

**STUDENTS' PERCEPTION ABOUT THE
IMPLEMENTATION OF THE ENGLISH CROSS-MAJOR
COURSE AMONG TWELFTH GRADE STUDENTS OF
SMAN 3 LANGSA**

THESIS

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**MINISTRY OF RELIGIOUS AFFAIRS
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STATEMENT OF APPROVAL

**STUDENTS' PERCEPTION ABOUT THE IMPLEMENTATION OF THE
ENGLISH CROSS-MAJOR COURSE AMONG TWELFTH GRADE
STUDENTS OF SMAN 3 LANGSA**

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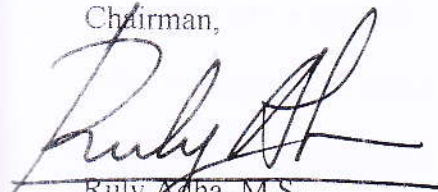
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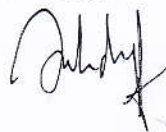
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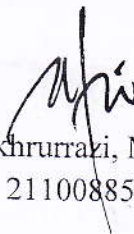
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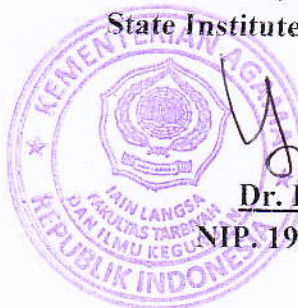
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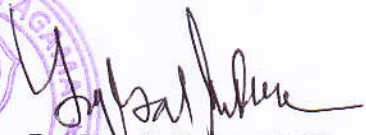


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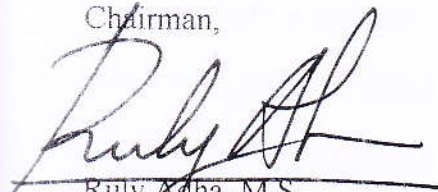
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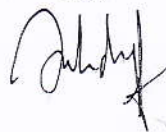
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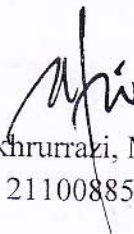
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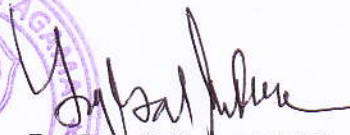


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PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Students' Perception About The Implementation Of The English Cross-Major Course Among Twelefth Grade Students' Of Sma 3 Langsa*" untuk memperoleh gelar sarjana pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 01 Oktober 2020
Yang membuat pernyataan



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TABLE OF CONTENTS

ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABSTRACT	vi
CHAPTER I : INTRODUCTION.....	1
A. The Background of Study	1
B. Research Question	5
C. The Purpose of study	5
D. The Significance of Study.....	5
CHAPTER II : LITERATURE REVIEW.....	6
A. Perception.....	6
B. Cross-Major Course.....	11
C. Previous Study.....	12
CHAPTER III : RESEARCH METHOD.....	16
A. Research Design	16
B. Place and Time of the Research	17
C. Subject of the Research.....	17
D. Technique of Collecting Data	18
E. The Technique of data Analysis	20
CHAPTER IV : FINDING AND DISCUSSION.....	21
A. Result of Interview	21
B. Result of Questionnaire	29
C. Discussion	33
CHAPTER V : CONCLUSION AND SUGGESTION.....	37
A. Conclusion	37
B. Suggestion.....	37
BIBLIOGRAPHY.....	38

ABSTRACT

Fatma Dewi, 2020. Students' Perception About The Implementation Of The English Cross-Major Course Among Twelfth Grade Students' Of SMAN 3 Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training faculty, State Institute for Islamic Studies (IAIN) Langsa.

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The purpose of this study was to describe the students' perception about the implementation of the English Cross-Major Course. This research used qualitative method with a phenomenology approach. The Researcher chose twelfth grade students (XII MIA 5) of SMAN 3 Langsa as the subject of research that consist of 17 students. The instruments used by the researcher were interview and questionnaire. The results obtained in this study indicated that students had a several perception of the implementation of the English Cross-Major Course ; they did not understand what Cross-major Course was; they had no objection to the school provisions, they understood the English lesson after following English class in Cross-Major Course Program; there are other lessons they would like to follow in Cross-major Course Program; and they preferred to personally chose the lessons to be followed in Cross-Major Course program.

Key Words : *Perception, Implementation, Cross-Major*

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the important subjects studied in high school. Furthermore, English is one of the subjects that is included in the national examination. There are several things make English become an important subject. The first is that English is very important in this globalization era because English is regarded as an international language which means that it is used by every country in various parts of the world. In this globalization era, it is very important for us to access information from various parts of the world which, of course, served in English. Therefore a student needs to learn English.

In addition, for students who wish to continue their education abroad, the ability of English is one of the main requirements they must fulfill in order to be accepted at a desired college. Students' English ability will be proven by TOEFL and IELTS test certificates. Both of these tests are tests that are recognized officially throughout the world to measure the ability of using English. The ability of using English is a requirement for someone to be accepted to work in an agency. If students have mastered English well, it is certainly easy for them to fulfill these requirements.

Seeing how important in learning English, it is no wonder that in every curriculum, the government always included English as one of the important subjects which were then included in the national exam also. There is no exception in the 2013 curriculum which was applied to every school in Indonesia

since 2013. In the 2013 curriculum, the government made English as one of the elective subjects in the choice of Cross-Major Course programs. Then, the students that choose English as a subject in that program must take more English lessons than those who do not take English as a chosen subject in the same program.

