

EXAMINING EFL STUDENTS' PERCEPTION AND MOTIVATION ON THE CONTENT-BASED INSTRUCTION (CBI) IMPLEMENTATION IN VOCATIONAL EDUCATION

¹Sharizan, ¹Fani Nabila Titania, ¹Rihatmi, ¹Riris Handayani, ¹Sukarno,
²La Ode Musaldin, ³Noviachri Imroatul Sadiyah

¹Master of English Education, Faculty of Languages, Arts, and Cultures,
Universitas Negeri Yogyakarta, Indonesia

²Master of TESOL, Faculty of Education, Monash University, Australia

³MA Education, School of Education, University of Leeds, United Kingdom
Co. Author Email: rizanpalson28@gmail.com

Article Info	Abstract
Article History Received: July 2024 Revised: September 2024 Published: October 2024	<i>Content-based Instruction (CBI) uses authentic materials and language as a medium for teaching English. It aligns with the ESP concept in vocational education and might affect students' perception and motivation. This study assessed vocational high school students' perception and motivation toward CBI implementation in teaching English. The case study involved 35 students of the 10.2 Culinary Arts Major class, SMK Negeri 2 Godean, Sleman Yogyakarta. The study was started from March to June 2024. The samples were determined through the purpose sampling technique, which involved all the participants as samples. Then, the instruments being used were validated questionnaires (a Pearson correlation value of 0.445 to 0.877 and a Cronbach alpha value of 0.997) supported by open-ended questions and classroom observation. The results showed that vocational high school students have a moderate level of perception (3.31) and motivation (3.44) on CBI implementation based on the Likert Scales' interpretation. However, the students have a high perception of the authentic materials being used and instrumental motivation about the importance of English in their lives. This leads them to have a willingness to learn English. It is supported by their positive responses to open-ended questions and nuances in classroom observation. Meanwhile, it is vital to maintain internal motivation and be assertive in implementing CBI by applying clear learning objectives and contracts to make a conducive classroom. Finally, due to participants' limitations, conducting future studies with broader participants, including teachers and students from other majors, is crucial.</i>
Keywords Content-based instruction; Learning motivation; Perception; English for specific purposes; Vocational education;	
How to cite: Sharizan, S., Titania, F.N., Rihatmi, R., Handayani, R., Sukarno, S., Musaldin, L.O., & Sadiyah, N.I. (2024). Examining EFL Students' Perception and Motivation on the Content-based Instruction (CBI) Implementation in Vocational Education. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(4), 1785-1799. DOI: https://doi.org/10.33394/joltt.v12i4.12424	

INTRODUCTION

In the status quo, many teaching and learning strategies are being implemented. The strategies aim to cater to the current need for educational outcomes in society (Brown, 2016). One of the strategies is content-based instruction (CBI). It is one of the popular strategies for teaching, where language is used as the medium of learning with contextual or actual materials (Lai, Yuanxing Aksornjarung, 2018). It uses authentic material to make the learners more engaged and familiar with the language being used in the actual context (Brown & Bradford, 2016 p 332).

Furthermore, the use of CBI for teaching language can be very flexible. It can be used for all language skills, and it can be used in both traditional and modern teaching methods such as grammar-based instruction, communicative language teaching, etc. (Amutha, 2017). Thus,

using CBI might accommodate the needs of the teaching and learning process. Hence, its use decreases learners' anxiety during teaching (Cheng et al., 2022). Besides, the CBI sees language as a medium for learning something, not a thing to be learned (Lyster, 2017). Driving from the way CBI identifies the language itself, it can be an alternative strategy for teaching language that brings meaningful, powerful, purposeful teaching and learning activities that immerse the importance of content as the object of learning language (Vanichvasin, 2019).

The CBI can be used in teaching English since it requires contextual situations where language is being applied (Dogancay-Aktuna & Hardman, 2018). The aim of learning English can be manifested well in CBI (Lai, Yuanxing Aksornjarung, 2018). However, the use of CBI for teaching English can burden the teacher. English teachers should be knowledgeable about the content, selecting and adapting authentic materials, creating student-centred, contextualising the materials, and keeping clear the materials, which create many jobs for teachers (Figueiredo & Henriques, 2024). Even if the strategy seems burdensome, it is still an excellent alternative for teaching English, including in vocational high schools.

The use of CBI in teaching English is recommended in vocational high schools since teaching English in vocational institutions is expected to be in line with the particular major in the schools which requires English for a specific purpose (ESP) (Brinton & Snow, 2017; Shibata, 2019). Commonly, vocational high school is a kind of educational levels that focus on the enhancement of students' skills and knowledge comprehensive (Yuliyah & Santosa, 2022). It expects the students' readiness to get involved in the workplace after learning in formal education (Oroh, 2023). Then, the materials being taught are also relevant to the student's major. It is expected to assist and help students in the professional environment (Romadin et al., 2022). Therefore, CBI, which focuses on activating and developing language skills and knowledge based on content courses, is valid for vocational students learning English, including State Vocational High School or SMKN 2 Godean, Sleman, Yogyakarta, Indonesia.

