

**Jurnal Dinamika Penelitian:**  
**Media Komunikasi Penelitian Sosial Keagamaan**  
Vol. 24, No. 01, Juli 2024. pp. 121-136  
P-ISSN: 1412-2669; E-ISSN: 2549-4244  
doi.org/10.21274/dinamika.2024.24.01.121-136

## **Analysis of Students' Motivation in Carrier-Based English Language Learning**

**Misana Tri Sundari**

UIN Sayyid Ali Rahmatullah Tulungagung

[\*\*\*misamisanatag@gmail.com\*\*\*](mailto:misamisanatag@gmail.com)

**Abstract.** *This study analyzes the impact of Carrier-Based Learning (CBL) on students' motivation and language proficiency in English language learning. Grounded in Self-Determination Theory (SDT) and the concept of situated learning, CBL integrates career-relevant tasks into the learning process to enhance intrinsic motivation and practical language skills. The research examines how CBL fosters autonomy, competence, and relatedness among students, leading to increased engagement and deeper learning. A comprehensive literature review methodology was employed to synthesize findings from various studies, highlighting the benefits and challenges of implementing CBL. Results indicate that CBL significantly improves students' motivation and language proficiency by providing authentic, meaningful learning experiences. However, successful implementation requires adequate teacher training and innovative assessment methods. This study underscores the importance of aligning language education with real-world career demands to prepare students for future professional success. The findings offer valuable insights for educators and policymakers on effectively integrating CBL into language curricula, promoting both academic and professional growth.*

---

**Keywords:** *Carrier-Based Learning, Student Motivation, English Language Learning*

**Abstrak.** Studi ini menganalisis dampak Carrier-Based Learning (CBL) terhadap motivasi dan kemahiran berbahasa dalam pembelajaran bahasa Inggris oleh siswa. Berdasarkan Teori Determinasi Diri (Self-Determination Theory/SDT) dan konsep pembelajaran berbasis situasi, CBL mengintegrasikan tugas-tugas yang relevan dengan karier ke dalam proses pembelajaran untuk meningkatkan motivasi intrinsik dan kemahiran berbahasa praktis. Penelitian ini mengamati bagaimana CBL memperkuat otonomi, kompetensi, dan hubungan antara siswa, yang mengarah pada peningkatan keterlibatan dan pembelajaran yang lebih mendalam. Metodologi tinjauan literatur komprehensif digunakan untuk mensintesis temuan dari berbagai studi, menyoroti manfaat dan tantangan dalam implementasi CBL. Hasil penelitian menunjukkan bahwa CBL secara signifikan meningkatkan motivasi dan kemahiran berbahasa siswa dengan menyediakan pengalaman belajar yang otentik dan bermakna. Namun, implementasi yang berhasil memerlukan pelatihan guru yang memadai dan metode penilaian yang inovatif. Studi ini menekankan pentingnya menyelaraskan pendidikan bahasa dengan tuntutan karier dunia nyata untuk mempersiapkan siswa untuk kesuksesan profesional di masa depan. Temuan ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan untuk mengintegrasikan CBL secara efektif ke dalam kurikulum bahasa, mempromosikan pertumbuhan akademik dan profesional.

**Kata Kunci:** *CBL, Motivasi Belajar, Pembelajaran Bahasa Inggris*

## **Introduction**

In recent years, the education sector has faced significant challenges in enhancing student motivation and practical skills. Traditional teaching methods are often seen as less relevant to the evolving needs of the workforce. According to a study by Hattie, learning that lacks real-world relevance tends to decrease students' interest in the subject matter (Hattie, 2009). Therefore, a new approach is needed to bridge the gap between academic knowledge and practical application in the workplace.

Carrier-Based Learning (CBL) has gained considerable attention in recent years, particularly for its potential to boost student motivation and develop practical skills that are relevant to the job market. By focusing on the application of career-related skills within an educational context, CBL allows students to engage in tasks that reflect their future professional environments. This approach is grounded in constructivist theory, which emphasizes that knowledge is constructed through meaningful interactions with the environment (Vygotsky, 1978). CBL aims to connect academic knowledge with practical application, thereby enhancing students' intrinsic motivation (Dewey, 1938).

Countries like Finland and Germany have successfully integrated CBL into their curricula, significantly improving students' skills and job readiness. Finland's education system incorporates project-based learning that emphasizes practical

and collaborative skills, creating a more engaging and relevant learning environment for students. According to Sahlberg, this approach has helped Finland achieve outstanding educational outcomes on an international level (Sahlberg, 2011). Similarly, Germany has adopted a career-based learning approach through its vocational education system, known as the "dual system," where classroom education is combined with on-the-job training in industry. This system has proven effective in preparing students for the workforce (Euler, 2013).