To increase understanding about the Cross-Major Course program itself, the following are several definitions of it. Cross-major course is a decision made by students to choose a group of subjects according to their interests, talents, and abilities while attending learning in high school. The choice of subject is based on student's need while continuing the education (Budi Kurniawan;2013)¹ Cross-Major Course is also a curricular program provided to accommodate the expansion of students' interests, talents and/or academic abilities with the orientation of mastering scientific subject groups outside of interest choices.²

Based on the definitions mentioned above, the researcher concluded that the Cross-major Course program itself is a program from the 2013 curriculum that requires students to choose one of the various subjects offered, in which the teaching and learning process for the chosen subject is done out of the mandatory subject hours that students must attend.

The implementation of the Cross-Major Course itself is entirely a school policy, so each school has a different way to apply it. It was explained in the 2013

¹ Budi Kurniawan, *Peminatan, Lintas Minat & Pendalaman Minat* (<https://budikurniawan77.wordpress.com/2013/12/20/peminatan-lintas-minat-pendalaman-kurikulum-2013/>) accessed on June,20,2020

² Mulyawan Safwandi Nugraha, "Model Peminatan Dan Lintas Minat", *Academia.edu*, (https://www.academia.edu/37172365/03_Model_Peminatan_dan_Lintas_Minat.pdf)

Curriculums that in its implementation, Cross-Major Course allowed students to choose the subjects they wanted freely without the intervention by school. While in fact, the application of the Cross-Major Course is not entirely according to a 2013 Curriculum suggestion, where there are many schools that still fully regulate students' choice subjects. In other words, students do not choose the subjects that they want, but the school chooses it for them.

This also happened in SMAN 3 Langsa where the implementation of the Cross-Major Course was fully regulated by the school. Students do not choose Cross-Major Course subjects, they only follow lessons that have been determined by the school. The reason why the implementation procedures were not following curriculum suggestion is caused by the lack of facilities that could be used so that the implementation of this program cannot follow the curriculum.

The implementation of a Cross-Major Course program that is not following the curriculum recommendations certainly has an impact on students who take the program. If students follow lessons that have been determined by the school but not by their interests, then it will be a compulsion for students to take lessons that determined by school, especially for English that can be said as an uninteresting subject. Certainly, it has a psychological impact on students, One of the impacts is that the appearance of perception about this Cross-Major Course subject itself was both bad perception and good perception. To enhance the understanding of perception, the researcher will give definitions according to the expert below.

Walgito (in Joanes j et.al) defines perception as the last process of observation which is started by the process of sense in which the process of stimuli is received by the sense, continued by the process of attention, and then directed to the brain that will make the individual realizes something³. So, perception is the result of a person's thoughts on something that is very dependent on the knowledge gained through various senses possessed.

The researcher believes that perceptions can determine learning success, if students already have a good perception of a subject, it will be easy for students to follow the learning process, and vice versa, if students have bad perceptions of a subject, then students will be difficult to follow the lesson. So, educators need to know how students' perceptions of a subject, so that the learning goals of that subject can be achieved.

Based on the description above, The researcher was interested to conduct a research entitled **“Students’ Perception About The Implementation of The English Cross-Major Course Among Twelfth Grade Students’ of SMAN 3 Langsa”**.

³ Joanes J and Other’s, *Persepsi & Logik*,(Johor bahru: University Teknologi Malaysia, 2014), 2-3

B. Research Question

There was a research question in this study, namely “How was the students’ perception about the implementation of English Cross-Major Course ?”

C. The Purpose of Study

The purpose of the study was to describe the student perception about the implementation of English Cross-Major Course.

D. The Significance of Study

Theoretically this study was expected to be an additional information on how students’ perceptions about Cross-Major Course in English. Practically, this study was also expected to be a reference that can be used by other researcher who want to conduct a research on student’s perception about Cross-major Course in English.

CHAPTER II

LITERATURE REVIEW

A. Perception

Perception is the result of the process of receiving information which is then sorted and interpreted according to the knowledge gained from one's senses. This process takes place in the mind of someone who will then influence the person while acting and when making decisions. The following is perception's definition from the expert. According to Joseph Reitz (in Diksha), Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables—the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving.⁴

According to Robbin (in Bernhard et al), perception is the process of individuals recognizing their environment by filtering and analyzing the sensory impressions they received.⁵

It can be concluded that perception is the result of the process of receiving, filtering, and then sorting out information that received by persons' senses which are then will influence person's perspective on something.

⁴ Diksha Kasyap “*Perception: Meaning, Definition, Nature and Importance*”, Your Article Library, 2017, (<https://www.yourarticlelibrary.com/organization/perception/perception-meaning-definition-nature-and-importance/63796>), accessed on July,5,2020.

⁵ Bernhard Tewal and Others, *Prilaku Organisasi* (Bandung : CV. Patra Media Grafindo, 2017, 101.

Process of perception requires individuals to provide an assessment or response to the perceived object. The responses will be diverse between each other; there are positive responses and negative responses. All of these responses produce perceptions that will then influence the individual in behaving and making decisions related to the perceived object.

There are several stages of the process that occurs in perceiving something. This stage begins with the human's sense capturing information that provided by the perceived object. Then, the human nervous system will analyze and figure out about this information which then produces a perception.

Walgito said that the process of perceiving something was a complicated process, which included ⁶:

1. **Physical Process** is the process when the human's senses capture information or stimuli that are given by the perceived object.
2. **Physiological Proses** is the process of sending information from human's sense to the brain.
3. **Psychological process** psychological process is the brain's process of analyzing information or stimuli which will then produce the perceptions.

According to Robbin (in Rofiq) , there are two stages of the perception process, including⁷:

⁶ Dwi Aprianto, *The English Teachers' Perceptions of the implementation of 2013 Curriculum (A descriptive Study at Senior High Schools in Purbalingga subdistrict)*, (Purwokerto, Muhammadiyah University of Purwokerto,2017), 4.

1. Acceptance

This stage occurs physically, that is when the human senses capture information or stimuli from perceived objects.

2. Evaluation

In this process, all information or stimuli that have been received by the human senses will be evaluated by individuals and then produce a perception. The results of this evaluation process are very relative, highly dependent on the individual's understanding and point of view of who perceive it so that it will differ from one another.