SMKN 2 Godean is one of the state vocational high schools in Sleman, Yogyakarta. This school was established on October 1, 1955, formerly named Sekolah Kepandaian Putri (SKP) Negeri Godean. The school has three majors: culinary arts, fashion design, make-up, and hairdo. The expected graduate from the school is to shape and develop students with adaptability and independence to face the challenges in the workspaces. It can be seen that the school aspires to have competent graduates who can compete and survive in society with the contextual knowledge they gain in the schools. Then, it shows that content-based instruction can meet the expectations of students while teaching and learning English.

The researchers have conducted the pre-observation and need analysis steps. It shows that the students have lower motivation and perception in learning English. This can be seen from the low engagement of the students in the learning process. The students also tended to sleep and keep busy with other activities irrelevant to their learning, such as playing on the phone, drawing, chit-chatting with their friends, etc. Not only that, according to the need analysis questionnaire, the majority of students prefer to learn content subjects related to their major (60%), and the rest prefer to learn about materials of daily life (25.7%) and schools/education (14.3%). It can be said that students prefer to learn English through authentic materials in their major. It is relevant to the CBI strategy that uses authentic materials as the primary aspect of learning instead of learning the language itself. Thus, the strategy is expected to be the way for students to have better perception and motivation in learning English.

Perception and motivation are critical in learning English. It is believing the crucial aspect of producing excellent education outcomes (Filgona et al., 2020). The level of perception and motivation can influence students' achievements (Dja'far et al., 2016). The positive and high perception and motivation might help students achieve more excellent language proficiency and vice versa (Hromova, 2019; Peng & Patterson, 2022). Students with positive perceptions and motivation tend to be willing and put extra effort into learning the language, which makes

them have better English proficiency (Hromova, 2019; Peng & Patterson, 2022). They also likely become stronger and more resilient in dealing with challenges and obstacles during learning, making learning languages easier (Oxford et al., 2015). Therefore, perception and motivation are essential for learning students' language.

Previous studies about CBI show that CBI can potentially enhance students' perception and motivation. Motivation and perception also affect the implementation of CBI in learning a language. It affects the activities being conducted (Sariani et al., 2022). Besides, Lai and Aksornjarung (2018) found that Thai students have a positive perception and moderate motivation toward CBI. Furthermore, the other study also found positive perceptions of Thai high school students while learning English through CBI (Wongnarut et al., 2016). In the Indonesian context, the study of Nurpasari and Roza, (2022), claimed that there is also a positive perception towards CBI at senior high schools, specifically among students at SMAN 5 Bukittinggi, West Sumatra, Indonesia.

However, the previous studies are limited to those conducted in Thailand with a sample of university and high school students. Meanwhile, in the Indonesian context, it is only conducted in senior high schools, which focus on students' perceptions. It shows apparent gaps in none of the studies exploring CBI in a vocational education context and revealing students' perceptions and motivations on CBI, which aligns with ESP in vocational education. Therefore, the researchers intend to study the students' perception and motivation for learning English through content-based instruction (CBI) in the vocational high school in Sleman, Yogyakarta, Indonesia. It is expected to contribute to the discussion of CBI in the context of vocational education.

RESEARCH METHOD

Research Design

The research applied a case study research design with a quantitative approach. The reason lies in the speciality of vocational high school students majoring in culinary arts. The case study research design applies to the context of uniqueness from the research's object or target in the particular topic (Ridder, 2017). It offered an empirical study on vocational education, which was rarely explored. Moreover, Due to the study's variables of perception and motivation, researchers used a quantitative approach through the questionnaire. Quantitative research with the questionnaire is the most suitable approach for assessing research participants' feelings toward some conditions (Nardi, 2018). Hence, the researchers employed open-ended questions and classroom observation as additional information to validate the questionnaire results.

Population and Sample

The research was conducted in Vocational High School or SMK Negeri 2 Godean. Sleman, Yogyakarta from March to June 2024. This study surveyed 35 students, 4 males and 31 females ages 14 to 16, from the 10.2 Culinary Arts Major class, who were determined through the purposive sampling technique. This type of sampling aimed to justify the generalisation of the study through maximum sampling based on the judgment of research towards the group sampling (cases, people, institutions, etc.) (Sharma, 2017). Even if this condition might result in biases from the researcher, it is still relevant due to specific cases, people, and institutions (Sharma, 2017). We used the purposive sampling technique as the most suitable for this study. Then, the other speciality was that the 35 students were only introduced and taught through content-based instruction (CBI). They were also vocational high school students who had been tested and observed through preliminary needs analysis research. Therefore, those indicators were the guidelines for choosing them as research participants.

Instruments

The instruments used in this study were validated questionnaires and open-ended questions, along with classroom observation as additional instruments. Hence, the questionnaires' reliability and validity were tested through SPSS 25 software. It showed a valid and reliable questionnaire with a Pearson correlation value of 0.445 to 0.877 and a Cronbach alpha value of 0.997. The questionnaire and open-ended questions were adopted from Lai and Aksornjarung (2018) and Wongnarut (2016) to gather the data and were supported by classroom observation. The questionnaire consisted of 40 statements and six open-ended questions. The statements were divided into several categories: 1) Perceptions towards content and language learning; 2) Perceptions toward English teachers; 3) Perceptions of the relation between learning input with their future careers; 4) Perceptions towards their English improvements; 5) Perceptions towards learning activities; 6) Evaluations toward English course; 7) Integrative motivation; 8) Instrumental motivation; and 9) Motivational intensity.

