THE DIFFERENCES OF ENGLISH LEARNING BETWEEN FIRST GRADE STUDENTS OF SCIENCE AND SOCIAL STUDIES IN CROSS-INTEREST PROGRAMS

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

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Salatiga, August 13rd 2019

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The Attentive Counselor’s note

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To the Dean of The Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Vika Mitasari’s graduating paper entitled “THE DIFFERENCES OF ENGLISH LEARNING BETWEEN FIRST GRADE STUDENTS OF SCIENCE AND SOCIAL STUDIES IN CROSS-INTEREST PROGRAMS”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor

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Dean of Teacher Training and Education Faculty
Prof. Dr. Munsur, M.Ag.
MOTTO

Prayer is the capital that all people have to be anything and get everything, regardless of the position, status, wealth, even physical of a person. ~Yusuf Mansur
DEDICATION

This graduating paper is dedicated to:

- My self.
- My beloved family.
- Y. Al mahzor and his family.
- Mr. Suratman and his family.
- Vian, Ryda, NH, Marlita, Hikmattyyar, Ririn, Anissyatus as my best.
- Everyone who helped accomplish this paper.
ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

All praise due to Allah as the Most Gracious and the Most Merciful. Because of His wonderful blessing and His mercy, the writer can finish this graduating paper successfully. The incredible blessings which make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life. Peace and salutation always be given to our beloved prophet Muhammad SAW that we hope his blessings in the Judgement day. However, this success would not be achieved without the support, guidance, advice, help, and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, 3 Juli 2018

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ABSTRACT


Counselor: Hanung Triyoko, S.S., M.Hum., M.Ed.

This research focuses on the differences in English learning between first-grade students of science and social studies in cross-interest programs in SMA Islam Sudirman Ambarawa. The chosen participation is first-grade students of science and social in SMA Islam Sudirman Ambarawa. This research is aimed to answer the following problem: (1) to know the English classroom condition of the first-grade students of science and social studies in the cross-interest program. (2) To know the profile of the student’s motivation in the cross-interest program. (3) To know the profile of a student's achievement in the cross-interest program. To answer the research problem, the researcher used mixed methods. Based on the analysis from the data, shows that the English classroom condition of the first-grade students of science studies in cross-interest programs is quieter than social classes. Whereas social studies they tend to be crowded. For science students' the motivation is widely supported by internal factors which belong to intrinsic motivation. While for social students’ the motivation is widely supported by external factors, which became part of external motivation. The achievement of science and social students is almost identical, although their learning motivation is different. For science students have an average rating of 80.7, while the average value of social students is 84.0.

Keyword: Learning, Motivation, Achievement, Cross-Interest program.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION AND PERMISSION</td>
<td>iii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iv</td>
</tr>
<tr>
<td>PAGE OF CERTIVICATION</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTERS I INTRODUCTION

A. Background of the study ................................................. 1
B. Focus of the Study .................................................... 6
C. Statement Of The Problem ............................................. 6
D. Objective Of The Study ................................................ 6
E. Benefits Of The Study ................................................ 7
   a. Theoretical benefit .............................................. 7
   b. Practical benefits .............................................. 7
F. Definition of Key Term ............................................... 8
   a. Learning .......................................................... 8
   b. Motivation ....................................................... 8
   c. Achievement ..................................................... 8
   d. Cross-Interest Programs ........................................ 8
G. Organization of The Paper .......................................... 8

## CHAPTERS II LITERATURE REVIEW

A. Language Learning and Teaching ...................................... 10
   a. Language Learning .............................................. 10
   b. Language Teaching ............................................. 12
B. Motivation ....................................................................... 14
   a. The Understanding of Motivation ............................... 14
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Kind of Motivation</td>
<td>17</td>
</tr>
<tr>
<td>C.</td>
<td>The Student's Learning Achievement</td>
<td>19</td>
</tr>
<tr>
<td>D.</td>
<td>Cross-Interest</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Definition of Cross-Interest Program</td>
<td>21</td>
</tr>
<tr>
<td>b.</td>
<td>Legal basis for cross-interest programs</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Cross-interest concept</td>
<td>23</td>
</tr>
<tr>
<td>E.</td>
<td>Relevant Studies (previous studies)</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Previous study of motivation and achievement</td>
<td>23</td>
</tr>
<tr>
<td>b.</td>
<td>Previous study of Cross-Interest program</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTEIERS III METHODOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Research Design</td>
<td>28</td>
</tr>
<tr>
<td>a.</td>
<td>The Place and Time of The Research</td>
<td>29</td>
</tr>
<tr>
<td>b.</td>
<td>The Data Sources</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>The Methods And Instrument For Collecting Data</td>
<td>31</td>
</tr>
<tr>
<td>a.</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Technique of the Data Analysis</td>
<td>34</td>
</tr>
<tr>
<td>D.</td>
<td>Technique of Validating the Data</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTEIERS IV RESEARCH FINDINGS AND DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Data Analysis</td>
<td>38</td>
</tr>
<tr>
<td>a.</td>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Discussions</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTEIERS V CONCLUSION AND SUGGESTION</strong></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Conclusion</td>
<td>61</td>
</tr>
<tr>
<td>B.</td>
<td>Suggestion</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>63</td>
</tr>
<tr>
<td></td>
<td><strong>APPENDICES</strong></td>
<td>65</td>
</tr>
</tbody>
</table>
LIST OF TABLE

Table 3.1 The schedule of the research .................................................. 29

Table 3.2 Questionnaire Students' Motivation Through English In
Cross-Interest Program ........................................................................ 32

Table 4.1 Spirit of the students when following English in the cross-
interest program until the end of the lesson ....................................... 41

Table 4.2 Students strive to answer the questions given by the teacher
during the learning process .................................................................. 42

Table 4.3 Students continue to study independently when a teacher of
English in the cross-interest program is absent .................................... 43

Table 4.4 When teachers give assignments or homework, students do
seriously .................................................................................................. 44

Table 4.5 Before the study of English in the cross-interest program
begins, students prepare English books ............................................. 44

Table 4.6 Students review the material of English in the cross-interest
program at home .................................................................................. 45

Table 4.7 Students pay attention to the English in cross-interest
lessons delivered by the teachers ....................................................... 46

Table 4.8 Students express their opinion during the teaching and
learning process of English in the cross-interest program .................. 46

Table 4.9 Students read books related to the English in cross-interest
material ................................................................................................. 47

Table 4.10 The student writes a material delivered by the teacher of
English in the cross-interest program .................................................. 48
Table 4.11 When the teacher gives assignments or homework, students work on their own ................................................................. 48

Table 4.12 Students learn about the material of English in cross-interest when they have free time ................................................................. 49

Table 4.13 Students express their opinions when the teacher gives the opportunity .................................................................................. 50

Table 4.14 When students do not understand the English cross-interest material, they try to study it carefully .................................................. 50

Table 4.15 Students feel excited when studying English in the cross-interest program .................................................................................. 51
CHAPTER I

INTRODUCTION

This chapter present and discusses the background of the study, the focus of the study, a statement of the problem, the objective of the study, the benefits of the study, definition of a key term, and organization of the paper.