Gibson and colleagues grouped the factors that influence perception into two parts, as follows⁸:

1. Internal factors

Internal factors are factors that originate from within the individual, such as:

a. Physiological

In the process of perception, individuals obtain information about the object perceived through the senses. The ability of the

⁷Rofiq Faudy Akbar, Analisis persepsi Siswa Sekolah Menengah Atas terhadap Sekolah Tinggi Agama Islam Negeri Kudus, *Edukasia: Jurnal Penelitian Pendidikan Islam*, Vol. 10 No. 1, 2015, 196.

⁸ Isti Varadhilla, Persepsi Siswa SMK YPM 3 Terhadap Kesempatan Memperoleh Pekerjaan, (Surabaya, UIN Sunan Ampel, 2016), 15.

senses of each individual are different in absorbing information. It will produce different perceptions in each individual.

b. Attention

While paying attention to something, individuals will spend energy to focus paying attention to the physical form and mental state of the object. Each individual has a different energy capacity and this makes the level of attention on the object different and then also produces the different perceptions.

c. Interest

Individuals who have more tendency towards a particular object will spend more energy to pay attention to that object, this is called perceptual vigilance. The level of perceptual vigilance in individuals will affect the perception.

d. Unidirectional Needs

Individual interest in objects that are following the circumstances and desires of the individual is an indication of individual needs in the direction of the perceived object so that it affects the individual's perception of the object.

e. Memory and Experience

Experience and memory are two things that are very related where individuals will rely on memory to store experiences which will then affect the individual's perception of the object.

f. Mood

Individuals often behave by their moods, this is also very influential when the individual perceives objects.

2. External Factors

External factors referred here are the characteristics of the object which will then affect the individual's perception about the object. Besides the characteristics of the object, perception can also be influenced by the state of the object's environment. The following is a further explanation of external factors.

1. Size And Objects Placement

Objects with a certain size will be more easily noticed so the perception will be formed only by looking at the shape and the size of the object.

2. Object Colors

Objects with various colors will provide more information so that it will be easier to understand during the perceived process.

3. Uniqueness and Contrast of Objects

Objects that surprise individuals with different characteristics from other objects around will get more attention.

4. Object Strength and Intensity

Interaction scale between the individual and the perceived object will have a major influence on the process of the perception. The more often individuals and objects interact, the more individuals will understand the object and this will change the individual's original perception to the object.

5. Motion

Movements on objects will attract more attention so moving objects will be easier to perceive than stationary objects.

B. Cross-Major Course

In teaching and learning systematics, the 2013 curriculum offers three programs that must be followed by every student since the beginning of the teaching and learning process. The programs are as follows :

1. Specialization (*Peminatan*)

Specialization is a required program that must be followed by all students since starting the teaching and learning process in high school. This program offers various subjects which are divided into 3 groups⁹:

⁹Michelle Wanodya Pangestika, *Minat Siswa Pada Kelompok Peminatan Ilmu-Ilmu Alam Dalam memilih Lintas Minat Ekonomi, Reposi,,* (https://repository.usd.ac.id/12034/2/131334020_full.pdf) accessed on July 15, 2020, 9-10

- a. **Math and Science (*Matematika Ilmu Alam/MIA*)** consists of subjects about the Sciences and exact.
- b. **Social Science (*ilmu Ilmu Sosial/IIS*)** contains all subjects about social science.
- c. Language Department (*Ilmu Bahasa*) consists of the study of foreign languages.

According to the 2013 curriculum recommendations, students are allowed to choose one of the three groups mentioned above according to students' needs to continue their education to tertiary institutions. The school can choose them for student with considering several things. The first is based on student's grades in junior high school. If the score is good at science then these students will be included in the math and science specialization group (MIA). The second is based on the recommendations from a counseling teacher at Junior high school. The third is based on a score of the questionnaire filled out by the student. These questionnaires contain questions about student grades. The fourth is based on the placement test. These test held by the school, then the results will determine the placement of student specialization groups. The last is based on aptitude tests conducted by experts (psychologists).¹⁰

2. Cross-Major Course (*Lintas Minat*)

Cross-Major Course is one of the programs in the 2013 curriculum that intends to develop students' academic mastery in various subjects

¹⁰ Mulyawan Safwandi Nugraha, "Model Peminatan Dan Lintas Minat", 2017, (https://www.academia.edu/37172365/03_Model_Peminatan_dan_Lintas_Minat.pdf) accessed on July 14, 2020, 6

according to their interests. The subjects offered in this program are beyond the compulsory subjects of the interest groups chosen by students.

11

This program means to enable students to follow their interest subjects but not included in the Specialization group taken by students. for example, students in Social Science Specialization groups (IIS) who are interested in Chemistry subjects, then students can take Chemistry as a chosen subject in Cross-Major Course programs.

3. Deepening Interest (*Pendalaman Minat*)

This program allows students to explore certain subjects that are preferred from specialization groups that have been followed. The main requirement for joining this program is to have a higher ability from the other students in the subject who want to be followed, this is usually marked with higher grades in these subjects.¹²

C. Previous Study

Musdar from Serambi Mecca University conducted a research entitled 'The perception of Class XI IA and XII IS Students' about 2013 Curriculum in Specialization and Cross-Major Course program in State Senior High School 4 Banda Aceh'; This study used a qualitative and descriptive analysis approach with 53 students from class XI IPA and XII IPS as samples. The results of this study

¹¹ Mulyawan Safwandi Nugraha, *Model Peminatan ...*7

¹² Mulyawan safwandi nugraha, *Model Peminatan, ...* 10

showed that about 73% of the sample showed the perception of agreeing and welcoming the Specialization and Cross-Major Course in the 2013 curriculum.¹³

