

---

## Implementing the Virtual Flipped Classroom (VFC) to Enhance Students' Motivation in Learning English during Covid-19 Pandemic

Desi Rochmawati<sup>1</sup>

Ika Fathin Resti Martanti<sup>2</sup>

Munawir Yusuf<sup>3</sup>

Subagya<sup>4</sup>

<sup>1</sup>Corresponding Author: Postgraduate Program of Educational Science, Sebelas Maret University, Surakarta, Indonesia; [brilliantdesy@gmail.com](mailto:brilliantdesy@gmail.com)

<sup>2</sup>Sekolah Tinggi Teknologi Kedirgantaraan, Yogyakarta, Indonesia

<sup>3</sup> Postgraduate Program of Educational Science, Sebelas Maret University, Surakarta, Indonesia

<sup>4</sup> Postgraduate Program of Educational Science, Sebelas Maret University, Surakarta, Indonesia

---

*Received: 19 November 2022*

*Accepted: 12 January 2023*

*Published: 28 January 2023*

---

### Abstract

Virtual Flipped Classroom (VFC) is a learning model that is suitable to be applied during the Covid-19 pandemic where the learning activities are mostly conducted online. The VFC in this study combines synchronous and asynchronous learning by using Schoology as the Learning Management System (LMS) and Zoom as the means to facilitate direct interaction between the lecturer and the students. This model was implemented to improve the student's motivation in learning English even in the pandemic situation. The objective of this study is to investigate the implementation of the VFC learning model to improve students' motivation to learn. It is a qualitative study conducting action research. The participants were 47 students. The data were gathered by observation, sharing questionnaires, and interviews. The data were analyzed qualitatively, while the statistical data were used to support the qualitative data. The results showed that most of the students were motivated to learn English even though it was during the situation of pandemic Covid-19. They said that this model improves the students' creativity, autonomous learning, and responsibility to have a self-learning process that motivated them in learning English.

**Keywords:** Covid-19 pandemic; learning motivation; schoology; synchronous; Virtual Flipped Classroom.



**To cite this article:** Rochmawati, D., Martanti, I. F. R., Yusuf, M., & Subagya, S. (2023). Implementing the Virtual Flipped Classroom (VFC) to Enhance Students' Motivation in Learning English during Covid-19 Pandemic. *SALEE: Study of Applied Linguistics and English Education*, 4(1), 213-235. <https://doi.org/10.35961/salee.v4i1.606>

## 1. Introduction

At the end of 2019, the Covid-19 pandemic began to spread in the city of Wuhan, China. The Covid-19 pandemic continues to spread throughout the world, including in Indonesia. Covid-19 was detected in Indonesia in early 2020 which impacted various sectors, including the education sector. The lockdown policy and the advice to stay at home implemented by the Indonesian government require everyone to stay at home to reduce the spread of the coronavirus. In the education sector, the Minister of Education and Culture issued a Circular Letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies during the Emergency Period for the Spread of Coronavirus Disease (Covid-19). In the middle of 2021, there was Delta, a new variant of Covid-19 which was easier in spreads and responsible for causing a large number of deaths cases. Unfortunately, at the end of 2021, Omicron was classified by World Health Organization (WHO) as another new variant of Covid-19 that is easier in spreads (WHO, 2022). This situation results in teaching and learning innovations either fully online or blended academic environments in universities or colleges (Campillo-Ferrer & Miralles-Martínez, 2021).

During the Covid-19 pandemic when students have to study at home through online learning, different kinds of problems rise impacted student learning motivation. Aside from its benefits in terms of classroom use, efficiency, and flexible learning, the barriers to online learning can affect students' motivation (Octania, 2017). The online learning quality during the outbreaks of Covid-19 caused the students felt less satisfied than before the Covid-19 pandemic (Ferdian & Suyuthie, 2022). Based on the observations, students who usually had face to face teaching and learning, lost their motivation while joining the class. The barriers that students faced in online learning include technical factors and teachers. The technical factors are in the forms of bad connectivity, limited internet quota, and other technical errors related to the devices or applications, whereas the teacher factors include lack of immediate teachers' feedback, participation, and monitoring. The examples of students' habits in online learning; when teaching-learning process were conducted online via zoom, almost all of the students turned the camera off and even without any responses to what teacher said. Students frequently ignored what teachers had instructed. In one class which mostly consist of approximately 40 students, there were only two, three or even only one student were join the class actively. Another example was most of the students joined the online class late. Teachers had to wait for their coming in 10 to 15 minutes till getting the entire students to join. Whenever teachers asked for the questions, all of them would say '*no questions*,

*Ma'am*', but if they were given questions, they were just kept silent, nobody answer the question. In this case, teachers must seek a way to facilitate students in online learning as well as to maintain their learning motivation.