A. Background of the study

Curriculum 2013 is a curriculum that is currently applied in the education system in Indonesia. Curriculum 2013 (also called K-13) is a curriculum applied by the government to replace the KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006 which has been valid for seven years, from 2006 to 2013.

The change or development of this curriculum refers to the national education goals in the Republic of Indonesia law, number 20 of 2003 article 3 concerning the national education system is follow National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at the development of potential students to become human who believes and fear God almighty, are noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible.

Curriculum 2013 has four aspects of assessment. There are aspects of knowledge, skills, attitudes, and behavior. Over time, there are revisions and updates because it feels that the K-13 is too burdensome for students
and teachers. The government feels too rushed to implement the 2013 curriculum, so the school and students feel confused about applying this curriculum.

The revision is expected to make the application easier than the objectives of the change in this curriculum are maximal. Some aspects changed are, first, related to the increase between Core Competence (KI) and Basic Competency (KD). Second, the simplification aspects of student assessment by the teacher. Third, the HOTS theory (Observing, Asking, Exploring, Associating, and Communicating). Fourth, the structure of the subjects and the length of study at school does not change.

The curriculum 2006 and Curriculum 2013 have several differences. A significant contradict is about the program of interest subject. This program allows students to develop over achievement. Students have mastery levels above the standards that have been determined both in knowledge, attitudes, and skills. For this reason, the Curriculum 2013 structure provides; (1) subjects must be followed by all students in one unit of education (interest program) and (2) elective subjects (cross-interests program) are followed by students according to their choice.

Based on Regulation No. 69 of 2013 on SMA/MA curriculum, the essential difference between the 2013 curriculum and the KTSP curriculum found in senior high schools. In the KTSP curriculum, majors are conducted in XI class, while in the 2013 curriculum the majors begin in X class with
the term Specialization. Afterward the subjects are grouped into compulsory, specialization, cross interests, and developing interests.

Cross interest program has started in X class, where students have been advised to fill in the inquiry questionnaire and take a test. The test is to classify and suit the interests that students want. Generally, a school only open two interest groups, the interest in social and science. However, some schools open three interest groups added to language requests.

According to Permendikbud number 69 of 2013, the selection of interest groups is based on Junior high school report scores, Junior high school National Examination (UN) scores, recommendations for guidance and counseling teachers in junior high school, results of placement tests when enrolling in high school, and results of an aptitude test by a psychologist. Provide opportunities for each school to determine guidelines according to the Minister of Education.

The existence of cross-interest program becomes something new in the education world, especially at the high school level. Cross-interest program is one of the changes in the curriculum 2013 that attracts the attention of many parties, the community and parents of students, teachers, and students. Students’ who have an interest in the specialization group of social must study one of the subjects in the Language subject, Science subject, Mathematics, and Culture subject.
SMA Islam Sudirman Ambarawa is one of the schools that applies the 2013 curriculum in learning activities in all subjects. Including English subjects, where English lessons become one of the cross-interest program.

However, the difference from other schools, in the SMA Islam Sudirman Ambarawa the application of a cross-interest program is not based on SMP / MTs report scores, SMP / MTs National Examination (UN) scores, teacher guidance and counseling recommendations in junior high school, placement test results when enrolling in high school, and the results of tests of interest in talent by psychologists. Each student of social Class (IIS) and science class (MIA) will automatically get a cross-interest program in English subject. Likewise, students of science (MIA), they will immediately get cross-interest in Economic subject.

Nevertheless, it makes students feeling difficult to follow the cross-interest program in English because the material is harder than the compulsory English class. Besides, students' interest is the key to learning will take place optimally. Hidi and Renninger (2002: 174) argues that Interest can be experienced as a predisposition like a psychological state.

In other words, it can be experienced as the reason someone involved in a particular task, object, or event as a psychological experience that is felt by an individual triggered by features of a task, object, or event. When students do not have an interest, their desire to learn is low and causes their achievement will decrease. But students who have an interest in
something will be enthusiastic about following the learning process, so their academic potential will increase. Moreover, learning must begin since there was a child, so they think that learning is an interesting factor in their life.

Interest in learning depends on motivation. It has a significant role in the language learning process. The students’ motivation in language learning also affects their achievement in English. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have low motivation.

Harmer (2001: 99) said that, it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success. From the definition, we know that motivation in the classroom affects both the learning and behavior of the students.

In this case, the researcher will examine the motivation of students of social and science in implementing English in cross-interest programs. The researcher is only limited to take research from several classes that follow the cross-interest program of English in SMA Islam Sudirman Ambarawa. From the four social classes that apply for the cross-interest program in English, two classes will be taken. Also with students of science, two classes will be taken.

In addition to researching the motivation of students, researchers also want to know how is the students’ achievement in learning English in the cross-interest program, because student motivation is very influential
with learning achievement. This research was conducted in the X class of Social and Science students in SMA Islam Sudirman Ambarawa.

B. Focus of The Study

Based on the background that has been expressed above to be more focused, then the research will be focused on the differences of English learning between first-grade students of science and social studies in cross-interest programs in SMA Islam Sudirman Ambarawa.

C. Statement Of The Problem

Based on the background above, to analyze the differences in English learning between first-grade students of science and social studies in cross-interest programs, the researcher set the following questions:

1. How is the English classroom condition of the first-grade students of science and social studies in cross-interest programs?
2. How is the profile of student’s motivation in cross-interest programs?
3. How is the profile of student's achievement in cross-interest programs?

D. Objective Of The Study

This Research will aim at finding out:

1. The English classroom condition of the first-grade students of science and social studies in cross-interest programs.
2. The profile of student’s motivation in cross-interest programs.

3. The profile of student’s achievement in cross-interest programs.

E. Benefits Of The Study

The result of the study is hoped to give benefits:

1. Theoretical benefit
   a. Add knowledge to readers and as scientific study material, especially in the field of English education.
   b. As an academic study, it can open public discourse about the criteria and process of learning English in the class of social and science.
   c. For educational institutions, this research is expected to be a reference material or further research on the implementation of English in cross-interest programs in the curriculum of 2013.

2. Practical benefits
   a. Hopefully, it can help researchers who are prospective teachers as a provision in carrying out their duties as educators, in order to provide a good learning process.
   b. For teachers, this research is expected to be used as positive and innovative input and information to improve the quality of education, especially in learning subject’s English in cross-interest.
c. For schools, this research is expected to be useful for schools as an evaluation material as well as input in connection with the implementation of the 2013 curriculum in improving teaching and learning activities in schools.

F. Definition of Key Term

To discuss the problems in this study. It's necessary, to affirm some of the keywords that are understood and the restrictions need to be explained as follow:

1. **Learning** : The process is carried out to gain knowledge and expertise.

2. **Motivation** : The process that initiates, guides, and maintains goal-oriented behaviors.

3. **Achievement** : Something that has been accomplished, especially by hard work, ability, or heroism.

4. **Cross-Interest Program** : Extra subjects which followed by students according to their choice.