Next research was entitled 'Students' Perceptions about English Cross-Major Course Materials in State Senior High School 15 Semarang' conducted by Muhfiyanti and Siti Aimah which aimed to find out how was students' perception towards the material of English lessons in specialization groups. This research was conducted with 38 students from class XII IIS 2 as a sample, then the researcher used interview and questionnaire as instruments. The results of the study showed that 42% of the sample was very interested in English learning material in the specialization group while the other 16% were bored with the material.¹⁴

Another study was conducted by Douglas D. Vander Jagag from Western Michigan University entitled 'Student Thoughts and Perceptions on Curriculum Reform' with a sample of 16 students. This research was made to find out how students' perceptions of curriculum changes and the impact of curriculum changes on students who undergo the curriculum. The method used in data collection was a focus group discussion in which researcher asked for opinions from students and also parents of students who became the samples related to curriculum changes. The results of this study found that not all students were at the same level of

¹³ Musdar," Persepsi Siswa Kelas XI IA dan XII IS Terhadap Peminatan dan Lintas Minat Kurikulum 2013 di Sekolah Menengah Atas Negeri 4 Banda Aceh", *Jurnal.Unsyiah.ac.id*, (2015), <http://www.jurnal.unsyiah.ac.id/JFE/article/download/10670/8409> (accessed on July,16, 2020).

¹⁴ Muhfiyanti and Siti Aimah,"Persepsi Siswa Terhadap Materi pembelajaran Bahasa Inggris Peminatan pada Siswa SMA N 15 Semarang", *Prosiding.unimus.ac.id*, (2018), <http://prosiding.unimus.ac.id/index.php/mahasiswa/article/download/196/200> (accessed on july,16 2020)

intelligence so that it can be a suggestion for teachers to pay more attention to student ability to absorb the material being taught so that the learning and teaching process can be more effective.¹⁵

This research focused on students' perceptions about the implementation of English cross-Major Course programs in XII MIA 5 classes, This research not only focused on discussing students' perceptions about English Cross-mayor Course material, but, This study also analyzed the impact of the implementation of Cross-Major Course to students.

¹⁵ Douglas D. Vander Jagag, "Student Thoughts and Perceptions on Curriculum Reform", (Menchester: Scolar Work at WMU,2013).

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative method with a phenomenological approach. According to Creswell qualitative research is a type of research that examines the social problems of an individual or group of people. This research method is often used to examine society, both regarding social life, history, behavior, perception, motivation social problems, and other phenomena. To understand the phenomena that occur in society, accurate data from sources is needed and to obtain data, the researcher need to conduct in-depth interviews with various questions. Data that have been obtained then described into sentences which are then analyzed to produce narration. This narration will then be poured into the written report as a result of the research.¹⁶The researcher used this method because the researcher needed to dig deeper into the research object to understand and answer research problems so that the researcher feel fit to use qualitative methods.

The researcher used a phenomenological approach in this research. Creswell believes that phenomenology is a way to describe individual thoughts regarding something including themselves.¹⁷ The researcher chose

¹⁶ John W. Creswell, *“Educational Research : planning, conducting, and evaluating quantitative and Qualitative research”*. (Boston : TexTech International, 2012, 16)

¹⁷ Farid Hamid,” Pendekatan Fenomenologi(Satu Ranah Penelitian Kualitatif)”, *Digilib.Mercubuana.ac.id*,(2017), http://digilib.mercubuana.ac.id/manager/t!@file_artikel_abstrak/Isi_Artikel_718793118976.pdf , (Accessed on July, 20,2020).

this approach because the perception was the object of this research, so, the researcher felt it was appropriate to use this approach.

B. Place and Time of the Research

The researcher chose SMA Negeri 3 Langsa as a place conduct research. SMA Negeri 3 Langsa itself is located at Jalan Cut Nyak Dhien, Number 27, Gampong Jawa, Langsa Kota, Langsa, Aceh. The researcher conducted a research here because the writer had a personal experience with students during the teaching training period. During that period, the researcher was curious about students' perceptions of the subjects that researcher taught, so the researcher conducted this research. This research was conducted in the second week of August 2020.

C. Subject of the Research

Creswell said that research participants will be determined solely by researchers (purposive sampling) in qualitative research.¹⁸ It means that in this study the researcher determine the characteristics of the participants that will be used to get the or data related to the purpose of the study. Data collection was carried out in-depth to obtain data as much as possible from the research subjects. In this study, The researcher chose twelefth grade (*XII MIA 5*) students of SMAN 3 Langsa that consisted of 17 students as the subject of the research.

D. Technique of Collecting Data

¹⁸ John W. Creswell, *“Educational Research : planning, conducting, and evaluating quantitative and Qualitative research”*, (Boston : TexTech International, 2012, 206)

The researcher used interview and questionnaire to collect data.

1. Interview

Nazir (in Hardani, et. al) defines that interview is a face to face question and answer process between researchers and respondents conducted to obtain the data needed for a study.¹⁹

Interview techniques also allow researchers to capture the expressions, deep thoughts, and feelings of the respondent.²⁰ It means that researchers can delve into the respondents' minds with this technique so it is very effective to obtain data for perception research. The researcher interviewed the students by asking several questions related to their experiences during the English Cross-Major Course program to get information about their perceptions of the program. Interview consisted of 10 question.

2. Questionnaire

The questionnaire is a set of written questions created by the researcher which aims to obtain as much data as possible for research purposes.²¹ The questions in this questionnaire used the Likert scale method. Likert scale is a data collection method developed by Likert. The Likert scale consists of question items with certain values that represent the attitudes, knowledge, or behavior of the individual.²² The

¹⁹ Hardani and Others, *Metode Penelitian ...* 138

²⁰ J.R Raco, *Metode Penelitian Kualitatif: Jenis, Karakteristik, dan Keunggulannya*, (Jakarta: P.T Grasindo, 2010), 21..

