantina tries to analyze students' textbook "When English Rings a Bell" and English syllabus [3]. The result of this study shows that 90.32% materials in the textbook are relevant with the syllabus of curriculum 2013. Most of them studied about the implementation of the program in the school. However, there are no study that focus on the materials presented in the program. What is the content of the materials? Is there any relation with the general materials? Is that the expansion or the extension of the general materials?

English is one of the most favorite subjects for cross interest program although this subject is also one of compulsory subjects. It can be seen that almost in every school provide cross interest program of English. The setting, time allocation, teacher, and materials for cross interest program of English are different from general English. This study tries to observe in what way those materials are different. Brown states that there are two ways of analyzing the materials of a program, those are by considering the units of analysis and the scope and sequence charts [4]. This study will use scope and sequence charts which is more transparent and easier to understand since they capture and describe the specific elements of the curriculum efficiently. Scope and sequence chart focus on some aspects, those are functional categories, functions, syntax, lexis, and phonology. This study tries to find out the relevance of the materials between English for cross interest program and general English by using Brown's theory Scope and Sequence Chart and how is the teachers and students perception towards the materials.

## II. METHODS

The design of this study is descriptive qualitative study. Most of the data were taken from the documents, such as Government Regulation regarding cross interest program, hand book of cross interest program released by The Ministry of National Education, textbook for cross interest program of English by Benyamin and Aziz [5] entitled English Skills for the Future and general English by The Ministry of Education

and Culture entitled Bahasa Inggris and also the syllabus [6]. As for the teachers and students' perspectives, were taken from one of favorite Senior High School in Mataram as the first school in Mataram that have been implementing cross interest program. The documentation data were collected from the internet, handbook from The Ministry of National Education, students' textbook, and teachers' documentation. Meanwhile, for the teachers and students' perspectives on the materials in cross interest program of English, they were taken by using questionnaire and interview. The students who take English as their cross interest program were given a structured questionnaire that consists of 8 questions, and as for the teacher who teach English as their cross interest program were given an open ended questionnaire that also consist of 8 questions.

The materials in syllabus of cross interest program and general English were analyzed by using theory of Brown (1995:152), the Scope and Sequence Chart. Meanwhile, for students' questionnaire were counting to find out the percentage of the students' perception about the materials, and the teachers' questionnaire were the supporting data.

### III. RESULTS AND DISCUSSION

From the syllabus, there are 10 basic competencies for cross interest program and 9 basic competencies for general English. These are the summaries of the materials.

TABLE I. MATERIALS

Basic competency	Cross interest program	General English
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 text	Announcement
6	Adequacy inadequacy	Expressing past activity
7	Advertisement	Historical event recount text
8	Report text	Narrative text
9	Proverb and riddle	Song
10	Song	

After analyzing the materials by using Scope and Sequence chart theory of Brown, found that some materials are relevant with each other related with the functions, functional categories, syntax, lexis, and phonology. It can be seen from the table below.

TABLE II. RELEVANCE ASPECTS

Basic Competency	Cross Interest Program	General English	Relevant Aspects
1 & 1	Forms	Oneself identity	Syntax, lexis, phonology
3 & 6	Expressing future activity	Expressing past activity	The continuation of the materials
5 & 7	Biographical recount text	Historical recount text	Functional category, syntax, lexis
8 & 8	Report text	Narrative text	The continuation of the materials
10 & 9	Song	Song	Functional category, functions, syntax, lexis, phonology

Basic competency one from each materials are different, however it is related to one another. The cross interest program discussed on filling in forms, meanwhile the general English talked about introducing oneself identity. Both of the materials required students to present their identification, such as name, date of birth, address, and so on. That is why those two materials are related with one another in aspects of syntax and lexis.

Basic competency 3 on cross interest program discussed on expressing future activity related with how to use will + (simple, continuous, or perfect), meanwhile on general English subject, the tenses materials are on basic competency 6 where students learn about expressing past activity related with the use of simple past tense versus present perfect tense. Both of materials were talking about tenses, however the type of tenses were different, thus these two were the continuation materials for one another.