Data Analysis

The data collected from the questionnaire was analysed using descriptive statistics through SPSS 25 software. It aimed to find the data's minimum, maximum, average, and interpretation. Then, it was used to organize and summarise the data to conclude (Holcomb, 2016). Hence, to interpret the data from the questionnaire, the researchers used the interpretation of a 5-point Likert Scale from Jan Terano (2015). It is used to determine respondents' agreement, and it is commonly used in social and education studies (Joshi et al., 2015). The interpretation table is in the following table.

Table 1.
The descriptive interpretation of the data

The Range of Score	Description
4.5 – 5	VH (Very High)
3.5 – 4.49	H (High)
2.5 – 3.49	M (Moderate)
1.5 – 2.49	L (Low)
0.5 – 1.49	VL (Very Low)

(Jan Terano, 2015)

In conducting the study, researchers followed several research steps. First, we determined students' needs by analysing a set of questionnaires and conducting classroom observations. Then, according to the results of the needs analysis, we developed and prepared teaching materials and lesson plans. We taught the students for two cycles. After teaching them, we distributed questionnaires to them through *Google Forms*. Finally, the data was analysed through SPSS 25 software. Besides, the open-ended questions in the questionnaire and classroom observation were analysed and used to validate the questionnaire analyses. The following figure shows the research steps.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

According to the research results, 35 students from the 10.2th-grade Culinary Art Major, SMK Negeri 2 Godean, Sleman, Yogyakarta, filled out the questionnaire. The results are divided into two sub-discussions: perception and motivation. After collecting the data, it was analysed using descriptive statistics on SPSS 25 software. The following table provides an overview of students' perceptions and motivations towards CBI to answer the research question on this study related to students' perception and motivation on the CBI implementation for learning English in vocational education.

Table 2.
The Descriptive Statistics of Vocational High School Students' Perception and Motivation

Indicators	Items	Minimum	Maximum	Average	Interpretation
Perception	29	1	5	3.31	Moderate
Motivation	12	1	5	3.44	Moderate

Table 2. shows the descriptive statistics of vocational high school students' perception and motivation. Regarding perception, the respondents answered the statements with strongly disagree (1) to strongly agree (5). Then, the average result of perception shows a moderate level (3.31), and the average result of motivation shows a moderate level (3.44). The average scores are 2.5 – 3.49 from Jan Terano's interpretation table. It can be inferred that vocational high school students have a moderate perception and motivation towards CBI implementation. Then, it was also described through classroom observation and their answers to open-ended questions, where they showed moderate responses and were active during the teaching and learning process. These findings are in contrast compared to the study conducted in university and non-vocational schools (Wongnarut et al., 2016; Lai & Aksornjarung, 2018; Nurpasari & Roza, 2022).

Perception

This part shows the results of students' perception towards implementing content-based instruction (CBI). Perception refers to students' opinions and attitudes towards something, in this case, the implementation of CBI. According to Lai and Aksornjarung (2018) and Wongnarut (2016), there are six aspects of perceptions: perception towards content learning, teacher, learning relation and actual life, English improvement, learning activities, and evaluation. Generally, the finding answered the research question related to students' perception, where vocational education students moderately perceived the implementation of CBI in learning English.

Perception towards Content and Language Learning

In assessing students' perceptions of CBI, the researchers collected questionnaire data through some statements to determine students' attitudes towards content and language used in the teaching process. Here is the statistics table with descriptive results about students' perceptions of content and language learning in CBI implementation.

Table 3.
The Descriptive Statistics of Vocational High School Students Perceptions towards Content and Language Learning

Indicators	N	Minimum	Maximum	Average	Description
Content-Q1	35	1	5	3.4	Moderate
Content-Q2	35	2	5	3.91	High
Content-Q3	35	1	5	3.26	Moderate
Content-Q4	35	1	5	3.23	Moderate
Content-Q5	35	1	5	3.14	Moderate
Content-Q6	35	1	5	3.31	Moderate
Content-Q7	35	1	5	3.34	Moderate
Content-Q8	35	1	5	3.43	Moderate
Content-Q9	35	1	4	3.31	Moderate
Total Average				3.38	Moderate

Table 3. shows the average of students who agreed that they have a moderate perception of CBI implementation, with an average of 3.38. The minimum response is 1 (strongly disagree), and the maximum is 5 (strongly agree). Moreover, statement Q1 shows a high level of perception from students, with an average of 3.91. The Q1 statement concerns their perception of whether content and language learning are helpful for their future career. The average score shows that students agreed that the delivered content was good. It is supported by the fact that the students prefer materials supporting their professional careers (Romadin et al., 2022). Therefore, it can be inferred that the students agreed with the content used in the teaching and learning process, which adopts authentic and relevant topics from their major. It aligns with their expectation in the preliminary study, where they were career-oriented, which made them interested in relevant and supporting things for their upcoming jobs.

Perception towards English Teacher

The perception variable is also determined through students' opinions about English teachers. The aim is to find out whether the English teacher is managing content-based instruction well. Here is the table of results for descriptive statistics.