Although Carrier-Based Learning (CBL) has been extensively researched in the context of enhancing student motivation and engagement, specific attention to improving practical language skills through CBL remains limited. Existing studies often focus more on motivational aspects without emphasizing how CBL can effectively be used to enhance students' language competence in real-world contexts. According to the situated learning theory by Lave and Wenger, knowledge is best acquired through meaningful activities that reflect its real-world use (Lave & Wenger, 1991). However, the application of this theory in language teaching through CBL has not been fully explored. This study aims to address this gap by investigating how CBL can be effectively implemented to enhance students' practical language skills

So, the focus of this study is to analyses the impact of CBL on students' motivation and language proficiency, as well as to

identify the challenges and benefits of implementing CBL in language education. By doing so, this research hopes to provide new insights for educators and policymakers on integrating career-based tasks into the language curriculum.

## **METHOD**

The research approach for this study is qualitative, chosen for its capacity to provide an in-depth understanding of students' motivation in carrier-based English language learning. As Creswell notes, qualitative research enables the exploration and comprehension of the meanings that individuals or groups ascribe to social or human problems within their natural settings (Creswell, 2013).

The research design employed is a qualitative literature review. This design focuses on the collection, analysis, and synthesis of relevant literature to elucidate the phenomenon being studied. Grant and Booth emphasize that a qualitative literature review offers a thorough and nuanced understanding of a research topic by critically analyzing and synthesizing various literature sources (Grant & Booth, 2009) .

The data sources for this study are diverse, including journal articles published in accredited scientific journals addressing carrier-based learning and student motivation, relevant books on educational theories and language learning, research reports from previous studies on the topic, and other pertinent documents such as dissertations, theses, and

conference papers. Bowen (Bowen, 2009) argues that utilizing a variety of secondary data sources enriches the analysis and provides a more comprehensive and diverse context.

Data collection was conducted through a systematic literature search involving several key steps. Initially, literature was identified using keywords such as "carrier-based learning," "student motivation," and "English learning." Relevant literature was then selected based on established inclusion criteria, and the quality and relevance of this literature were evaluated. Fink highlights that systematic literature searches are effective in gathering comprehensive and pertinent data from multiple sources.(Fink, 2014) .

For data analysis, thematic analysis was employed. This method involves identifying, analyzing, and reporting patterns (themes) within the data. The process includes familiarizing oneself with the data by thoroughly reading and understanding the collected literature, coding by marking relevant text sections related to the research questions, identifying themes by grouping codes into broader, relevant categories, and constructing a narrative that integrates the findings into a coherent whole. Braun and Clarke describe thematic analysis as a flexible approach suitable for uncovering patterns in complex data across various qualitative research methodologies (Braun & Clarke, 2006).

## **RESULTS AND DISCUSSION**

### ***Impact on Students' Intrinsic Motivation***

Carrier-Based Learning (CBL) has been shown to significantly enhance students' intrinsic motivation by aligning educational tasks with their career aspirations. According to Deci and Ryan, intrinsic motivation is driven by the need for autonomy, competence, and relatedness (Deci & Ryan, 2000). CBL provides autonomy by allowing students to engage in tasks relevant to their future careers, thus fostering a sense of ownership over their learning process. This alignment with personal goals increases students' intrinsic motivation to participate actively in their education.

Supporting this, research indicates that autonomy-supportive environments enhance students' intrinsic motivation and engagement (Reeve, 2006). In CBL, students are given the freedom to choose projects and tasks that interest them, promoting a deeper connection to the material. This autonomy is crucial for sustaining motivation, as students feel a greater sense of control over their learning journey.

Moreover, CBL promotes a sense of competence as students successfully complete challenging tasks that mimic real-world professional scenarios. Bandura emphasized the importance of self-efficacy in motivation, where mastery experiences enhance students' belief in their capabilities (Bandura, 1997). By overcoming realistic challenges, students

gain confidence in their skills, which fuels their intrinsic motivation. This is supported by research from Hmelo-Silver, who found that career-based projects led to higher levels of engagement and persistence in learning activities (Hmelo-Silver et al., 2007).