Both of materials discussed about recount text, however the genre of the text are different. If cross interest program materials discussed on biographical of famous person in basic competency 5, then general English materials talked about historical event in basic competency 7. Thus, these two materials were relevant in aspects functional category, syntax, and lexis.

If both of the materials talked about recount text, there was other type of text that will be discussed in each of the materials. Basic competency 8 on cross interest program discussed on report text, and basic competency 8 on general English talked about narrative text. Both of the materials talked about text, however the type of text were different, thus these two were the continuation materials for one another.

The last related aspects for cross interest program and general English materials were in their last basic competency. Both of the materials discussed songs related to the lyrics, the meaning behind it, and the message or moral value of the songs. Thus, these two materials were related in all of the aspects, functional category, functions, syntax, and lexis.

From table 3, it can be concluded that 50% of the materials were relevance with each other, with the materials on cross interest program contain more functional and transactional text, rather than focus on monolog text like descriptive or narrative text as in general English. Some of the materials were the extension of the materials like the materials between forms and oneself identity, and biographical recount text and historical recount text. Some of them were the expansion of the materials like the materials between expressing future activity and expressing past activity, and report text and narrative text. However, there was also same materials for their last basic

competency, which is song. It can be concluded that materials for cross interest program were relevant with general English with some extension and expansion in particular materials.

The teacher and students perceptions were taken from questionnaires. The questionnaire itself was adapted from the questionnaire released by The Ministry of Education and Culture, for students in choosing their subject for cross interest program [1]. There were 378 students of grade X in that Senior High School, and 297 students were chosen English as their

cross interest program, thus the questionnaires were only given to 1 class of students who were selected randomly into 1 class of cross interest program of English. There were 30 students in that class that came from both science class and social class (since there were no language and art class provided in that Senior High School in this academic year). As for the teacher, she was the teacher for both Cross interest program of English and general English. She was one of the senior teachers at there. The following table shows the summary of the result of the questionnaire for the students.

TABLE III. THE RESULT OF QUESTIONNAIRE ON STUDENTS' PERCEPTION

No.	Question	Option	Total of students	Percentage of students
1.	Reasons in choosing subjects for cross interest program	a. based on students' goals	11	37 %
		b. based on students' achievement	3	10 %
		<b>c. based on students' interest</b>	<b>29</b>	<b>97 %</b>
		d. based on students' parents	9	30 %
		e. based on students' friends	2	7 %
2.	The aims of cross interest program based on students understanding	<b>a. Developing the students' interest, aptitude, or academic capability beside their interest class</b>	<b>24</b>	<b>80 %</b>
		b. Expanding the students' knowledge about the course beside their interest class	21	70 %
		c. Helping the students in achieving their goal of life	12	40 %
		d. Just add the responsibility for students that already have much burden from other subject	1	3 %
		e. other reasons	4	13 %
3.	Reasons in choosing English for cross interest program	<b>a. To improve students' English proficiency skill</b>	<b>28</b>	<b>93 %</b>
		b. To make students enable to speak English fluently	25	83 %
		c. I like learning English	9	30 %
		d. There is no other subject that interesting for me	0	0
		e. other reasons	2	7 %
4.	The materials presented in English subject for cross interest program	<b>a. Helping the students to improve their mastery of English</b>	<b>27</b>	<b>90 %</b>
		b. Matching with my needs in learning English	11	37 %
		c. More specific and detailed rather than general English	1	3 %
		d. Equal with the general English materials	2	7 %
		e. other reasons	1	3 %
5.	The textbook for cross interest program of English	a. Contain interesting materials, pictures, and exercise	5	17 %
		b. Contain the materials that i have not learn before	3	10 %
		c. Contain boring materials	0	0
		<b>d. I do not have one</b>	<b>19</b>	<b>63 %</b>
		e. other reasons	4	13 %

From the result of the questionnaire, 97 % students choose English as their cross interest program based on their own interest and also supported by their future plan. Most of the students knew the aim of cross interest program, that was to develop the students' interest, aptitude, or academic capability beside their interest class. They also hoped that by joining this program, it will help them to achieve their future plan related to the university they want to join in and the job they want to get.