G. Organization of The Paper

Systematics of a graduating paper will be more systematic when arranged with good rules. Therefore, the researcher includes systematic writing in this graduating paper. Chapter I introduction. This chapter explains the background of the study, the focus of the study, a statement of the problem, the objective of the study, the benefits of the study, definition of a key term, and organization of the paper. While chapter II literature
review. This chapter discusses theories related to language learning and teaching, motivation, language learning achievement, and the cross-interest concept. Besides, this chapter also explained about the explanation of relevant studies (previous studies). Then chapter III is a research methodology. This chapter provides information about the method of the research, Place and time of the research, data sources, methods and instrument for collecting data, and the methods for analyzing data. Afterward, chapter IV is a research finding and discussions. In this chapter, the researchers explain the differences in English learning between first-grade students of science and social studies in cross-interest programs. And chapter V conclusion. In this chapter, the conclusions of the results and suggestions will be presented, while the last part of the graduating paper will contain a bibliography and attachments.
CHAPTER II

LITERATURE REVIEW

This chapter discusses theories related to language learning and teaching, motivation, language learning achievement, and the cross-interest concept. Besides, this chapter also explained about the explanation of relevant studies (previous studies).

A. Language Learning and Teaching

1. Language Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown: 2000: 7). Learning is one of the important things in the educational process, and it is inseparable from teaching. Students can develop or improve new ideas and information from what they have learned. Through learning, students can also gain knowledge.

There are many reasons why people learn languages, especially English. Many people learn English because it is useful for international communication in this millennial era. Students learn English because of the curriculum demands, so they need to learn English.

Many variables become the determiner of students' learning those are:
a. **Different Contexts to Learn**

According to Harmer (2007: 12) English is learned and taught in a variety of contexts, there are two different contexts to learn:

1) **EFL (English as a foreign language)**, many people needs to learn English because it is a means for international communication.

2) **ESL (English as a second language)**, many people use English in the target language community (the place where English is the national language).

b. **Learner Differences**

There are many factors in describing students by Harmer (2007: 14) based on:

1) **Age**, consisting of children, teenagers, and adult learners.

2) **Learning style**, consisting of visual style, hearing, and kinesthetic.

3) **Aptitude (Multiple Intelligences)**, some students better learn than others.

4) **Good learners**, they can find their own ways without necessarily being tutored by teachers through learning assignments.

5) **Language levels**, English teachers generally make three fundamental differences to categorize the language
knowledge of their students. Including beginners, intermediate, and advanced.

6) Educational background and culture, some children come from a society where education is highly appreciated. However, other children may come from a background where education is regarded only as a formality.

From the statement above, it can be concluded that motivation is the way or process to get success, especially in learning. Success does not come from people who learn languages easily. They are students who have certain characteristics, and they have strong motivation. It is a very important thing for everyone when he wants to achieve his goals. In the process of teaching and learning, providing motivation to students is a process to support them in learning. So, it can help students to achieve their success, especially in achievement.

2. Language Teaching

Douglas (2000: 7) state that teaching as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand. From the above statement, it can be concluded that teaching is conveying knowledge to someone through instruction, guidance to make someone know and understand.

In language teaching, teachers should be able to teach not only what language is, but also to make students understand the material. Moreover, students also need to understand the learning purposes of
the specific exercises and activities teachers provide. So, students can get good knowledge and achievements.

Afterwards, Harmer (2001: 58) claims that the role of the teacher is as controlled, organized, assessor, promoter, participant, resource, tutor, and observer. It can be concluded that teachers have an important role in the teaching-learning process. Teachers are not the only people who transfer knowledge to students, but also have the responsibility to make the learning process successfully. Then the role of teachers is useful to facilitate students in the learning and teaching process.

Teachers don't only have a role, but also have functions, such as motivators. Therefore, teachers must know the needs and interests of the students. Teachers and students establish relationships in the classroom. They continue to interact with each other. Teachers ask questions, give feedback, manage rewards and punishment, praise and criticism, responses to questions and requests for students who need help.

The feedback is the provision of information about whether or not the student answers to the questions provided, accompanied by additional information in the form of an explanation of errors or motivations. According to Brookhart (2008) as cited by Sackstain (2017: 3), the cognitive benefits of using feedback as a part of
learning and found that effective feedback enhances both the givers and the receiver’s learning and development.

In the process of teaching and learning, feedback is the key for teachers to make progress and improve their teaching, so the teaching and learning process will be successful. Because with feedback from teachers, students become more readily analyzing their understanding of what the teacher has delivered.

B. Motivation

1. The Understanding of Motivation

Motivation is important in language teaching. Without motivation, the teaching and learning process will be a failure. Many psychologists have given some definitions of motivation. Researchers should understand the motivation in order to identify and understand what motivation is.

The word “motivation” is familiar used in our society, but defining what the actual word motivation is not as simple as its pronunciation. It is stated motivation is the enthusiasm or needs to do something. The abstract term 'motivation' is difficult to describe. Students who are eager in the learning activities will be very useful for their advances in learning outcomes. Motivation makes teaching and learning easier, enjoyable, and more productive. Thus motivating students is very important to the teacher.
Dai and Sternberg (2004: 198) argues about motivation as follow, motivation attempts to explain the "what", "why", and "where" of a person's more or less conscious praxis and practice. Harmer (2001: 98) also said that, its most basic levels, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

Without motivation, success will be strongly difficult to get. It means motivation as the key to success in learning. The lack of motivation can be caused by unsuccessful learning. Thus motivation is important for the learning process. Aronson (2002: 38) also claimed in his book that, the role of motivation in achievement based on many researchers was a key component.

From the above statement, the researcher may conclude that motivation is an important factor in learning to accomplish something. This is the process that directs to start the activity. It means motivation plays an important role in teaching and learning activities, so it affects the success or failure of students in language learning. Then teachers should provide an understanding of motivational techniques.

Because this study about the students' motivation, the researcher needs to know how motivation works in the learners. Ur (1996: 275) helps the researcher to understand through these characteristics of motivated learners:
a) Positive task orientation means that the learners have willing to
tackle the challenges of the tasks and also confidence in their
success.

b) Ego-involvement, it means that the learners find the importance
of learning for themselves.

c) Need for achievement means that the learners have a need to
achieve and overcome difficulties.

d) High aspiration it can be assumed that the learners are
ambitious in getting the best learning for their own self.

e) Goal orientation assumes that the learners are very aware of the
goal of learning, then directs his or her efforts toward achieving
them.

f) Perseverance means that the learners have a high level in doing
their efforts in learning.

g) Tolerance of ambiguity, the ambiguity is not the big problem
for the learners.

Motivation is an internal and external energy that encourages a
person to reach a goal. If we look at the goal (this is something we want
to accomplish) and if the goal is quite appealing, we will be very
motivated to do whatever it takes to achieve the goal. Language learners
are motivated to see the objectives of different types.

We can make the difference between short-term goals and long-
term goals. Long-term goals may have to do with the desire to get a
better job in the next few years, or the desire to be able to communicate with native. While short-term goals are may include to pass the end of a semester test or to be able to work on the task properly.

From the explanation above, it is clear that motivation is an internal and external which encourages someone to do or accomplish something. So motivation is an important role in learning.