²¹ Kasnodihardjo, "Langkah-Langkah Menyusun Kuesioner" *Media Litbangkes*, Vol. III no.2, 1993, 21

²² Weksi Budiadji, *The Measurement Scale and The Number of Responses in Likert Scale*, *Jurnal Ilmu Pertanian dan Perikanan*, Vol.2 no.2, 2013, 129.

questionnaire consisted of 10 questions. Students had to choose four optional answers such as SA (strongly agree), A (agree), D (disagree), SD (strongly disagree).

3. Observation

Observation is a data collection process carried out by researchers by paying attention to the behavior and attitude of the research object directly at the research location²³. In this study, researchers used a type of non-participant observation. This typically means the researcher does not participate in the research object the activities carried out by the research object. The researcher just sits (at the back of the class) and pays attention while taking notes that are useful as data for research.

E. Technique of Data Analysis

In this study, the researcher used the Miles & Huberman model of data analysis techniques. According to them (in Hardani et al.) in qualitative research, data that have been obtained with various data collection techniques presented in the form of words rather than in a series of numbers. The data that have been obtained can be stored in the form of recordings and notes, but then must still be arranged into sentences and then translated into narrative

²³ John W. Creswell, *“Educational Research : planning, conducting, and evaluating quantitative and Qualitative research”*. (Boston : TexTech International, 2012, 212)

text.²⁴ in Hardani's book, Miles and Huberman divided the data analysis technique into three stages, namely²⁵:

1. Data Reduction

Data reduction is the first step in the process of analyzing data in qualitative research. In this stage, the researcher sorts out, classifies, and organizes the data that have been obtained from the sample so that the conclusions can be taken in which then presented in a brief description and then verified. In this process, the researcher can eliminate data that were considered unnecessary.

2. Data Display

In this stage, the researcher presented the information that has been obtained to make conclusions. Presenting data in qualitative research was done with a brief description, charts, relationships between categories, flowcard, and others. The purpose of data display was to make the researcher more easily understand the information contained in the data so that the researchers was easy to analyze the information.

3. Conclusion drawing/ verification

This was the last step that the researchers must do in analyzing data. The researchers must develop conclusions that have been made in the previous stage by finding concrete evidence in the field which will

²⁴ Hardani and Others, *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: P.T.Pustaka Ilmu.2020), 163.

²⁵Hardani and Others, *Metode.....*, 171

then produce a new conclusion that can be considered as a research finding

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The following is data that obtained through interviews, questionnaires, and observations. Interview was conducted by the researcher by giving ten questions to the student of class XII MIA 5, that consisted of seventeen students. The following were the results of the interview.

1. What do you know about Cross-Major Course programs ? Explain it.

From seventeen students interviewed by the researcher, only seven students could provide a precise explanation of the Cross-Major Course program so that the researcher assumed that they understood well what a Cross-Major Course program was. While, the rest 10 could not provide answers and precise explanations about this program. They answered that Cross-Major Course was a program that exists in the school and they must follow, but they cannot explain further, what the program was, so the researcher assumed that they did not understand about this program.

2. Do you know the procedures of Cross-Major Course programs implementation in accordance with the curriculum recommendation ? Explain it.

Only three students can explain the procedures of implementing Cross-major Course programs based on curriculum recommendations. While, the rest students

can not explain this program. So, the researcher assumed that most of the students did not know the procedure of Cross-Major Course program.

3. Do you know the Cross-Major Course implementations procedure in your school ? Explain it.

Eleven students answered that they did not know about the Cross-Major Course application procedure that applies in their school. While others gave answers with the explanations that indicate they understood the implementation of the Cross-Major Course in that school.

4. Does the application of English as a Cross-Major Course subject that you should follow concern you or not ? Why ?

Six students admitted that they found it difficult to take English class as the Cross-Major Course subject they should follow. Student number 1 (RF) did not give a reason why he found the application of English as a cross-interest subject difficult for him, He simply replied *"lumayan menyulitkan, karena saya hanya mengetahui sebagian materinya saja"*. Student number 4 (RS) said , *"yaa, saya agak terasa sulit karena speaking semua"*. Student number 5 (RS) said, *"Lumayan menyulitkan karena saya gak bisa bahasa Inggris"*. Student number 9 (S) said, *"Menurut saya sangat menyulitkan bagi saya karena saya tidak suka pelajaran bahasa Inggris"*. Student number 12 (NPU) said, *"terkadang, beberapa pelajaran di lintas minat menyulitkan"*. While, Student number 17 (MH) said , *"Lumayan, karena saya hanya tahu dasar-dasar bahasa Inggris"*.

Eleven students answered that it did not burden them at all to define English as a Cross-major Course subject. Student number 2 (PJA) said ,

"Menyulitkan tidak, tetapi terkadang kurang paham jika tidak dijelaskan sedetail-detailnya. Juga karena kurang memahami bahasa Inggris". Then student number 3 (ZY) said , *"Tidak menyulitkan, karena banyak belajar praktek langsung".* Student number 6 (MF) said, *"Lumayan karena tahu dasar-dasar bahasa Inggris".* Student number 7 (NRD) said, *"Tidak, karena dengan adanya lintas minat pelajaran bahasa Inggris murid dapat lebih memahami dan mendalami bahasa Inggris. Tidak hanya teorinya saja tapi juga praktik speaking".* Student number 10 (NTS) said , *"Tidak, karena saya menyukai belajar bahasa Inggris".* Student number 11 (MA) said, *"Tidak terlalu menyulitkan karena menurut saya ini sedikit penting".* Student number 13 (NP) said *"Tidak juga, karena tidak semua materinya sulit"* While student number 14 (SH) said , *"Tidak, Karena saya sangat menyukai bahasa Inggris"*, and student numbered 15 (RF) gave a statement , *"Tidak menyulitkan bagi saya cuma saya kurang mengerti".*

5. When did you find out that English was the subject you should follow in a Cross-Major Program?

The Seventeen students answered that they were first told that English was a lesson they had to follow in a Cross-Major Course program was when they first entered class X.