One of the learning models that may be able to promote students' self-learning is Flipped Learning. Arnold-Garza (2014) define Flipped Learning as a learning method in which the delivery of learning materials is carried out at home through electronic devices while learning is used for practical (Arnold-Garza & Towson University, Albert S. Cook Library, 2014). Syarasyifa (2018) describes several characteristics of the Flipped Learning learning method: there is a change in the learning method, which was originally centered on educators or teachers (teacher-centered), where the teacher acts as a transmitter of material in the learning, to become student-centered (students-centered), giving material to students which are carried out before synchronous mode (Suranakkharin, 2017). These learning resources can be obtained from textbooks, learning videos, or other materials related to the topic being studied., the teacher plays a role in assisting and guiding students if they experience difficulties. Arnold-Garza (2014) conveyed several advantages of the Flipped Learning learning method; utilizes learning time in class more efficiently, provides opportunities for students to be more active in learning, increases interaction between students and between students and teachers, increases the responsibility of students in learning, and facilitate diverse learning styles of students.

In a flipped classroom context, the learning activities are 'inverted'. The students watched the recorded lectures/videos and complete their assignments and tests in class with their teacher available. Studies show that Flipped classroom can increase self-autonomy in learning (Campillo-Ferrer & Miralles-Martínez, 2021; Gavranović, 2017; Natalia & Doherti, 2020; Wulandari, 2017). Furthermore, the flipped classroom can increase students' learning motivation (Hanim et al., 2021; Turan & Goktas, 2018). A flipped classroom is one of the implementations of blended learning. Blended learning is a combination of multimedia technology, video streaming, virtual classes, voicemail, email, online text animation, and conference calls (Thorne, 2003). In the flipped learning model, students can do assignments or what in the traditional learning model is called homework with the help of the lecturer who facilitates learning (Bergmann & Sams, 2012). With the flipped learning model, students can access English-language materials anywhere and anytime. This model also supports the principle of Student-Centered Learning, which emphasizes students be active in the learning process.

Amidst the Covid-19 pandemic, classroom learning activities are conducted online through a virtual classroom. Al-Nuaim (2012) defines a virtual classroom as an online environment that enables students and teachers to communicate synchronously through audio, video, text chat, application sharing, and other features, just like in a face-to-face classroom. Meanwhile, according to M.M et al., (2015), a virtual classroom is an online

learning environment that contains all required course materials. It is the physical classroom features that have been transformed into an online classroom with enhanced features. A virtual classroom is an online learning method that is conducted via the internet and provides communication for distance learners just like a face-to-face classroom (Maanvizhi et al., 2020).

To create a more effective teaching and learning process during online learning, it is beneficial to combine both features in the flipped classroom and virtual classroom. Ismail and Abdulla (2019) propose a new pedagogical approach called Virtual Flipped Classroom (VFC). The VFC itself is an integration of two learning approaches, namely Flipped Classroom, and Virtual Learning. According to the Flipped Classroom model, there are two stages of learning, namely the *self-learning stage* and *interactive activities in the classroom stage*. In the self-learning stage, the teacher shares video lectures or learning materials out of the classroom schedules and asks the students to study them independently. Meanwhile, in the *interactive activities in the classroom stage*, the teacher performs individual and group activities to deepen students' understanding of the learning materials. Apply the Flipped Classroom during the Covid-19 pandemic becomes such a great challenge for teachers due to limited time and interactions. Since teaching and learning are conducted virtually, combining both Flipped Classroom and Virtual Learning can be an alternative solution to achieve success in learning. The Virtual Flipped Classroom (VFC) allows the students to watch and listen to the lectures or learning materials at home (outside the class schedule) and then perform their interactive activities and apply their knowledge in a virtual synchronized classroom that closely resembles a real classroom setting (Ismail and Abdulla, 2019). Figure 1 below shows the differences between the traditional classroom, flipped classroom, and virtual flipped classroom model.