2. **Kind of Motivation**

Motivation is divided into two types there are intrinsic motivation and extrinsic motivation. Intrinsic motivation is a self-sourced urge to engage in learning activities. While extrinsic motivation is an encouragement sourced come from outside students.

a. **Intrinsic Motivation.**

Harmer (2001: 98) argues that intrinsic motivation comes from within the individual. It means motivation is a desire which comes from inside to do something. Santrock (2004: 48) similarly claims that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student might learn hard for an exam because she likes the subject.

So, intrinsic motivation is a natural tendency to seek out challenges when we pursue personal interests and ability. The above statement suggests that motivation will be active or has a
function, not necessarily to be stimulated from outside because every person has the urge to do something.

Alderman (2004: 247) also defines, intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge. The researcher also finds that a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end (Sansone and Harackiewicz: 2000: 444). It means that intrinsic motivation can be a parameter someone to do in something. If students feel interested in learning, it means that they have intrinsic motivation.

Researchers concluded that intrinsic motivation is the energy that a person gets from within themselves. This energy has no influence from outside. This motivation can be satisfied with yourself. Interested in learning or doing something is an indicator that people have intrinsic motivation.

b. **Extrinsic Motivation**

Extrinsic motivation comes from the outside of students, unlike the desire to learn for self-interest. Ur’ (1996: 277) argues that extrinsic motivation is that which derives from the influence of some
kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.

According to Santrock (2011: 441) extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives, such as rewards and punishments. For example, Vian learns so hard because her mother will give a new doll if she gets the best value in the test.

Ur’ (1996: 277) claims that many sources of extrinsic motivation are inaccessible to the influence of the teacher. For example, students desire to please parents, a desire to succeed in a test or an influential friend. However, other sources are certainly affected by teacher action (Ur’: 1996: 277).

We can find many sources of motivation. But in fact, motivation has only two great sources. The first source comes from within the individual itself or known as intrinsic motivation. And the second is extrinsic motivation. It stands up from the outside and gives some influence to the individual, such as providing incentives, social pressure, or punishment.

C. The Student’s Learning Achievement

Achievement is important to measure how far our effort and ability. This is the result of the activities we have done, especially in learning. According to Gardener and lambert (1972) as cited by Ur’ a (1996: 274) aim that various studies have found that motivation is very strongly related to
achievement in language learning. Achievement is also aiming for achieving of performing, an obtaining by exertion, effort, and skill successfully.

Achievement means the results that students gained after following the process of learning within a certain period of time. Therefore, the concept of achievement is critical to effective learning. The meaning of achievement is the result of learning that indicates the change in students' behavior in their knowledge, skills, and attitudes.

To see how far students have learned in their learning, teachers can see it through an achievement or evaluation test. According to Santrock (2011: 521) an achievement test is intended to measure what the student has learned or what skills the student has mastered.

An achievement test is intended to measure what students have learned or what skills the student has mastered. It makes researchers conclude that evaluation tests are a way of measuring the enhancement of students in their learning.

Phye (1997: 4) claim that academic achievement is defined as knowledge gained or skills developed in school subjects, usually value or with a sign given by the teacher. It means accomplishment is the ability that students have in their learning process. This achievement also as an indicator of what students gained in their learning.

There are many factors that influence student learning achievement, such as students' behavior in learning, teachers, teaching and learning
processes in classrooms, etc. Learning activities are important because they can determine the student's success in learning, accompanied by effort and skill. Therefore, understanding of achievement can be interpreted as a result of learning gained or achieved with optimal ability in the exam, as stated in the score in the report book.

D. Cross-Interest

1. Definition of Cross-Interest Program

The cross-interest Program in the 2013 curriculum is a development by the Indonesian Government to realize better educational objectives in Indonesia. In addition, students choosing subjects (specializations) by the opportunity to take other interest groups. This provides an opportunity for students to study of subjects, but not in their majors.

The curriculum structure is a group of subjects that can be followed and taken as long as students undergo education. As stated in government, regulation No. 32 of 2013, article 77b paragraph (1) curriculum structure is the organization of core competencies, basic competencies, learning content, subjects, and the burden of learning on every unit of education and education program.

In paragraph (4) the curriculum structure as referred to in paragraph (1) is the organizing of subjects for each unit of educational program, as well as paragraph (7) curriculum structure for the secondary
education unit consisting of general content, interest content, academic content, vocational content, and cross-interest program content.

The explanation above is in accordance with the Ministry of Education and Culture in the public test material about the development of the 2013 curriculum. Indonesia has made several reforms, especially in the field of the curriculum from 1947 to 2013, 11 changes the curriculum has been created, starting from the Orde Baru curriculum for the present.

2. Legal basis for cross-interest programs

Law No. 20 on the National Education System of 2003 Article 12 paragraph (1) item the B States that students are entitled to an education in accordance with their talents, interests, and abilities. So that students' talents, interests, and abilities can be blurred.

For example, in class X students choose the science, social, or language department, recommended by SMA/MA and strengthened by the achievements that are owned by the students. Then they choose a program of cross-interest science, at that time they will get additional subjects such as chemistry, physics, and biology. While students choose a program of social sciences, they will gain subjects such as sociology, geography, and economics.

Moreover, one of the requirements for obtaining a professional allowance, teachers must fulfill work at least 24 hours of teaching per week. For all civil servants and teachers, the lack of teaching hours is one
of the problems and difficulties experienced by a teacher. This makes the school must be correct in taking the policy in determining the subjects used for the cross-interest program.

3. Cross-interest concept

The cross-interest program selection is optional. For cross-interest programs, the number of hours of study is 6 hours per week. In the structure of the SMA/MA curriculum, the additional study hours are 4-6 hours, so X grade increased from 38 hours to 44 hours of study. While the hourly learning time is 45 minutes. Learning processes take longer by the HOTS method, as students need time to observe, ask, do, and communicate. According to the addition of this hour, teachers have the flexibility of time to develop learning processes oriented to the students' active learning.

E. Relevant Studies (previous studies)

1. Previous study of motivation and achievement

*The Correlation between the Students’ Learning Motivation and Their Achievement in English* by Dwi Gitawati (2010). The similarities of this research and Dwi's research is that both discuss the theory of motivation in learning and achievement. Meanwhile, the differences are in the method, subjects, and research purposes. Dwi’s research uses a correlation method, which includes in quantitative research, then the population is the students’ of second grade in MTs Al-Hamidiyah Depok. Dwi’s research aims to gain information about students’
CHAPTER III

Research Methodology

This chapter provides information about research design, the place and the time of the research, the data sources, the methods and instrument for collecting data, the technique of the data analysis, and technique of validating data.

A. Research Design

In order to answer the research questions presented above, case study research method is adopted. Stake (1995) and Yin (2009,202) as cited by Creswell (2014: 14) state that, case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researcher collect detailed information using a variety of data collection procedures over a sustained period of time.

The type of case study is one type in qualitative research methods. Qualitative method is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell: 2014: 4). The process of research includes emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from specifics to general themes, then the researcher making explanations of the meaning of the data.
The selection of the case study is because the research object is only in one place, and the activities are still going on and in-depth in SMA Islam Sudirman Ambarawa. The focus of the research is on the implementation of English in cross-interest programs for science and social studies.