The collaborative nature of CBL also addresses the need for relatedness, as students work together to solve problems and achieve common goals. This social interaction fosters a supportive learning environment where students feel connected to their peers, enhancing their intrinsic motivation. Ryan and Deci highlighted that relatedness is crucial for sustaining motivation, as social bonds encourage students to invest more effort in their learning tasks (Ryan & Deci, 2017).

Furthermore, CBL aligns with Vygotsky's theory of social constructivism, which posits that social interaction is fundamental to cognitive development. Vygotsky argued that learning is a socially mediated process, and CBL's collaborative activities provide the social context necessary for meaningful learning (Vygotsky, 1978). This theoretical underpinning supports the notion that CBL can enhance intrinsic motivation by fostering a socially rich learning environment.

An illustrative example of the effectiveness of career-aligned learning can be seen in the life of Kato Lomb, a renowned polyglot who mastered numerous languages autodidactically for career purposes. Lomb's motivation to learn



languages was deeply rooted in her professional goals, which provided a clear, practical context for her studies. Her experience underscores the powerful impact of aligning educational endeavors with career aspirations, as it not only fosters intrinsic motivation but also leads to greater persistence and success in language acquisition (Lomb, 2008). Kato Lomb's journey exemplifies how integrating career relevance into the learning process can significantly enhance motivation and outcomes, supporting the principles of CBL.

### ***Enhancement of Practical Language Skills***

CBL's focus on real-world career applications provides an authentic context for language learning, significantly enhancing students' practical language skills. According to Lave and Wenger, situated learning theory suggests that knowledge is best acquired through meaningful activities that reflect its real-world use (Lave & Wenger, 1991). In a CBL environment, students engage in tasks such as creating presentations, writing reports, and participating in professional dialogues, which develop both their linguistic and communicative competencies (Canale & Swain, 1980). And by engaging in tasks that mimic professional scenarios, students develop practical language skills that are directly applicable to their future careers (Brown et al., 1989).

Empirical studies support the effectiveness of CBL in improving language proficiency. Thomas found that students

involved in career-based projects showed substantial improvements in vocabulary, grammar, and pronunciation (Thomas, 2000). The authenticity of these tasks requires students to use language in meaningful ways, promoting deeper understanding and retention of language skills. This practical application of language in real-world contexts ensures that students are better prepared for professional communication.

Furthermore, Stoller observed that CBL activities led to greater language retention and increased confidence in using English in professional settings (Stoller, 2006). The real-world relevance of CBL tasks makes learning more engaging and meaningful, encouraging students to apply their language skills in various scenarios. This practical exposure not only enhances their language proficiency but also prepares them for the demands of the modern workforce.

The task-based language teaching (TBLT) approach supports the principles of CBL, emphasizing the importance of using language as a tool for communication in real-world tasks (Ellis, 2006). TBLT aligns with CBL by providing students with opportunities to use language in contextually rich activities, thereby enhancing their linguistic skills. Research has shown that TBLT improves learners' fluency and accuracy in language use (Skehan, 1998), supporting the argument that CBL can effectively enhance practical language skills.

Additionally, CBL aligns with the communicative language teaching (CLT) approach, which focuses on developing learners' communicative competence through meaningful interaction (Canale & Swain, 1980). CLT emphasizes the use of authentic materials and real-life communication tasks, similar to the activities in CBL. Research has demonstrated that CLT improves learners' ability to communicate effectively in various contexts (Savignon, 2002), further supporting the effectiveness of CBL in enhancing practical language skills.

### ***Challenges and Benefits of Implementing CBL***

Implementing CBL in educational settings poses several challenges, including the need for adequate teacher training and the development of appropriate assessment methods. Teachers must be equipped with the skills to design and facilitate career-based tasks that are both educational and engaging. Professional development programs focusing on the principles and practices of CBL are essential for effective implementation (Harris & Hofer, 2011). Without proper training, teachers may struggle to create meaningful CBL experiences that align with curriculum goals.

Traditional assessment methods may not capture the diverse skills and competencies developed through CBL. Innovative assessment strategies, such as performance-based and portfolio assessments, are needed to reflect the holistic nature of career-based learning (Gulikers et al., 2004). These

methods allow for a more comprehensive evaluation of students' abilities to apply language skills in real-world contexts. Developing and integrating these assessment tools into existing frameworks can be challenging but is crucial for accurately measuring CBL outcomes.