6. How did you feel when you found out that you had to take English for Cross-Major Course program?

Four students said that they were very happy and enthusiastic when they found out that they would be taking English classes in a Cross-Major Course program. Student number 3 (ZS) said, *"Saya sangat antusias, karena saya suka*

bahasa Inggris terutama speaking". Then, student number 13 (NP) said, "Lumayan senang, Karena bahasa Inggris juga sangat saya perlukan di masa depan". While, student number 14 (SH) said, "Happy, because I like it, and so simple". and student number 16 (SK) said, " saya merasa senang karena ilmu bahasa Inggris saya bisa bertambah"

Then, the three students also felt happy but little bit worried. Student number 7 (NRD) said, *"Saya sedikit ada rasa penasaran tentang lintas minat yang akan dipelajari, namun juga sedikit takut materinya sulit".* Student number 8 (NA) said, *"Lumayan suka, karena menurut saya bahasa Inggris penting dalam membantu saya jika ingin melamar pekerjaan".* Then, student number 10 (MTS) said, *"Saya senang-senang saja karena harus mengikuti lintas minat bahasa Inggris".*

Two other students admitted that they worried when they found out that English was a subject that must be followed in Cross-Major Course programs. Student number 1 (RF) said, *"Saya sedikit khawatir karena tidak terlalu bisa bahasa Inggris".* While, student number 2 (PJA) said, *"Takut kesulitan /tidak bisa menjawab pertanyaan yang diberi".*

While the rest said that they were normal, not enthusiastic but also not worried when they found out that English was a lesson they should follow in a Cross-Major Course program. Student number 4 (RS) said, *"Perasaan saya baik karena itu pelajaran yang harus ikuti, yaudah saya ikutin dengan baik".* Meanwhile, student number 5 (RS) just said, *"Biasa aja".* Students 9 (S) said *"Perasaan saya biasa saja, ngga senang tidak juga sedih. Karena saya tidak*

begitu suka dengan pelajaran bahasa Inggris lintas minat, tapi harus saya pelajari karena sudah ketentuan dari pihak sekolah". Student number 11 (MA) just said, *"I feeling good"*. Student number 12 (NPU) said, *"Mau tidak mau harus tetap mengikuti"*. Then student number 15 said, *"Perasaan saya biasa saja saat mengikuti pelajaran lintas minat"* and student number 17 just said, *"Biasa aja sih"*.

7. How did you feel during learning English in Cross-Major Course program ?

Eleven students answered that they felt fine during the English class in Cross-Major Program because they thought by taking English class in this program, their knowledge of English would increase. Student number 1 (RF) said *"Saya merasa baik-baik aja karena lintas minat membuat saya belajar lebih banyak tentang bahasa Inggris"*. Student number 2 (PJA) said, *"Lebih mendalami bahasa Inggris yang terkadang tidak ada di bahasa Inggris wajib"*. Student number 3 (ZA) said, *"Saya merasa baik-baik saja dan semakin mengerti bahasa inggris"*. Then, student number 4 (RS) said, *"Saya merasa baik-baik saja"*. Then, student number 7 (NRD) said, *"Perasaan saya setiap harinya ada rasa takut tidak dapat memahami materi namun perlahan semakin lama saya semakin menyukainya"*. Student number 8 (NA) said, *"Perasaan saya lumayan senang karena dengan adanya bahasa Inggris dalam program lintas minat bisa membantu saya mendalami bahasa Inggris"*. Student number 10 (MTS) said, *"Saya senang karena bisa mempelajari lebih dalam tentang bahasa Inggris"*. Student number 11 (MA) said, *"Baik-baik saja dan ini tidak membuat saya bosan"*. Student number 13 (NP) just said, *"Keep enjoy"*. Then student number 14 (SH) just said, *"Senang"* and

student number 17 (MH) said, "*bagus, karena saya tahu sedikit-sedikit tentang bahasa Inggris*".

Three other students admitted that they felt normal during English lessons in a Cross-Major Course program. Student number 5 (RS) just said "*Biasa-biasa saja*" and Student number 6 (MF) said "*biasa aja*". While student number 15 (RF) said "*Perasaan saya biasa aja*".

The three other students admitted that they were difficult in understanding the material in English lessons in Cross-Major programs. Student 12 (NPU) said "*saya merasa kesulitan*" and student number 16 (SK) said "*Terkadang saya merasa sulita karena ada dua mata pelajaran bahasa Inggris, tapi untuk saat ini cukup menyenangkan*".

8. Are there any lesson you would like to follow in the Cross-Major Course program ?

Only 3 students admitted that no other subjects they would like to take in the Cross-Major Course program. Student number 3 (ZS) just answered, "*Tidak*". While, student number 11 (MA) just answered, "I am not sure" and student number 16 (SK) said, "*Untuk saat ini tidak ada*".

The fourteen students admitted that they had other subjects they would like to take in the Cross-Major Course program. Student number 1 (RF) said, "*Saya ingin mengikuti pelajaran matematika lintas minat*". Student number 2 (PJA) said, "*Saya memiliki pelajaran lain di program lintas minat seperti matematika*". Student number 4 (RS) just said, "*Ada*". Student number 5 (RS) said, "*iya, saya memiliki pelajaran lain yang sesuai dengan kemampuan saya*". Student number 6

(MF) said, "*Ada, Matematika dan Sejarah Indonesia*". Student number 7 (NRD) said, "*Iya, ada*". Student number 8 (NA) said, "*Ya, Saya berminat mempelajari sejarah, baik sejarah Indonesia maupun sejarah dunia*". Student number 9 (S) said, "*Saya memiliki pilihan lain yang berkaitan dengan program lintas minat yaitu Matematika peminatan*". Student number 10 (MTS) said "*Ya, Saya ingin mengikuti kelas bahasa Arab dalam program lintas minat*". Student number 12 (NPU) just answered, "*Ada*". student number 13 (NP) said, "*Iya, tentu saja, seperti pelajaran Ekonomi, Sejarah, Geografi*". Then student number 14 (SH) just said, "Yes". Student number 15 (RF) said, "*Saya ingin mengikuti pelajaran bahasa Indonesia lintas minat*" and student number 17 (MH) said, "*Ada, Matematika dan sejarah Indonesia*".