The research procedures for the case studies are as follows: (1) determining the issue of problems, (2) determining or seeking the base of supporting the theory, (3) determining the research methodology, (4) conducting data analysis, and (5) making conclusions.

B. The Place and Time of The Research

This research was conducted at SMA Islam Sudirman Ambarawa in the academic year of 2018/2019. It is located at Jl. Jendral Sudirman No. 2A, Kupang, Ambarawa, Semarang. SMA Islam Sudirman Ambarawa is an Islamic high school that has implemented K13 in all its subjects. The school also applies English as a cross-interest programs. This is the reason why researchers chose SMA Islam Sudirman Ambarawa.

The research conducted, from April 9th, 2019 to April 25th, 2019. The schedule of the research can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 9th, 2019</td>
<td>- The researcher conduct interview with Hanifikha Frindianita, S.Pd as an</td>
</tr>
</tbody>
</table>
English subject in cross-interest program teacher.
- The researcher conducts classroom observation, take a questionnaire data, and conduct an interview with the respondent of MIPA 4 class.
- The researcher conducts classroom observation, take a questionnaire data, and conduct an interview with the respondent of IPS 4 class.

<table>
<thead>
<tr>
<th></th>
<th>April 12\textsuperscript{nd}, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>- The researcher conducts classroom observation, take a questionnaire data, and conduct an interview with the respondent of MIPA 3 class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>April 25\textsuperscript{th}, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>- The researcher conducts classroom observation, take a questionnaire data, and conduct an interview with the respondent of IPS 2 class.</td>
</tr>
</tbody>
</table>

**C. The Data Sources**

The respondents were chosen from people who were able to provide information about the actual data of the object so that the result data could be accurate. The selection of data sources is the people who are
directly involved in the implementation of the English in the cross-interest programs in SMA Islam Sudirman Ambarawa.

This research uses probability samples, according to Dawson (2009: 53) in probability samples, all people within the research population have a specifiable chance of being selected. The respondent is the teacher of English in the cross-interest program, two classes of science students, and two classes of social students in grade X SMA Islam Sudirman Ambarawa.

D. The Methods And Instrument For Collecting Data

Data collection in this study uses several methods to obtain complete data. Data collection techniques used in this study include:

1. Observation

Observation is a technique or way of collecting data by making observations of activity. The researcher is conducting classroom observations in science (MIPA) of 3 and 4 class, then social (IPS) of 4 and 2 class.

This research uses non-participatory observation. The observers only play a role in observing activities. This method is used to obtain data and collect information about the English classroom condition of the first-grade students of science and social studies in the cross-interest program in SMA Islam Sudirman Ambarawa.
2. Questionnaire

Using a questionnaire, researchers can take measurements of several respondents at once. Compared to interviews and observations, the questionnaire is much more efficient in the use of time. In principle, the questionnaire is no different from the interview question content.

Researchers use the inventory type. Inventory is a method for conducting measurements or assessments that are similar to questionnaires, the same list of written meetings. The differences in the responsiveness questionnaire write a relatively long answer to some questions. While in the inventory, the respondent answers by giving a circle, a checkmark (✓), fill in the number of other signs of short answers to a complete number of questions. The researcher is conducting an inventory questionnaire for science studies (MIPA) of 3 & 4 classes, then social studies (IPS) of 4 & 2 classes.

**Table 3.2**

**Questionnaire Students’ Motivation Through English In Cross-Interest Program.**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators of motivation</th>
<th>Items quantities</th>
<th>Items number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Need for achievement and High aspiration</td>
<td>7</td>
<td>3,4,6,9,11,12,15.</td>
</tr>
<tr>
<td>2</td>
<td>Ego-involvement</td>
<td>4</td>
<td>5,8,13,14.</td>
</tr>
</tbody>
</table>
3. Interview

Interviews are used to measure student motivation because students usually like to talk about hobbies or other activities that interest them. This technique is chosen in consideration that researchers can interact to obtain the necessary data or information. By this technique, the researcher is expected to understand what the respondent feels. Thus the information obtained will be complete.

According to Travers (2001: 3) another kind of data-collection technique, the focus group, involves interviewing people in groups, or getting them to talk amongst themselves about particular topics. This researcher uses semi-structured interviews. The type is already included in the category of in-depth interviews that are freer to implement when compared to structured interviews. The goal is to find more information about the English in the cross-interest program.

The researcher uses a purposive sample to select interviewed students. Dawson (2009: 53) argues that purposive samples are used if description rather than generalization is the goal. The researcher is conducting interviews for 6 of science studies (MIPA) and 6 of social studies (IPS).
4. **Documentation**

Documentation is a method to discuss these data obtained from the results of the report and the information in writing, drawing, recorded or printed. This technique is used to obtain research support data, such as school profiles, documents on the implementation of English in the cross-interest program, images of the activities, etc.

The data collection in qualitative research is done iterating until the perceived redundancy or until the answer obtained almost the same. As state by Lincoln & Guba (1985: 188) that, the Iteration are repeated as often as necessary until redundancy is achieved.

E. **Technique of the Data Analysis**

After the data is obtained, the analysis in a qualitative descriptive by collecting facts and describe it. Describe the qualitative data done by compiling and grouping the existing data, thus providing a real explanation of the data source. This analysis is conducted on all data obtained from a questionnaire, interviews, observations, and documentation.

Miles and Huberman (1994: 10) define analysis as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification.

1. **Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in
written up field notes or transcription. The data reduction of this research refers to the questionnaire sheet, transcripts Interview of students and teachers, and research sheets of researchers as the lesson occur. The Data obtained during the research process will be selected first, so it will illustrate what the researcher will reveal. Therefore will get a clear view and more leads to research objectives (Miles and Huberman: 1994: 10).

2. Data Display

The second analysis is a data display. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Data display is presenting data after all data through the data reduction process. In presenting the data can be done with narrative text, graphs, Matric, charts and flow charts (Miles and Huberman: 1994: 11)

The data display in this study using narrative text, but in the description questionnaire, researchers use tables. Further researchers use charts to compare student achievements.

To determine the level of the learning motivation, obtained in the following steps:

1. **Sum** the scores of each respondent.

2. **Data** acquisition of questionnaires presented with a formula

\[ P = \frac{F}{N} \times 100 \]

**Description:**
P : Number of percentage.

F : Frequency (number of respondents responses).

N : Number of Case.

3. Conclusion drawing/verification

The conclusion is the final stage of the data analysis process. In conclusion, the research process from the beginning of data collection and the data reduction. After the data presented, researchers can give meaning, interpretation, arguments, compare data, and look for connections between one components to another. So the conclusion can be drawn.

F. Technique of Validating the Data

The validity data in this study uses triangulation. Data triangulation is the validity of data-checking techniques by utilizing something else with the data. The purpose of examining or comparing data that has been obtained (Miles and Huberman: 1994: 266). The triangular form used by researchers is:

1) Match the results of interviews with observations.

2) Match the questionnaire with the observation and interview.

3) Match the interviews between one interview and the other.

4) Match between what teachers are saying with observations and interviews.