Table 4.
The Descriptive Statistics of Vocational High School Students Perceptions
towards English Teachers

Indicators	N	Minimum	Maximum	Average	Description
Teacher-Q10	35	1	5	3.26	Moderate
Teacher-Q11	35	1	5	3.49	Moderate
Teacher-Q12	35	1	5	3.49	Moderate
Teacher-Q13	35	1	5	3.31	Moderate
Total Average				3.39	Moderate

Table 4. shows students' perception of English teachers during the learning process through CBI. The average score is 3.26 to 3.49. It demonstrates a moderate perception. The minimum response is 1 (strongly disagree), and the maximum is 5 (strongly agree). The students usually reflect on their English teacher. It shows the differences between the study conducted in university and senior high school, where the students showed positive perceptions (Wongnarut et al., 2016; Lai & Aksornjarung, 2018; Nurpasari & Roza, 2022). It is justifiable since vocational education is oriented to the preparation of students' skills for work fields (Yuliyah & Santosa, 2022). Moreover, they are neutral regarding their teachers' clarity and understanding. They also believed that the teachers usually managed the class well. Therefore, it can be said that vocational high school students have a moderate perception of their English teacher during the teaching and learning process through CBI compared to regular school days.

Perception towards the Relation between Learning Input with their Future Careers

The next aspect of perception is the student's attitude toward the relationship between learning input and their future careers. This study aims to determine whether the learning input is relevant to their professional careers in the future. The following table contains descriptive statistics about it.

Table 5.
The Descriptive Statistics of Vocational High School Students Perceptions
of the Relation between Learning Input and their Future Careers.

Indicators	N	Minimum	Maximum	Average	Description
Learning Relation-Q14	35	1	5	3.26	Moderate
Learning Relation-Q15	35	1	5	3.43	Moderate
Learning Relation-Q16	35	1	5	3.17	Moderate
Learning Relation-Q17	35	1	5	3.2	Moderate
Total Average				3.26	Moderate

Based on the table 5. shows that the overall perception of students is 3.26. According to Jan Terano's interpretation table, the score is between 2.5 – 3.49, which is at a moderate level. The minimum response is 1 (strongly disagree), and the maximum is 5 (strongly agree). Vocational high school students identify that the teaching and learning process through CBI brings a moderate attitude toward the relationship between learning input and future careers. It shows the contrary condition, where the students should be expected to do so in positive ways due to CBI being in line with the ESP strategy (Brinton & Snow, 2017). Thus, they perceived that learning materials are moderately related to their future career, as their statements in the open-ended questions supported.

Perception towards English Improvement

The perception of English improvement refers to vocational high school students' attitude towards their English improvement. To determine students' perceptions, statements are answered by the students. The table below shows the results of descriptive statistics about students' perception of their English improvement.

Table 6.
The Descriptive Statistics of Vocational High School Students Perceptions
towards their English Improvements

Indicators	N	Minimum	Maximum	Average	Description
English Improvement-Q18	35	1	5	3.49	Moderate
English Improvement-Q19	35	1	5	3.23	Moderate
English Improvement-Q20	35	1	5	3.49	Moderate
English Improvement-Q21	35	1	5	3.03	Moderate
English Improvement-Q22	35	1	5	2.94	Moderate
English Improvement-Q23	35	1	5	3.4	Moderate
Total Average				3.26	Moderate

Table 6. demonstrates the average score of students' perceptions, which is 3.26. It indicates a moderate attitude towards their improvement. The vocational high school students represent moderate in assessing their English improvement due to using CBI in learning English. They believe their English improvement is neutral when they learn helpful English vocabulary, anxiety, confidence, language exposure, listening, and speaking English. In other words, CBI does not have a significant impact on their English improvement. Meanwhile, in the high school, CBI improved students' English skills (Nurpasari & Roza, 2022).

Perception towards Learning Activities

The researchers also asked about students' perceptions of learning activities. This aspect aims to understand students' attitudes towards collaborative learning, negotiating sessions, performing culinary arts, and scaffolding during the lesson. There are three statements in this aspect. The results of this aspect can be shown in the following table.

Table 7.
The Descriptive Statistics of Vocational High School Students Perceptions
towards Learning Activities

Indicators	N	Minimum	Maximum	Average	Description
Learning Activities-Q24	35	2	5	3.4	Moderate
Learning Activities-Q25	35	1	5	3.09	Moderate
Learning Activities-Q26	35	1	5	3.17	Moderate
Total Average				3.22	Moderate

According to Table 7, it can be seen that the minimum scale being chosen is one, and the maximum scale is 5. The average score from the total three statements is 3.22, between 2.5 and 3.49, from Jan Terano's interpretation table. It indicates the moderate attitude of students towards the learning activities being done in teaching and learning through CBI. Compared to varsity and senior high school contexts, the students showed a positive perception towards the learning activities due to different educational level characteristics (Wongnarut et al., 2016; Lai & Aksornjarung, 2018; Nurpasari & Roza, 2022). Therefore, vocational high school students perceived moderately collaborative learning, negotiating sessions, performing culinary arts, and scaffolding during the lesson. It also can be seen in the classroom during classroom observation.

Perception Evaluations towards English Course

In the last aspect of perception, the researchers also measured students' attitudes toward the English course evaluation. This aspect has three statements. It measures students' enjoyment, motivation, and mastery of the materials and language during the teaching and learning process through content-based instruction (CBI).