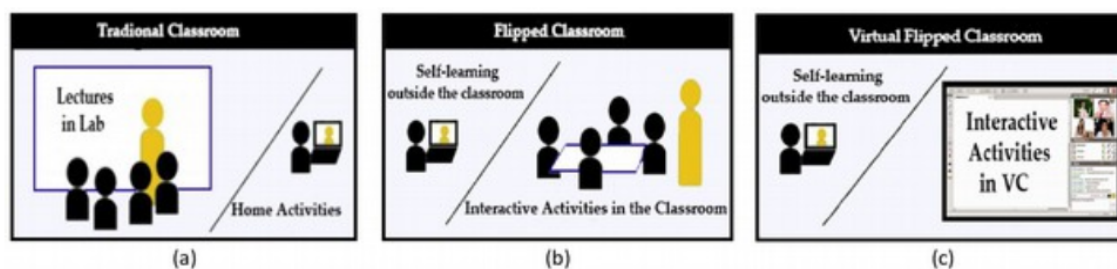


Figure 1. Traditional Classroom, Flipped Classroom, and Virtual Flipped Classroom Model (Source: Ismail & Abdulla, 2019)

Learning a language requires high learning motivation, especially in learning English. Four aspects of English must be mastered; namely speaking, reading, listening, and writing. To motivate students in learning English, lecturers need a technique or strategy that can trigger student motivation. As explained by Bandura (1986) as stated in Volet & Jarvela (2001) that motivating activities are considered to affect emotions such as pride, shame, guilt,

and self-concept in the ability to achieve goals. Motivation is an alternative explanation for a cognitive process (Volet & Järvelä, 2001). Someone is intrinsically motivated if someone is interested in an activity without any rewards, whereas if someone is motivated to do an activity because of the rewards, then he is extrinsically motivated (Brown, 2000).

Motivation can be implemented in various ways. McPheat (2010) defines motivation as a picture of a person's motives for doing something. If people are motivated to achieve certain targets, several positive factors result, including; job satisfaction, an increase in efforts to achieve goals, improved work/study environment, results are the main focus (McPheat, 2010). There are two motivations in language learning class according to Brown (2000); intrinsic motivation and extrinsic motivation. Someone is intrinsically motivated if someone is interested in an activity without any rewards, whereas if someone is motivated to do an activity because of the rewards, then he is extrinsically motivated. In the world of education, intrinsic and extrinsic motivation can be explained in the following table;

*Table 1. Extrinsic and Intrinsic Motivation*

No.	Extrinsic Pressures	Intrinsic Innovations
1.	School Curriculum	Learner-centered Personal goal-setting individualization
2.	Parental Expectations	Family values (love, acceptance, respect for wisdom)
3.	Society's Expectations	Security comfortable Routines Task-based teaching
4.	Test & Exams	Peer evaluation Self-diagnosis Level-check exercises
5.	Immediate Gratification	Long-term goals
6.	Make Money	Content-based teaching, ESP Vocational education
7.	Competition	Cooperative learning Group work The class is a team Risk-taking creativity

Brown (2000) in his book also states that actually, all teaching techniques in learning in language classes aim to generate intrinsic motivation from students. Learners in the 21st century can be categorized as Millennials or those who are familiar with technology.

According to Merrit (2008), Millennials are considered unique and sophisticated in using electronic devices, such as computers, laptops, mobile phones, and the internet.

In applying the Virtual Flipped Classroom (VFC) model, teachers design learning activities using four stages as adapted from Suranakkharin (2017) namely Introduction Phase, Learning Materials Phase, Implementation Phase, and Evaluation Phase. In the Introduction Phase, students are introduced to the meaning and use of a Virtual Flipped Classroom (VFC) to improve their speaking skills. While in the Learning Materials Phase, students are given videos about learning materials that they must study at home. In the Implementation Phase, the stage is divided into two parts, namely the pre-class stage and the in-class stage. In the pre-class stage, students are asked to watch the learning video, while in the in-class stage, students are divided into discussion groups consisting of 5-6 students. They have to discuss the results of their homework and the teacher plays the role of only a facilitator. In the last stage i.e. the Evaluation Phase, the teacher conducts evaluations and reflections from each meeting about the work and capacity building of students (Suranakkharin, 2017).

In this study, the Learning Management System (LMS) that is implemented is Schoology. Schoology provides facilities for teachers to create, compile, organize, and share learning materials and resources with their students (McBride, 2016). Based on data from [www.schoology.com](http://www.schoology.com), Schoology has various features that can support the learning process, such as class management, attendance lists, online assessment books, tests and quizzes, and homework.