5) Match the interview and observation results, with the documents obtained.
To test the validity of the data classroom observation and questionnaire, researcher match with the interviews with an English teacher of Cross-interest program and some student samples of social and science.
CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter explains research finding and discussions about the differences of English learning between first grade students of science and social studies in cross-interest programs in SMA Islam Sudirman Ambarawa.

A. Data Analysis

SMA Islam Sudirman Ambarawa is an Islamic high school, which located in Jalan jendral Sudirman No. 2A Ambarawa, Semarang regency, Central Java. SMA Islam Sudirman Ambarawa is under the auspices of Yayasan Pendidikan Islam Sudirman Foundation (YAPPIIS) and has been established since 1978 years ago.

In terms of the curriculum, since the academic year of 2013/2014, SMA Issuda has implemented the curriculum 2013 (K13) because it is one of the target schools of K13. So it becomes a unique experience, while other schools have not used k13 but SMA Issuda has been following the developments and changes that occurred in the K13 improvement.

Even an Issuda high school was previously believed to be one of the International Standard Schools (RSBI). The method is using a nationally applicable curriculum by adapting the school's curriculum in other
countries (OECD). The method of utilizing the academic administration system based on information and communication technology (ICT).

The achievement achieved by the school in academics and non-academics is very proud. Year after year shows quite good progress. Achievements are achieved not only the level of districts but also provincial and national levels. The role of teachers is also a part of educating the life of the nation, especially in SMA Issuda.

1. Observations

The Observations are done by direct observation in the X science and social classes of SMA Islam Sudirman Ambarawa in the academic years 2018/2019 during the teaching and learning activities. The research was conducted its own by researchers. Researchers observe students and teachers when the learning process occurs.

The type of observation that researchers use is passive participation. In conducting observations, researchers are not involved in learning activities. Researchers only observe all activities that take place and relate to the English in cross-interest programs.

After the teaching and learning activities are complete, researchers share a questionnaire to science and social students about learning motivation of the English in cross-interest programs. Then researcher conducted directly interviews to some science and social students and the teacher of English in cross-interest programs for research data validation.
Based on the attached observation result, the researcher concluded that there are some differences in science and social students' motivation when learning English in the cross-interest programs. Social students are eager to study English in the cross-interest programs because they feel comfortable and match with the methods that the teacher use.

Although the classroom situation tends to be crowded, the teacher is able to give students an understanding of the learning materials. Nevertheless, the intrinsic motivation of students should be increased, so the students obtain maximum learning outcomes.

Meanwhile, science students belong to independent students. Although teachers are absent, they are still learning independently and doing the tasks given. However, they tend to pay less attention to teacher explanations because they feel the method used is less interesting. The science students need to raise awareness of extrinsic motivation so that students get maximum learning outcomes.

2. Questionnaire

The data has been collected, then analyzed to get the conclusion. Data processing is done by tabulating, analyzing, and interpreting the data from each respondent. After obtaining data from the questionnaire result, then the data is processed into a descriptive percentage table by using the formula: $P = \frac{F}{N} \times 100\%$

Description:

$P$ : Number of percentage.
F : Frequency (number of respondents responses).

N : Number of Case.

As for some questions that researchers have given to respondents can be seen in the table below:

Table 4.1

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that the spirit of the social students when following English subject in the cross-interest program until the end of the lesson is 85.2%, the percentage is higher than the science student there is 79.1%. While the social students not excited following the English subject in the cross-interest program until the end of the lesson is 14.7%, the percentage is lower than the science students, which is 20.8%.
Table 4.2

Students strive to answer the questions given by the teacher during the learning process.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

In the table above, it can be concluded that social students strive to answer the questions given by the teacher during the learning process is 88.5%. The percentage is higher than the science student there is 80.5%. Whereas the social students do not strive to answer the questions given by the teacher during the learning process is 11.4%. The percentage is lower than science students, which is 19.4%. 
Table 4.4

Students continue to study independently when a teacher of English in the cross-interest programs is absent.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

Following the table above, it can be seen that the science students continue to study independently when the teacher of English subject in the cross-interest program is absent is 31.3%, the percentage is higher than the social student there is 24.5%. Then the science students do not continue to study independently when the teacher of English subject in the cross-interest program is absent is 68.6%. The percentage is lower than the students of science, which is 75.4%.
Table 4.4

When teachers give assignments or homework, students do seriously.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

The data gives an explanation that science students seriously doing his/her assignments is 73.1%. The percentage is higher than social student there is 68.8%. Whereas science students did not seriously do his/her assignments is 26.8%. The percentage is lower than the social students, which is 31.1%.

Table 4.5

Before the study of English in the cross-interest program begins, students prepare English books.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>
According to the table above, it can be seen that social students prepare English books before the learning process is 77.0%. The percentage is higher than the science student there is 71.6%. Then the social students do not prepare English books before the learning process is 22.9%. The percentage is lower than science students, which is 28.3%.

**Table 4.6**

Students review the material of English in the cross-interest program at home.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

In the table above, it can be concluded that science students review the material of English in the cross-interest program at home is 10.4%. The percentage is higher than the social students there is 1.7%. Whereas social students do not review the material of English in the cross-interest program at home is 85.2%. The percentage is lower than the science students, which is 89.5%.
Table 4.7

Students pay attention to the English in cross-interest lessons delivered by the teachers.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>58</td>
<td>54</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

Following the table above, it can be seen that social students pay attention to the English subject in cross-interest lessons delivered by the teacher is 88.5%. The percentage is higher than the science student there is 86.5%. Whereas the social students do not pay attention to the English in cross-interest lessons delivered by the teacher is 11.4%. The percentage is lower than science students, which is 13.4%.

Table 4.8

Students express their opinion during the teaching and learning process of English in the cross-interest program.

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>
In the table above, it can be concluded that science students express their opinion during the teaching and learning process of English in the cross-interest program is 62.6%. The percentage is higher than the social students there is 60.6%. Whereas science students did not express their opinion during the teaching and learning process of English in the cross-interest program is 37.3%. The percentage is lower than the social students, which is 39.3%

**Table 4.9**

**Students read books related to the English in cross-interest material.**

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
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<tbody>
<tr>
<td></td>
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<td>Social</td>
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<tr>
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<td>34</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

The data gives an explanation that science students read books related to the English in cross-interest material is 61.1%. The percentage is higher than the social student there is 44.2%. While the social students did not read books related to the English in cross-interest material is 38.8%. The percentage is lower than the social students, which is 55.7%. 
Table 4.10

The student writes a material delivered by the teacher of English in the cross-interest program.

<table>
<thead>
<tr>
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<th>F</th>
<th>%</th>
</tr>
</thead>
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<td></td>
<td>Science</td>
<td>Social</td>
</tr>
<tr>
<td>Yes</td>
<td>64</td>
<td>56</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that science students write a material delivered by the teacher of English in the cross-interest program is 95.5%. The percentage is higher than the social students there is 91.8%. Whereas science students do not write a material delivered by the teacher of English in the cross-interest program is 4.4%. The percentage is lower than social students, which is 8.1%.

Table 4.11

When the teacher gives assignments or homework, students work on their own.