Table 8.
The Descriptive Statistics of Vocational High School Students Perceptions
Evaluations of the English Course

Indicators	N	Minimum	Maximum	Average	Description
Evaluation-Q27	35	1	5	3.2	Moderate
Evaluation-Q28	35	1	5	3.26	Moderate
Evaluation-Q29	35	1	5	3.14	Moderate
Total Average				3.2	Moderate

Table 8. shows the results of descriptive statistics about students' perception of the evaluation of English courses. The three statements show that the average scores are in the range of 3.2 to 3.26, with a total average of 3.2. According to Jan Terano's interpretation table. The range is between 2.5 – 3.49. It indicates a moderate attitude of students towards the evaluation of English courses. Therefore, the content-based instruction (CBI) led to a moderate feeling of students enjoying, motivating, and mastering the language and materials in the lesson. They also mentioned in the open-ended question that they perceived the nuances of the learning process moderately, and they prefer teachers for assisting and directing clearly during evaluation sessions (Sariani et al., 2022).

Motivation

The second domain being measured is the motivation level of students. The motivation level refers to the internal condition of the students tending to do something. The motivation notion is divided into integrative motivation, instrumental motivation, and motivational intensity (Lai, Yuanxing Aksornjarung, 2018). In a nutshell, the students of vocational education have moderate motivation through CBI implementation in learning English. This

finding answered the aim of this study, which was to examine students' motivation for CBI implementation in vocational education.

Integrative Motivation

Integrative motivation refers to the internal motivation of the students to do something. This kind of motivation is essential for humans. In this study, four statements are in the questionnaire to measure internal motivation toward implementing content-based instruction (CBI).

Table 9.
The Descriptive Statistics of Vocational High School Students' Integrative Motivation towards CBI

Indicators	N	Minimum	Maximum	Average	Description
Integrative Motivation-Q1	35	1	4	3.17	Moderate
Integrative Motivation-Q2	35	1	4	3.20	Moderate
Integrative Motivation-Q3	35	1	4	2.54	Moderate
Integrative Motivation-Q4	35	1	5	2.91	Moderate
Total Average				2.96	Moderate

Table 9. shows the descriptive statistics results of students' integrative motivation toward implementing CBI. The minimum response is 1 (strongly disagree), and the maximum is 5 (strongly agree). The total average from the four statements is 2.96, between 2.5 and 3.49 from Jan Terano's interpretation table, representing moderate motivation. Thus, vocational high school students are moderately motivated to understand, enjoy, and become familiar with written and spoken English. However, this finding is different compared to senior high school students, who tend to have high motivation in learning through CBI (Wongnarut et al., 2016). From that fact, it can be said that CBI only brings moderate motivation for vocational high school students to learn English, as supported by the observation in the classroom compared to senior high school students.

Instrumental Motivation

The second indicator of motivation is instrumental motivation. It refers to the motivational understanding of the importance of certain aspects that drive people to do something. In this case, the aspect is related to the importance of English for themselves. The following table shows the results of students' instrumental motivation toward implementing content-based instruction (CBI) at vocational high school levels.

Table 10.
The Descriptive Statistics of Vocational High School Students' Instrumental Motivation towards CBI

Indicators	N	Minimum	Maximum	Average	Description
Instrumental Motivation-Q5	35	3	5	4.06	High
Instrumental Motivation-Q6	35	3	5	4.03	High
Instrumental Motivation-Q7	35	3	5	4.11	High
Instrumental Motivation-Q8	35	3	5	4.31	High
Total Average				4.13	High

According to the results in the table above, instrumental motivation has the highest level compared to other indicators in this study. The minimum response is 3 (neutral), and the maximum is 5 (strongly agree). Furthermore, all four statements have a high level of motivation, from 4.03 to 4.31, and the total average is 4.13. There are between 3.5 and 4.49 from Jan Terano's interpretation table. Therefore, it can be concluded that students are better

aware of the importance of English for school graduation, continuing to university, getting a job, and travelling overseas. Implementing CBI helps students be highly motivated and aware of the importance of English in their current lives. It aligns with the study conducted by Wongnarut et al. (2016), which found that CBI increases students' instrumental motivation due to their future expectations for learning English.

Motivational Intensity

The last indicator of motivation is motivational intensity. It refers to motivation for having and expecting to do something regularly and intensively. It also created a sense of interest for them to do a particular activity. This study's activities and interests are related to the subject of English. The table below is the descriptive statistics of students' motivational intensity toward CBI implementation.

Table 11.
The Descriptive Statistics of Vocational High School Students' Motivational Intensity Towards CBI

Indicators	N	Minimum	Maximum	Average	Description
Motivational Intensity-Q9	35	1	5	3.09	Moderate
Motivational Intensity -Q10	35	1	5	3.23	Moderate
Motivational Intensity -Q11	35	1	5	3.54	High
Motivational Intensity -Q12	35	1	5	3.06	Moderate
Total Average				3.44	Moderate

Table 11. displays the total average of the motivational intensity aspect, which is 3.44. According to Jan Terano's interpretation table, the range is between 2.5 and 3.49. It represents moderate motivation levels. The minimum response is 1 (strongly disagree), and the maximum is 5 (strongly agree). Besides, the students have a high level of motivation on statement number 11, where the students are more likely to know and learn English further. However, the overall motivation is moderate for students to learn English forward, interest in English, and willingness to be actively involved during the learning process since they might be oriented to practical skills instead of theoretical stuff (Yuliyah & Santosa, 2022). It aligns with classroom observation, where some students tend to be motivated while learning English through content-based instruction. Therefore, the results end up moderately due to different equal motivations.