9. If you were allowed to choose, would you choose the subjects to follow by yourself in a Cross-Major course program, or you let the school choose it for you ? why ?

All students answered that they would prefer to choose the lesson to follow in this Cross-Major Course program by themselves. All of them agreed that they choose the lesson based on their wishes, abilities and interests.

10. Which one do you think is better, implementing Cross-Major Course programs according to curriculum recommendations or as applied by your schools ? why ?

Eight students answered that they preferred for the Cross-Major Course application as suggested by the curriculum. Student number 4 (RS) said "*Saya akan memilih kurikulum*". Student number 5 (RS) also said, "*Prosedur penerapan*

lintas minat yang disarankan kurikulum". Then student 6 (MF) said, "*Bagus program lintas minat yang disarankan oleh kurikulum*". Student number 7 (NRD) answered, "*Menurut saya keduanya sama-sama bagus, tetapi jika di kurikulum siswa-siswi dapat lebih leluasa dan antusias memilih lintas minatnya*". Student number 13 (NP) also answered, "*Yang dilaksanakan kurikulum, karena bisa memilih lintas minat sendiri*". Meanwhile, student number 14 (SH) said, "*Kurikulum, Karena di dalam kurikulum kita dapat memilih lintas minat yang kita minati sedangkan sekolah sudah ditetapkan kita dimana*" and student number 17 (MH) said "*Lebih bagus program lintas minat yang disarankan kurikulum*".

The four students chose to be neutral. They did not choose one of the procedure because according to them, each procedure has its own advantages and disadvantages. Student number 3 (ZS) said, "*Sulit untuk memilih, keduanya pasti dalam tujuan yang sama*". While student number 9 (S) said, "*Saya tidak tahu mana yang lebih baik*" and student number 16 said, "*Karena saya sendiri kurang tahu prosedur yang disarankan oleh kurikulum maupun sekolah, jadi saya tidak memilih*".

Five other students admitted that they did not understand how the procedure of implementing the Cross-Major Course according to the curriculum recommendations so that they considered that the procedure that was implemented by the school was the best one. Besides, there were some students that understand well about how was the procedure of implementation Cross-Major course according to curriculum, but still decided that school procedure of implementing this program was the best. Student number 1 (RF) answered "*Prosedur lintas minat yang diterapkan oleh sekolah, karena saya tidak paham prosedur sesuai*

kurikulum". Student number 2 (PJA) also said, "Sekolah, karena mungkin sekolah lebih mengetahui lintas minat yang bagus bagi siswanya dimasa mendatang". Then, Student number 8 (NA) said, "Lebih baik penerapan prosedur yang diberlakukan sekolah karena tidak terlalu menyulitkan siswa". Student number 10 (MTS) also said, "Saya tidak terlalu tahu tentang program yang disarankan oleh kurikulum tapi menurut saya yang dilakukan oleh sekolah saya sudah bagus". Meanwhile, Student number 12 (NPU) said, "Lebih baik prosedur yang diterapkan oleh sekolah" and student number 15 (RF) said, "Saya tidak tahu prosedur penerapan lintas minat yang disarankan oleh kurikulum".

The questionnaire contained 10 questions which were then distributed to 17 students. The result of questionnaire were as follows :

1. I know what the Cross-Major Course program is.

Twelve students agreed to this statement which showed that they knew what a Cross-Major Course program was. Four students strongly agreed wich meant that they understood well about Cross-Major Course, while one student disagreed wich meant that the student did not know what Cross-major Course program was.

2. I know how the Cross-Major Course implementation procedure according to the 2013 curriculum recommendations.

Seven students chose to agreed on this statement. It indicated that they knew how the Cross-Major Course was implemented according to curriculum recommendation, while eight disagreed, it showed that they did not know how the Cross-Major Course suggested by the curriculum, while two other students

strongly agreed, which indicated that they understood well the procedure of implementing Cross-Major Course as recommended by the curriculum.

3. I know how the Cross-major Course implementation procedure in my school.

Fourteen students agreed to this statement, which showed that they knew how the Cross-Major Course procedure in their school. One other student strongly agreed, which showed that the student understood well the procedure of implementation Cross-Major Course in that school, while the rest disagree, which indicated that they did not know how the Cross-Major Course implementation procedure is in their school.

4. If I have to choose, I will continue to choose English in Cross-Major Course program.

Eight students chose to agree as an answer to this statement which indicated that they enjoyed learning English in a Cross-Major Course program and will still choose English as the subject to be followed in this program. While, the other six disagreed. It showed that they did not enjoy learning English in this program and would not choose English lessons to attend again. Two students chose strongly agree, which showed they were very happy to take part in learning English and will still choose English in this program again, while one student strongly disagreed, It indicates that the student did not like learning English and will not choose English in a Cross-Major Course program if the student allowed to choose.

5. I don't feel compelled to take a English in Cross-Major Course program because I like english.

Eleven students chose to agree as the answer to this statement, which indicated that they did not mind taking English lessons in a Cross-Major Course program, while five answered strongly agreed to this statement. It showed they did not mind taking English lessons in a Cross-Major Course program, even enjoyed it. While, one disagreed, it showed that the student did not like and felt brave enough to take part in English lessons in this program.

6. I was happy when I found out that I should follow English in Cross-Major Course program because I like english lesson.