<table>
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</tr>
</thead>
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<td>41</td>
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<tr>
<td></td>
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<td>61</td>
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</tbody>
</table>
Following the table above, it can be seen that the social students work on their own when the teacher gives assignments or homework is 32.7%. The percentage is higher than the science student there is 25.3%. While social students do not work on their own when the teachers give assignments or homework are 67.2%. The percentage is lower than science students, which is 74.6%.

**Table 4.12**

**Students learn about the material of English in cross-interest when they have free time.**

<table>
<thead>
<tr>
<th>The Answer</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td><strong>67</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

In the table above, it can be concluded that social students learn about the material of English in cross-interest when they have free time is 26.2%. The percentage is higher than science student there is 16.4%. Then social students did not learn about the material of English in cross-interest when they have free time is 73.7%. The percentage is lower than science students, which is 83.5%.
Table 4.13
Students express their opinions when the teacher gives the opportunity.

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
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<td>Science</td>
<td>Social</td>
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</tr>
</tbody>
</table>

The data informs that social students express their opinions when the teacher gives the opportunity is 72.1%. The percentage is higher than the science student there is 61.1%. While the social students did not express their opinions when the teacher gives the opportunity is 27.8%. The percentage is lower than science students, which is 38.8%.

Table 4.14
When students do not understand the English cross-interest material, they try to study it carefully.

<table>
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<tr>
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</thead>
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<td>100</td>
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</tbody>
</table>
The data give an explanation that the social students try to carefully study when they did not understand the English cross-interest material is 72.1%. The percentage is higher than the science student there is 65.6%. Whereas the social students don’t try to carefully study when they did not understand the English cross-interest material are 27.8%. The percentage is lower than science students, which is 34.3%.

**Table 4.15**

**Students feel excited when studying English in the cross-interest program.**

<table>
<thead>
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<th>%</th>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Following the table above, it can be seen that social students feel excited when studying English in the cross-interest program is 88.5%. The percentage is higher than the science student there is 79.1%. While social students feel not excited when studying English in the cross-interest program is 11.4%. The percentage is lower than science students, which is 20.8%.
3. Interview

The interview stage was conducted to several students in grade X science and social SMA Islam Sudirman Ambarawa. The stage is by choosing 3 students from a social class and 3 students from a science class. In selecting students, researcher is assisted by teachers who teach in the English in cross-interest programs.

The selected students were those who are active in class in order to provide information as expected. First stage interviews were conducted on April 9th. Because the triangulation data obtained is not enough, researchers conducted an interview stage 2 on April 12th on 3 science students than 3 social students on April 25th.

Based on the attached interview data, the researcher concluded that there are some differences in science and social students' motivation when learning English in the cross-interest programs. For social students, most of them are struggling to understand the material of English in the cross-interest program because the material is harder than the English in the compulsory program.

On the other hand, the teacher helps the student in the learning process, so the spirit of the students when learning English in the cross-interest program is increased. It can be concluded that the learning motivation of the social students on the English in the cross-interest program depends heavily on the teacher factor (extrinsic motivation).
While in science students, most of them are eager to learn English. The presence of an English in the cross-interest programs has made science students feel more knowledgeable because of the diversity and untaught material at the junior high school level. Therefore, it can be concluded that the science students' motivation to learn English in the cross-interest program comes from each individual student (intrinsic motivation), while the teacher is only as supporting factors.

B. Discussions

1. Based on the above data, it can be explained some differences of English learning between first grade students of science and social studies in cross-interest programs.

   a. The English classroom condition of the first-grade students of science studies when learning English in the cross-interest program quieter than social classes. They include independent learners, even a teacher of English in cross-interest program is absent students continue to study independently. With the self-study awareness, they are directly writing a material delivered by the teacher of English in the cross-interest program.

   Although students express their opinion during the teaching and learning process of English in the cross-interest program, unfortunately, they are less paid attention to the English in cross-interest lessons delivered by the teachers. Their learning readiness when the teacher was in class is also less visible, plus the statement
from a questionnaire which stated that students who prepare English books before the study of English in the cross-interest program begin is social studies are higher than science studies.

b. While the classroom situation of the first-grade students of social studies when learning English in the cross-interest programs, they tend to be crowded. But students show their spirit when following English in the cross-interest program until the end of the lesson. Although social students are difficult to understand the material of English in the cross-interest program, they try to answer the questions given by the teacher during the learning process. Some of these things are done by students because they feel excited when studying English in the cross-interest program.

The spirit of students learning is high because they are pleased with the English in cross-interest teacher. The information is obtained from a researcher's interview with several social students. The spirit is also seen from students when preparing the English books before the study of English in the cross-interest program begins. Also, when the discussion in the class, students expresses their opinions when the teacher gives the opportunity.

2. The differences profile of first-grade students of science and social studies in cross-interest programs.

a. The science students’ motivation to learn English in the cross-interest program is widely supported by internal factors. For
example, even a teacher of English in the cross-interest program is absent students continue to study independently. Then, because the motivation comes from within the students, they also like reading a book related to the English in cross-interest material. Although students feel less excited when studying English in the cross-interest program, with the intrinsic motivation that comes from within the students make them want to write a material which delivered by the teacher of English in the cross-interest program and review the material at home.

But the lack of encouragement from educators makes students less eager to learn in the class. It can be seen by the spirit of the students when following English in the cross-interest program until the end of the lesson lower than social students. And also when the teacher gives the opportunity to the students to express their opinions when discussing, the motivation of science students is lower than the social students.

Therefore, it can be concluded that the science students’ motivation in the study of English in the cross-interest program come from within the students who belong to intrinsic motivation.

b. Whereas the social students’ motivation to learn English in the cross-interest programs is widely supported by external factors. Students like to study English in the cross-interest program because they are comfortable with the teacher. It can be seen from
the data above those students, feel excited when studying English in the cross-interest program is higher than the science students.

Then when teachers attend, they are excited and prepare the English books before the study of English in the cross-interest program begins. Their spirits are also seen from students who show their spirit when following English in the cross-interest program until the end of the lesson.

Social students also show high pay attention to the English in cross-interest lessons delivered by the teachers. With the encouragement of educators, the percentages of students who express their opinions when the teacher gives the opportunity higher than the science students.

Although the encouragement from within the students is not maximal, the influence of teachers can give individual motivation such as students learn about the material of English in cross-interest when they have free time and students try to carefully study when they did not understand the English cross-interest material. So students can work on their own when the teachers give assignments or homework.

Based on the explanation above, it can be concluded that the influence of students' motivation to learn English in the cross-interest programs base on the teachers' factor, which belongs to external motivation.
The differences profile of achievement of science and social studies in the cross-interest programs. Student achievement data derived from the average value, which is composed of the student's value of practice, duties, and presences. The Data is sourced from English in the cross-interest teachers.

Table 18

<table>
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<th>Score</th>
</tr>
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<td><strong>Average 80,7</strong></td>
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According to the table above, it is known that from 67 science students who follow the English in the cross-interest programs, their average value is 80.7 that value belongs to the good category according to the KKM score criteria.