Discussion

In this part, the authors discuss the research findings to answer the questions of the vocational high school students' perception and motivation on CBI. The findings show that the students' perception and motivation are moderate towards the CBI implementation. The vocational high school students tend to identify the teaching and learning process as good in some aspects, as seen from their comments on the six open-ended questions. Hence, according to the comparison between classroom observation before and after treatments. It shows the excellent trend of students interacting and responding to the teaching and learning activities since the CBI applies a student-centred approach (Maming et al., 2020). They seem to focus more on the class, and fewer destruction activities are being conducted. (Lyster, 2017). Therefore, the perception and motivation of vocational high school students towards CBI is moderate. However, in the individual context, the students tend to have a good perception and motivation towards CBI.

Furthermore, students see CBI as a good strategy for learning English. They agreed that it brings a moderate situation for learning English. The CBI strategy helps bring a contextual learning environment with authentic materials (Lai, Yuanxing Aksornjarung, 2018; Setyowati & Sukmawan, 2019; Brown & Bradford, 2016). This condition is in line with the need of vocational high school students who aim to comprehend particular majors (Inderawati et al.,

2021). The use of English for specific purposes (ESP) is very relevant at vocational high schools (Brinton & Snow, 2017; Shibata, 2019). The implementation of it can be a good manifestation for preparing them for professional lives (Inderawati et al., 2021).

The perception of students is also demonstrated well in the descriptive statistics, where the high average score is based on their perception of English teachers. The students get motivated by their English teacher, are satisfied, and love their teacher's clarity and understanding. It is related to the role of English teachers in the CBI (Sariani et al., 2022). This condition is demonstrated well in the teaching process through CBI. Besides, the successful role of teachers in the classroom also meets the needs of students, where the students expect the teacher to organise the class and keep the explanation clear. The role of teachers in vocational high school is essential for guiding and teaching students particular topics (Himmetoglu et al., 2021). Consequently, the lack of teachers' role might lead to confusion and low self-esteem in students to learn (Obaki, 2017). Therefore, it can be concluded that the students perceive the English teachers as a good component in CBI to develop their content and language knowledge.

The other highlight of the results is the content and material used in the teaching and learning process. The content and material statement number 2 perceives students' high level of perception. The students agreed that the materials being learned were beneficial for them since they used authentic materials related to culinary arts (Lai, Yuanxing Aksornjarung, 2018). Not only that, according to the open-ended responses from students, the majority of students mentioned positive reactions toward the use of authentic materials. This condition shows the importance of authentic materials for teaching English to vocational high school students with English for specific purposes (ESP) preferences (Pranoto & Suprayogi, 2020). The CBI also identified the contextual learning content and materials as essential aspects of teaching English (Sariani et al., 2022). This result is also in line with the needs of students based on the result of the need analysis session.

Regarding vocational high school students' motivation, it shows a moderate level. However, in the context of individuals, the students said they are motivated to learn English through CBI. Besides, the comparison between classroom observation before and after treatments shows a significant difference in motivation. During the treatment, the students actively participate in the class and are thrilled to join every activity incorporating technology. The students also mentioned that they are happy with the teaching process where the English materials are based on their major. Vocational high school students prefer to learn about their majors (Inderawati et al., 2021).

The vocational high school students have a high motivation level for instrumental aspects. They are aware of the importance of English for developing their careers. After implementing CBI, they tend to have a better awareness of the importance of English for school graduation, continuing to university, getting a job, and travelling overseas. This condition is good for them, making them put extra effort into learning English. (Wahyudin et al., 2021). The awareness of understanding the importance of something might boost human motivation and confidence to learn something (Reeve, 2024). It will influence the success of students in learning English (Getie, 2020).

The motivation results of this study also show a high motivation level in vocational high schools related to their eagerness to learn English through content-based instruction. They acknowledge that the CBI implementation led them to curiosity about English since CBI uses language as the medium of learning, not the subject to be learned (Lai, Yuanxing Aksornjarung, 2018). The use of authentic materials with English tools makes learning the language enjoyable. The language becomes more interesting for the learners (Inderawati et al., 2021). Thus, using CBI attracts students' attention to learn English further.

However, the implementation of CBI seems to be difficult for the students due to unexpected outcomes. The students explain that following the teaching and learning process is

challenging since the materials are authentic and contain content and technical words (Macaro et al., 2018). This condition makes them spend time opening conventional and electronic dictionaries. Not only that, but the students also tend to be tired of the activities because many activities are integrated with technology and authentic materials (Sato et al., 2017). At first, they seemed clueless and needed extra time to process all the activities and materials. In consequence, this condition leads to tiredness of them.

Internal motivation and assertiveness play essential roles in the implementation of CBI. This is because the students tend to have low motivation at the last minute of the teaching and learning process. They also seem to be unmotivated when they face a challenging activity (Subekti, 2020). Besides, teachers' assertiveness is also essential for motivating and running the class smoothly because some students tend to be reluctant and ignore the teaching and learning process, which might influence other students (Rofiki et al., 2022). Maintaining a good teaching and learning environment is crucial in the classroom (Dörnyei, 2019). That is why teachers must keep motivating the students and be assertive on certain occasions.