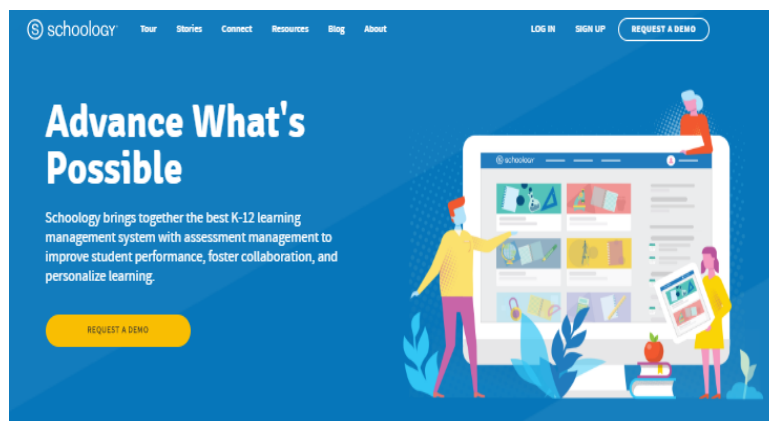


Figure 1. Schoology Interface Display ([www.schoology.com](http://www.schoology.com))

Schoology has been integrated with other platforms that teachers can use to upload and share learning materials with their students, including Videos, files, and links, Google Drive, Dropbox, Microsoft One Drive, Web browser, YouTube, and Prezi. In addition, teachers can also take advantage of special features in Schoology to compile learning materials and activities such as sharing materials and designing learning activities (Figure 2).



Figure 2. Special features in Schoology

Sari et al (2018) investigated the benefits of using blended learning to increase student motivation in learning English. The first focus is an explanation of blended learning, the second is an explanation of the benefits of blended learning in the 21st century, and the third is an explanation of the application of blended learning in English classes (Budiana & Djuwari, 2018). Budiana and Djuwari (2018) researched student motivation to learn English at STIE Perbanas. Indigenous students have low English competence and this is very crucial in language learning in Indonesia.

Other research related to the flipped learning implementation during the covid-19 pandemic as cited in Ferrer & Martinez (2021) shows the impacts of this teaching-learning method such as Chick et al. (2020) which is related to positive outcomes the students as their satisfying of this format without having regular face to face lecturers (Campillo-Ferrer & Miralles-Martínez, 2021). Latorre-Coscolluela et al. (2021) concluded that the flipped learning model encourages students to develop their critical thinking or creativity through the use of digital resources (Divjak et al., 2022). The significant increase in the use of different digital resources in Spanish higher education provides greater opportunities for students to share their learning experiences and ideas through these virtual scenarios (Collado-Valero et al., 2021). One of the studies by Monzonis et al. (2020) also mentions that flipped learning method during covid-19 pandemic improved students' digital skills and increased students' motivation as well. Another implementation of flipped learning due to social distancing during the Covid-19 pandemic was in students of sports coaching education which also highlighted that this method helps to improve students' learning performance in sports coaching education (Alim et al., 2022).

During the Covid-19 pandemic, based on observations, lecturers applied synchronous only or asynchronous only. In synchronous mode only, students complaining on the budget

to support online meeting, due to the higher quota to have virtual online meeting via Zoom. But in asynchronous mode only students complaining about the feedback form lecturers they did not receive on time and the strict deadlines for submitting too many assignments posted in LMS. Those situations influence students' motivation in joining the online class especially in English subject (Suhartina et al., 2022). Most of the students are less motivated in joining the online class due to internet connection factors, financial factors, new teaching-learning approaches, and new adaptations to pandemic situation that they have never experienced before (Aly et al., 2022). In the other hand, teaching and learning process should run appropriately with some modifications. This study, therefore, apply new teaching-learning approach by using Virtual Flipped Classroom (VPC) to enhance students' motivation in learning English during pandemic situation.

There have been limited studies concerned with the implementation of Virtual Flipped Classroom (VPC) during the covid-19 pandemic in health polytechnics which are classified as vocational higher education of non-English departments. As vocational higher education, health polytechnic must apply 40% of theories- 60% of practical activities in the teaching-learning process. Therefore, this research intends to investigate the implementation of Virtual Flipped Classroom (VFC) during the covid-19 pandemic in EFL classrooms of higher education which apply 60% of the teaching-learning process in practical activities. This research aimed to improve students' motivation in learning English by implementing VPC, learning model which is proper to be applied in a pandemic situation.