**Table 19**

**Social Students Achievement**

<table>
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<td>54</td>
<td>R 54</td>
<td>91,4</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>93</td>
<td>55</td>
<td>R 55</td>
<td>90,6</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>93,75</td>
<td>56</td>
<td>R 56</td>
<td>92,8</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>57,5</td>
<td>57</td>
<td>R 57</td>
<td>84,6</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>93,5</td>
<td>58</td>
<td>R 58</td>
<td>89,2</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>60,25</td>
<td>59</td>
<td>R 59</td>
<td>89</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>60,25</td>
<td>60</td>
<td>R 60</td>
<td>90,8</td>
</tr>
<tr>
<td>30</td>
<td>R 30</td>
<td>83</td>
<td>61</td>
<td>R 61</td>
<td>86</td>
</tr>
<tr>
<td>31</td>
<td>R 31</td>
<td>86,8</td>
<td></td>
<td></td>
<td><strong>Average 84.0</strong></td>
</tr>
</tbody>
</table>

According to the table above, it is known that from 61 social students who follow the English in the cross-interest programs, their average value is 84.0 that value belongs to good category according to the KKM score criteria.

Based on the average value of science and social students in the English in the cross-interest program, the following results are obtained:

<table>
<thead>
<tr>
<th>Frequency value Interval</th>
<th>Criteria</th>
<th>Science Students</th>
<th>Social Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Excellent</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>80-89</td>
<td>Good</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>70-79</td>
<td>Satisfactory</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>≤ 69</td>
<td>Passing</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
The science and social studies average values of English in the cross-interest program.

From the table and bar charts above, it can be seen that the value of (90-100) is more gained from social students than science students. While in the value (80-89) more obtained by science students than social students. Whereas on the value (70-79) more acquired by science students of social students. Then in the passing criteria (< 69), the ratio of science and social students to the difference of 1 digit, there is 8:9.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusions of the results and suggestions will be present.

A. Conclusion

As mentioned in the previous chapter, motivation is an important factor in learning to accomplish something. The internal and external motivation can help someone to achieve his or her goals if they have strong motivation, then doing steps to achieve it.

In order to know the differences of English learning between first grade students of science and social studies in cross-interest programs in SMA Islam Sudirman Ambarawa, researchers conducted this study. Based on the description of data in the previous chapter, it can be concluded that:

1. The English classroom condition of the first-grade students of science studies in the cross-interest programs is quieter than social classes. They include independent learners, but they are less paid attention to the English in cross-interest lessons delivered by the teachers. Whereas the English classroom condition of social studies in the cross-interest program, they tend to be crowded. But the students’ spirit in learning is high. Then they are excited and paid attention to the English in cross-interest lessons delivered by the teachers.

2. The profile of the student’s motivation in cross-interest programs. For science students’ the motivation is widely supported by internal factors which belong to intrinsic motivation. While the social students’ motivation is widely supported by external factors that became part of external motivation.
3. The profile of student's achievement in the cross-interest programs. The achievement of science and social students are almost identical, although their learning motivation is different. For science students have an average rating of 80.7, while the average value of social students is 84.0.

**B. Suggestion**

Based on the results that have been outlined in the discussion, researchers give several suggestions:

1. **For the principal**, the researcher recommends to following government regulations in the implementing of English in the cross-interest programs. So students' achievements will increase, as the cross-interest programs are chosen to suit their interests.

2. **For the teacher**, strengthen the students' intrinsic motivation better than extrinsic motivation, because of an extrinsic motivation tend to disappear quickly. Therefore, for social students need to be strengthened in intrinsic motivation. Whereas for science students, need to be strengthened in the extrinsic motivation. So science and social students' have an excellent achievement.

3. **For science students**, please care for all the teachers. So learning that is followed becomes more enjoyable. Then the knowledge which delivered by the teacher is easy to understand (an extrinsic motivation). While for social students, please follow all subjects by seeking benefits from the lesson, so it will weigh the motivation of learning in oneself (an intrinsic motivation).


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SURAT KETERANGAN
Nomor : 3092/ SMA.Sud/ H.3/ VI/ 2019

Assalaamu'alaikum Wr. Wb.

Kepala SMA Islam Sudirman Ambarawa, Kabupaten Sermarang, Provinsi Jawa Tengah, menerangkan dengan sebenarnya bahwa:

Nama : VIKA MITASARI
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Prodi/ Fakultas/ Universitas : TBI / FTK / IAIN Salatiga
Alamat rumah : Sodong RT 01 RW 08 Gesing, Kandangan, Temanggung.

Judul Penelitian/ skripsi : "THE DIFFERENCES OF ENGLISH LEARNING BETWEEN FIRST GRADE STUDENTS OF SCIENCE AND SOCIAL STUDIES IN CROSS – INTEREST PROGRAMS"

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Wassalaamu'alaikum Wr. Wb.

Ambarawa, 28 Juni 2019
Kepala Sekolah,

[Signature]
Drs. Joko Pujiyanto
NIP.
Angket untuk siswa

1. Identitas responden: Adinda
   Kelas: X IPS

2. Petunjuk
   a. Berilah tanda (×) pada salah satu jawaban yang kamu anggap sesuai dengan keadaan sebenarnya.
   b. Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran.
   c. Terimakasih atas bantuan dan partisipasinya dalam mengisi angket ini.

1. Siswa semanagt mengikuti pembelajaran Lintas minat Bahasa Inggris sampai akhir pembelajaran.
   a. Ya
   b. Tidak

2. Siswa berusaha menjawab pertanyaan yang diberikan oleh guru selama proses pembelajaran.
   a. Ya
   b. Tidak

3. Siswa tetap belajar mandiri ketika guru Lintas minat Bahasa Inggris berhalangan hadir.
   a. Ya
   b. Tidak

   a. Ya
   b. Tidak

5. Sebelum pelajaran Lintas minat Bahasa Inggris dimulai, siswa mempersiapkan buku Bahasa Inggris terlebih dahulu.
   a. Ya
   b. Tidak

6. Siswa mengkaji ulang materi Lintas minat bahasa Inggris dirumah.
   a. Ya
   b. Tidak

7. Siswa sungguh-sungguh memperhatikan pembelajaran Lintas minat Bahasa Inggris yang dijelaskan.
   a. Ya
   b. Tidak

8. Siswa mengungkapkan pendapat saat diskusi pembelajaran Lintas minat Bahasa Inggris berlangsung.
   a. Ya
   b. Tidak

9. Siswa membaca buku yang berkaitan dengan materi lintas minat Bahasa Inggris.
10. Siswa mencatat materi Lintas minat Bahasa Inggris yang telah disampaikan oleh guru.
   a. Ya
   b. Tidak

11. Ketika diberi tugas atau PR, siswa mengerjakan sendiri.
   a. Ya
   b. Tidak

12. Siswa belajar materi Lintas minat Bahasa Inggris saat ada waktu luang.
   a. Ya
   b. Tidak

13. Ketika guru memberikan kesempatan untuk mengungkapkan pendapat, siswa
    memanfaatkan kesempatan itu.
   a. Ya
   b. Tidak

14. Ketika ada materi Lintas minat Bahasa Inggris yang tidak siswa mengerti, siswa mencoba
    mempelajarinya dengan teliti.
   a. Ya
   b. Tidak

15. Siswa senang mengikuti pembelajaran Lintas minat Bahasa Inggris.
   a. Ya
   b. Tidak