Maintaining the class's comfort can be done through a great support system. To acknowledge the possible challenges in implementing CBI in vocational high schools, teachers should pay attention to the student's condition. They also should be wise with the CBI treatment being used, and the appropriate knowledge and skill in implementing CBI are essential for them. (Lyster, 2017; Sariani et al., 2022). Besides, due to the potential benefit of CBI for learning English, schools and the government should provide sufficient and clear guidelines and facilities to support it. Then, the researchers might also explore further CBI research in the context of teachers' points of view and other educational levels and majors in Indonesia to deepen the discussion area of CBI.

CONCLUSION

According to the study, it can be concluded that the students of State Vocational High School (SMKN) 2 Godean, Sleman, Yogyakarta have a moderate attitude and motivation towards content-based instruction (CBI) implementation. The total average of students' perception is 3.31, and motivation is 3.41. Besides, vocational high school students have a high perception of using authentic materials in content-based instruction (CBI). They also have a high level of instrumental motivation and are aware of English's importance for their education and future careers. Thus, teachers and policymakers might consider CBI as an alternative way of teaching English in vocational education. Hence, implementing content-based instruction (CBI) should be accompanied by maintaining internal motivation and assertiveness in certain activities during teaching and learning. Therefore, teachers must clarify the learning objectives and contracts to ensure the learning process runs well and the students and teachers can feel comfortable in the classroom. In order to support the condition, policymakers should make clear guidelines using CBI in the classroom and appropriate learning facilities to support it. Moreover, due to the small number of research participants and limited to culinary arts majors, future studies need to increase the number of participants, including the teachers, and accommodate various majors to get wider and various perspectives in the vocational high school contexts.

REFERENCES

- Amutha, A. (2017). Effectiveness of Content Based Instruction in ESL Classroom Assistant Professor of English Approved by (AICTE) & Affiliated to Anna University. *IJELLH International Journal of English Language, Literature and Humanities*, V(I), 294–302.
- Brinton, D. M., & Snow, M. A. (2017). *The Content-Based Classroom, Second Edition*. *The Content-Based Classroom, Second Edition*, c, 2–20. <https://doi.org/10.3998/mpub.8198148>

- Brown, H., & Bradford, A. (2016). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in Language Education* (pp. 328–334). JALT. <https://jaltpublications.org/files/pdf-article/jalt2016-pcp-042.pdf>
- Bula Villalobos, O. (2014). Content-Based Instruction: A Relevant Approach of Language Teaching. *Innovaciones Educativas*, 15(20), 71–83. <https://doi.org/10.22458/ie.v15i20.515>
- Cheng, Y. P., Shen, P. Di, Hung, M. L., Tsai, C. W., Lin, C. H., & Hsu, L. C. (2022). Applying Online Content-Based Knowledge Awareness and Team Learning to Develop Students' Programming Skills, Reduce their Anxiety, and Regulate Cognitive Load in a Cloud Classroom. *Universal Access in the Information Society*, 21(2), 557–572. <https://doi.org/10.1007/s10209-020-00789-6>
- Dja'far, H. V., Cahyono, B. Y., & Basthomi, Y. (2016). EFL Teachers' Perception of University Students' Motivation and ESP Learning Achievement. *Journal of Education and Practice*, 7(14), 28–37. www.iiste.org
- Dogancay-Aktuna, S., & Hardman, J. (2018). Teaching of English as an International Language in Various Contexts: Nothing is as Practical as Good Theory. *RELC Journal*, 49(1), 74–87. <https://doi.org/10.1177/0033688217750642>
- Dörnyei, Z. (2019). *Dörnyei2007_Chapter_CreatingAMotivatingClassroomEn.pdf*.
- Figueiredo, S., & Henriques, A. C. (2024). Practices of Content-Based Instruction in the Voice of Foreign Language Teachers: Looking Inside an Authentic Classroom of Languages Laboratory. *International Journal of Pedagogy and Curriculum*, 31(2), 133–147. <https://doi.org/10.18848/2327-7963/CGP/v31i01/133-147>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 0–37. <https://doi.org/10.1080/2331186X.2020.1738184>
- Himmetoglu, B., Ayduğ, D., & Bayrak, C. (2021). Education 4.0: Defining The Teacher, The Student, And The School Manager Aspects Of The Revolution. *Turkish Online Journal of Distance Education*, 21(July), 12–28. <https://doi.org/10.17718/TOJDE.770896>
- Holcomb, Z. (2016). *Fundamentals of descriptive statistics*. Routledge.
- Hromova, N. (2019). Students' Perceptions and Motivation for Learning Foreign Languages. *Advanced Education*, 6(11), 76–83. <https://doi.org/10.20535/2410-8286.159810>
- Inderawati, R., Petrus, I., Eryansyah, E., & Meilinda, M. (2021). Needs Analysis of Vocational High School Textbook To Local Culture Materials and the 21St Century Competencies. *English Review: Journal of English Education*, 9(2), 245–252. <https://doi.org/10.25134/erjee.v9i2.4349>
- Jan Terano, H. R. (2015). Development and Acceptability of the Simplified Text with Workbook in Differential Equations as an Instructional Material for Engineering. *Part I Asia Pacific Journal of Multidisciplinary Research*, 3(4), 89–94.
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/bjast/2015/14975>
- Lai, Yuanxing Aksornjarung, P. (2018). Thai EFL Learners' Attitudes and Motivation Towards Learning English Through Content-based Instruction. *Malaysian Online Journal of Educational Sciences*, 6(1), 43–65. www.moj-es.net
- Lyster, R. (2017). Content-based language teaching. In *The Routledge handbook of instructed second language acquisition* (pp. 87–107). Routledge.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English

- medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Maming, K., Saleh, N. J., & Yassi, A. H. (2020). A preliminary study on teacher's voices: Their problems in ELT and content-based instruction (CBI). *Journal of Asia TEFL*, 17(2), 707–714. <https://doi.org/10.18823/asiatefl.2020.17.2.29.707>
- Nardi, P. M. (2018). *Doing survey research: A guide to quantitative methods*. Routledge.
- Nurpasari, T. & Roza, V. (2022). *Students' Perception On Content Based Instruction At SMAN 5 Bukittinggi*. 6, 14509–14513.
- Obaki, S. O. (2017). Impact of Classroom Environment on Childrens Social Behavior. *International Journal of Education and Practice*, 5(1), 1–7. <https://doi.org/10.18488/journal.61/2017.5.1/61.1.1.7>
- Oroh, R. R. (2023). Analysis of Construction Service Requirements towards Minimum Standards of Work Knowledge of Vocational High School Students. *Journal of Vocational Education Studies*, 6(2), 277–288.
- Oxford, R. L., Pacheco Acuña, G., Solís Hernández, M., & Smith, A. L. (2015). “A language is a mentality”: A narrative, positive-psychological view of six learners' development of bilingualism. *System*, 55, 100–110. <https://doi.org/10.1016/j.system.2015.08.005>
- Peng, A., & Patterson, M. M. (2022). Relations among cultural identity, motivation for language learning, and perceived English language proficiency for international students in the United States. *Language, Culture and Curriculum*, 35(1), 67–82. <https://doi.org/10.1080/07908318.2021.1938106>
- Pranoto, B. E., & Suprayogi, S. (2020). A Need Analysis of ESP for Physical Education Students in Indonesia. *Premise: Journal of English Education*, 9(1), 94. <https://doi.org/10.24127/pj.v9i1.2274>
- Reeve, J. (2024). *Understanding motivation and emotion*. John Wiley & Sons.
- Ridder, H. G. (2017). The theory contribution of case study research designs. *Business Research*, 10(2), 281–305. <https://doi.org/10.1007/s40685-017-0045-z>
- Rofiki, M., Diana, E., & Amin, M. F. (2022). Assertive Behavior of School Principals in Creating Excellent School. *Jurnal Basicedu*, 6(3), 4025–4034. <https://doi.org/10.31004/basicedu.v6i3.2788>
- Romadin, A., Nuhadi, D., & Yoto, Y. (2022). Implementation of Work Based Learning on Welding Engineering Expertise Competency in The Manufacturing Industry. *Journal of Vocational Education Studies*, 5(1), 16–31. <https://doi.org/10.12928/joves.v5i1.5674>
- Sariani, S., Yaningsih, Y., & Rozi, F. (2022). Implementing Content-Based Instruction (CBI) on EFL Student's Writing through Technology-Enhanced Language Teaching. *Education Quarterly Reviews*, 5(1). <https://doi.org/10.31014/aior.1993.05.01.429>
- Sato, S., Hasegawa, A., Kumagai, Y., & Kamiyoshi, U. (2017). Content-based Instruction (CBI) for the Social Future: A Recommendation for Critical Content-Based Language Instruction (CCBI). *L2 Journal*, 9(3). <https://doi.org/10.5070/129334164>
- Setyowati, L., & Sukmawan, S. (2019). Authentic materials for teaching writing: A critical look. *International Journal of Language Education*, 3(2), 68–77. <https://doi.org/10.26858/ijole.v3i2.9609>
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*. *International Journal of Applied Research*, 3(7), 749–752. www.allresearchjournal.com
- Shibata, N. (2019). The Effectiveness of Content-Based Instruction on Beginners' Writing Skills. *JALT Postconference Publication*, 2018(1), 352. <https://doi.org/10.37546/jaltpcp2018-47>
- Subekti, A. S. (2020). University English Teachers' Challenges in Handling Unmotivated Learners: A Case Study. *Langkawi: Journal of The Association for Arabic and English*,

- 6(2), 100. <https://doi.org/10.31332/lkw.v0i0.1926>
- Vanichvasin, P. (2019). Effects of Content-Based Instruction on English Language Performance of Thai Undergraduate Students in a Non-English Program. *English Language Teaching*, 12(8), 20. <https://doi.org/10.5539/elt.v12n8p20>
- Wahyudin, A. Y., Pustika, R., & Simamora, M. W. (2021). Vocabulary Learning Strategies of Efl Students At Tertiary Level. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8(2), 101–112. <https://doi.org/10.36706/jele.v8i2.15647>
- Wongnarut, M. N., & Sitthitikul, P. (2016). *Thai EFL High School Students' attitude Toward Content-Based Instruction* (Doctoral dissertation, Thammasat University).
- Yuliyah, Y., & Santosa, B. (2022). Development of Worksheets on Creative Product Learning and Entrepreneurship in Indonesia's Vocational Education & Training Schools. *Journal of Vocational Education Studies*, 5(2), 289–302. <https://doi.org/10.12928/joves.v5i2.6895>