Most of the students chose English as one of their cross interest programs to improve their English proficiency skills, or to make them speak English fluently. Some of them chose English since they like learning English, and there were no students who choose English since there is no other subject that is interesting for them. It means that students knew the aim and what they are going to achieve and what they expect to learn in the cross interest program class.

There were 26 students who think that the materials help the students to improve their mastery of English, however, the students did not have the textbook. The textbook was only given by the school at the beginning of the class and the

students have to give it back to the library when the class is over.

From all of the students' selection above, it can be concluded that the students know the aim of the program and what they are going to achieve and what they expect to learn in the cross interest program. However, students did not own the textbook and often rely on teacher's handout.

As for the teacher, she thought that overall the program has run well. The cross interest program has been implemented for almost 5 year in that school. English subject is the most favorite subject of all time since it has the most students in it. In this academic year, the amount of students reach 297 students that have been divided into 10 classes that came from both science and social class. The cross interest program for English is conducted every Tuesday and Friday for 3 hours meeting with 5 teachers and 5 class in a day. The teachers for this program are the English teacher for its general subject too. However, the textbook could not be distributed well since there were not enough of them. Thus, the solution is the students take the textbook when they are in the class for cross interest program and give it back when the class is over. That was

become the obstacles in doing this program. Moreover, the textbook had just arrived in this early academic year, thus the previous year students only rely on their teachers' handout.

The teacher thought that the materials for cross interest program are different with the general subject, since the syllabus is also different. The materials for cross interest program somehow more focus on the functional dan transactional text like announcement and paired conjunction, rather than monolog text like descriptive or narrative as in compulsory subject. The teacher also thought that the materials on the cross interest program are sometimes the expansion or extension of the compulsory subject, for example if the materials on compulsory subject contain narrative text, then the cross interest program will discuss about other kind of monolog text, for example report text. Or when the materials for compulsory subject talk about introducing oneself related with one identity, the cross interest program discuss about filling in form where the students have to learn about identity too but in more specific terms, for example the title or the first and surname.

From the teachers' perspectives, the materials for cross interest program were helping the students in gaining more specific features of English that they cannot learn in their compulsory subject specifically. In cross interest program, they have much more time in exploring the materials and learning more detail about the materials. However, it also became one of the things that must be controlled well by the teacher, it was about the time management. The cross interest program lasted for 3 hours meeting, a teacher has to prepare the materials well in order to make the students interested and always feel motivated for studying in the classroom.

In these 5 years of implementing the program, all of the students never complained about the program, and none of them refused to join the program. That school was famous with the clever and diligent students, most of them came from favorite Junior High School, and familiar with English, whether it was listening or using the language. The teacher thought that maybe that was one of the reasons why English is one of the most favorite subject for cross interest program, beside Japanese language, since it is the most "safest" subject to learn.

#### IV. CONCLUSION

Cross interest program is one of program from latest Indonesian curriculum that provide students to widen their interest and aptitude. English is the most favorite subject for that program, although it is also one of the compulsory subject.

The setting, time allocation, and materials are different. Those differences comes from the syllabus, students' textbook, and especially the materials. After going through some procedures of analyzing English materials for cross interest program and general English by using scope and sequence chart and also discussing the materials from students and teachers' perspectives, it is concluded that there are 50 % of the materials of cross interest program and general English for X grade that is related one another referred to scope and sequence chart theory of Brown.

From the questionnaire gathered, the students joining the program since they have interested in English, the others are in hope that it helps them to achieve their future dream, related with the university they want to enter or the job they want to do. Related to the materials presented, the students enjoy the class and feel the benefit of joining the program. Moreover, from the teachers' perspectives, the materials for cross interest program more focus on functional and transactional text, meanwhile the general English contain more monolog text. It can relate with the students expectation in joining the program where they want to improve their English proficiency skills and to speak English fluently. The teachers also thought that they have much more time in exploring the materials and learning more detailed about the materials in cross interest program since the program last for 3 hours per meeting.

#### ACKNOWLEDGMENT

We thank our colleague from Senior High School of 1 Mataram, Sri Ngayomi, M. Pd, who provided insight and expertise that greatly assisted this research.

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