Despite these challenges, the benefits of CBL are substantial. CBL promotes deeper learning by connecting academic content to real-world applications, making education more meaningful and relevant for students (Bransford et al., 2000). It fosters the development of critical thinking, problem-solving, and collaboration skills, which are essential for success in the modern workforce (*Partnership for 21st Century Skills*, 2009). By preparing students for their future careers, CBL contributes to their academic and professional growth, enhancing their overall educational experience.

Moreover, research has shown that students involved in CBL report higher levels of motivation and engagement. A study by Hmelo-Silver et al. found that career-based projects led to increased student engagement and persistence in learning activities (Hmelo-Silver et al., 2007). This increased engagement is likely due to the relevance and authenticity of the tasks, which make learning more meaningful and enjoyable for students.

CBL aligns with the principles of experiential learning, which emphasize learning through experience and reflection

(Kolb, 1984). By engaging in career-based tasks, students gain hands-on experience and have opportunities to reflect on their learning, leading to deeper understanding and retention of knowledge. Research has demonstrated that experiential learning approaches enhance students' academic performance and motivation (Cantor, 1995), further supporting the benefits of CBL.

## **CONCLUSIONS**

Carrier-Based Learning (CBL) enhances students' motivation and practical language skills by aligning tasks with career goals and providing authentic language use contexts. The approach emphasizes autonomy, competence, and relatedness, crucial for motivating learners and developing communicative competencies. However, effective implementation requires adequate teacher training in designing engaging tasks and using innovative assessment methods like performance-based evaluations. Integrating career-based tasks into the curriculum can make education more meaningful and prepare students for the modern workforce, fostering deeper learning and engagement.

## **BIBLIOGRAPHY**

- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W.H. Freeman.
- Bowen, G. A. (2009). *Document Analysis as a Qualitative Research Method*. Qualitative Research Journal, 9(2), 27–40.

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, J. S., Collins, A., & Duguid, P. (1989). *Situated cognition and the culture of learning*. *Educational Researcher*, 18(1), 32–42.
- Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1(1), 1–47.
- Cantor, J. A. (1995). *Experiential learning in higher education: Linking classroom and community* (Issue 7). ASHE-ERIC Higher Education Report.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Deci, E. L., & Ryan, R. M. (2000). *The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior*. *Psychological Inquiry*, 11(4), 227–268.
- Dewey, J. (1938). *Experience and Education*. Macmillan.
- Ellis, R. (2006). *Current Issues in the Teaching of Grammar: An SLA Perspective*. *TESOL Quarterly*, 40(1), 83–107.
- Euler, P. D. (2013). *Germany’s dual vocational training system: a model for other countries?* 78. [http://chance-ausbildung.de/uploads/tx\\_itao\\_download/2013\\_Study\\_German\\_VET\\_System.pdf](http://chance-ausbildung.de/uploads/tx_itao_download/2013_Study_German_VET_System.pdf)
- Fink, A. (2014). *Conducting Research Literature Reviews: From the Internet to Paper*. Sage Publications.
- Grant, M. J., & Booth, A. (2009). *A Typology of Reviews: An Analysis of 14 Review Types and Associated Methodologies*. *Health Information & Libraries Journal*, 26(2), 91–108.

- Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). *Authenticity in Assessment: Theoretical Perspectives and Practical Implications*. International Journal of Educational Research, 41(3), 283–299.
- Harris, J., & Hofer, M. (2011). *Technological Pedagogical Content Knowledge (TPACK) in action*. Journal of Research on Technology in Education, 43(3), 211–229.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). *Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006)*. Educational Psychologist, 42(2), 99–107.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.
- Lomb, K. (2008). *Polyglot: How I Learn Languages* (A. Szegi & K. DeKorne (Trans.)). TESL-EJ Publications.
- Partnership for 21st Century Skills*. (2009). [https://www.marietta.edu/sites/default/files/documents/21st\\_century\\_skills\\_standards\\_book\\_2.pdf](https://www.marietta.edu/sites/default/files/documents/21st_century_skills_standards_book_2.pdf)
- Reeve, J. (2006). *Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit*. The Elementary School Journal, 106(3), 225–236.
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
- Sahlberg, P. (2011). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Teachers College Press.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale

University Press.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.

Stoller, F. (2006). *Establishing a theoretical foundation for project-based learning in second and foreign language contexts*. In G. H. Beckett & P. C. Miller (Eds.), *Project-Based Second and Foreign Language Education: Past, Present, and Future* (pp. 19–40). Information Age Publishing.

Thomas, J. W. (2000). *A Review of Research on Project-Based Learning*. Autodesk Foundation. [www.bie.org](http://www.bie.org).

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.