Seven students chose agree to this statement which indicated a feeling of pleasure when knowing that they had to take English lessons in a cross-interest program because they liked it even though they did not choose it themselves. Four students chose strongly agree as an answer, which showed that they were very happy to take English lessons in a Cross-major Course program because they liked English very well. While, the rest chose to disagree. It indicated that they were not happy when they found out they had to take English lessons in a cross-interest program because they didn't like English.

7. I do not feel bored during English class in Cross-Major Course program.

Ten students chose agree as an answer to this statement which showed that they were not bored while taking English lessons in the Cross-Major program, while three students strongly agreed to this statement, which indicated that they were not bored while taking English lessons in the program, even enjoyed it. Besides, four students chose to disagree as an answer. It showed

that they felt bored when taking English lessons in Cross-Major Course programs.

8. I like English even more after following English class in Cross-Major Course program

Nine students agreed to this statement. It stated that they liked English more and more after taking English lessons in a Cross-Major Course program. While, one student strongly agreed, which showed that the more the student took English lessons in this program, the more and more the student liked English. The rest disagreed. It indicated that they did not like English more after taking English lessons in a Cross-Major Course program.

9. I have another subject that I am interested in Cross-Major Course program

Eleven students chose to agree as an answer. It indicated that they had another subject that they were interested in and they would like to follow for a Cross-Major program. While, three students chose strongly agree, which showed that they actually had other lessons they would love to follow in this program. While, three other students disagreed, which indicated they had no other lessons they would like to follow in the Cross-Major Course program.

10. I have no trouble in deciding what subject

Eight students agreed to this statement which indicated that they did not have difficulty in determining themselves for what lessons they would like to follow in a Cross-Major Course program. While, three students strongly agreed, which showed that they really have no difficulty in determining the lessons they want to

follow in this program. Then seven other students answered disagree which indicated they have problems or difficulties in determining the lessons they would like to follow in this program.

B. Discussion

Based on the results of questionnaire and interview, the perceptions of class XII MIA 5 students about the implementation of English Cross-Major Course were as follows.

1. They did not understand what Cross-Major Course was

Only a few students who can explain what Cross-Major Course was. Most of the students did not know what Cross-Major Course was. They were only told that their class will follow English as a lesson in Cross-Major Course program when they first entered the school, more precisely in class X. Then, they just took lessons and thought it is the school's rules to follow.

2. They had no objection to the school's provisions

All students who took the Cross-Major Course program did not object in taking English lessons in the Cross-Major Course program even though they did not choose English because they thought that English was very necessary for the future so that there was no harm in learning English now. Besides that, students of class XII MIA 5 considered that the application of English as a Cross-major Course was already a school requirement that must be followed like any other subject.

3. They understood the English lessons after following English class in Cross-Major Course program

Some students admitted that they liked English more and understood more about English lessons during their English Cross-Major Course program because the duration of learning English, so that the students could study longer and more.

4. There are other lessons they would like to take in a cross-interest program

Although students did not mind following English lessons in Cross-Major Course programs, those students still had other lessons they would like to follow in this program. Therefore, they would prefer to be given the opportunity to choose their own Cross-Major Course lessons to be followed so that they can choose the subjects they were truly interested in.

5. They preferred to personally choose the lessons to be followed in a Cross-Major Course program

The researcher found that each student preferred to choose the lessons they would like to follow in a Cross-Major Course program. because they thought that it was suitable to their abilities and interests. Some students also found it difficult to follow the English Cross-Major Course because they felt they did not like English.

Observations result showed that the students seemed less enthusiastic about participating in the English Cross-Major course because the meeting duration made the students bored. English Cross-Major Course had two meetings in a week. Many of them complained about the difficulty of the English Cross-Major

Course learning material even though the material was not included in the national exam questions. however, they still pay attention to the material provided carefully so that most of them can mastery the English Cross-Major Course material.

Based on the above perceptions, the researcher can explain that the factors that influence those perceptions were internal factors. Such as :

1. Attention

The researcher found that students felt more understand about English after they had joined the English Cross-Major Course program. This was also influenced by the attention factor, where they paid attention to the material during the English class in this program. So, they could absorb the lesson more, But, each individual had a different level of attention, so the results obtained during learning also vary.

2. Interest

It was found that students did not know what a cross-interest program was, showed that they were not interested about Cross-Major Course programs that were new to them. So, it seemed that they were not curious about this program then they did not try to find any information about it.

3. Memory and Experience

Students who were accustomed to followed English class and did not have bad experiences, certainly do not have any objection to follow the English class.

This is similar to research findings which showed that students had no objection in participating in English Cross-Major Course programs.

4. Unidirectional Needs

The results of the study showed that students had other subjects that they are interested in and they wanted to choose by themselves own the lessons that they have to follow in Cross-Major Course Program. It showed that the unidirectional needs factor affects their perceptions so they choose lessons that are in line with their needs.

From the description above, proved that the factors that in influence those perceptions were suitable with the theory given by Gibson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that students' have a positive perception about the implementation of English Cross-Major Course. The perceptions of students about Cross-Major programs were :

1. They did not understand what Cross-Major Course was
2. They had no objection to the school's provisions
3. They understood the English lesson after following
4. There are other lessons they would like to take in a Cross-Major Course program
5. They Preferred to personally choose the lessons to be followed in a Cross-Major Course program

The factors that influence students' perception were attention, interest, memory and experience, unidirectional needs.

B. Suggestion

The researcher gave some suggestion as follows :

1. The student should look for information about a Cross-Major Course program, students will know that they have the opportunity to choose the lesson they will follow in this program.
2. The teacher should be able to present cross-interest English lessons as best as possible to attract students' attention so that they will enjoy

English Cross-Major Course classes and do not feel compelled to join the class.

3. The head master and his staff should give students the opportunity to choose their Cross-Major Course lessons that students want to follow, so that students can follow according to their respective interests and do not feel forced. If this is not possible.

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