## **2. Method**

### ***2.1. Research Design and Stages***

This study applied a qualitative research design with data collection in the form of observations, interviews, and questionnaires with student respondents in 1 class totaling 47 students. This qualitative research design used a learning action research approach (action research). According to Kemmis and McTaggart (1988) in Burns (2009: 8), action research occurs through a dynamic and interrelated process consisting of planning, acting, observing, and reflecting (Burns, 2009).

The researcher uses action research steps as proposed by Kemmis and McTaggart (1988) as displayed in figure 4. The research procedure is as follows: Planning, in this step, the researcher made an activity plan that was implemented in the English class. Researchers prepared the lesson plan based on the syllabus. The learning materials and instruments needed were adjusted to the competencies that students want to achieve in the learning process, Action, after the planning was complete, the researcher implemented the learning materials that had been prepared by using the virtual flipped learning model. This action was carried out until an increase in student learning motivation was achieved. This class action was carried out in 4 meetings and collaborated with collaborators (members of the English

lecturer team and students), Observation, during the implementation process, the researcher observed the activities that occurred in the flipped learning. Observations were done to determine the success of the implementation and the problems that arise by taking notes during the class, Reflection, was done by considering the successful implementation of the flipped learning and evaluating the problems that arise and solving them.

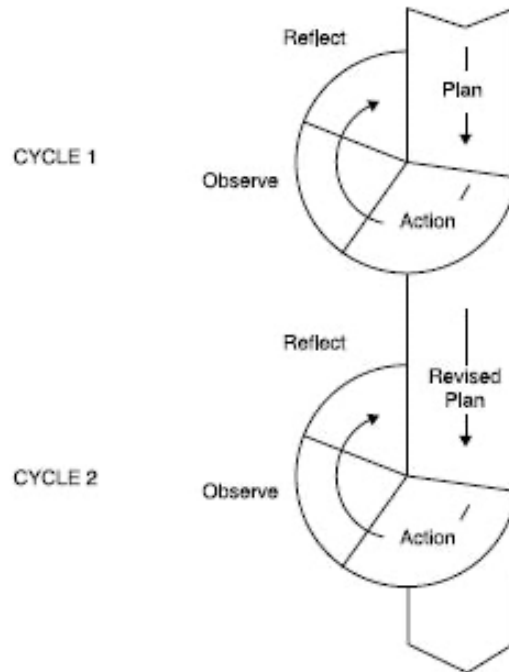


Figure 4. Action Research Cycle by Kemmis and McTaggart

Table 2. Description of cycles

No.	Cycle	Materials	Learning Methods
1.	Cycle 1	Reading Comprehension berjudul <i>Your Teeth</i>	Asynchronous mode dengan Schoology
2.		Reading Comprehension berjudul <i>Your Teeth</i>	Synchronous mode dengan Zoom Meeting
3.	Cycle 2	Speaking Skill bertema <i>Speaking on The Phone: Managing Patient Enquiry</i>	Asynchronous mode dengan Schoology
4.		Listening & Speaking Skill bertema <i>Speaking on The Phone: Managing Patient Enquiry</i>	Synchronous mode dengan Zoom Meeting

## 2.2. Research Participants

This research was conducted in the Department of Dental Nursing at the Health Polytechnic of the Ministry of Health, Yogyakarta. The research subjects were students of the Diploma III Dental Health study program at the Health Polytechnic of the Ministry of Health of Yogyakarta by assigning informed consent prior to the research. The number of participants was 47 students.

## 2.3. Data collection technique

The data collection process is an interconnected activity that aims to collect user data or information to answer research questions (Creswell & Creswell, 2018). This research was preceded by observation to observe student attitudes in learning English and also related to the learning atmosphere when learning English with conventional methods. The next stage was the implementation of the Virtual Flipped Classroom (VFC) model for seven meetings. At the end of the meetings, the students were given questionnaires related to the implementation of the Virtual Flipped Classroom (VFC) to determine the extent to which students felt motivated to learn English using this model. Deep interviews were conducted to obtain more detailed information about student motivation. In the deep interview, the researcher only took a random sample of two students. The deep interviews were also conducted with members of the English lecturer team to determine the class character, and student abilities in general, and also related to the learning model.

## 2.4. Data analysis technique

The data were analyzed quantitatively and qualitatively. The data from the questionnaire were analyzed qualitatively and quantitatively by recapitulating the data in the form of charts and then calculating the percentage. The formula for obtaining the percentage is;

$$\frac{n}{N} \times 100\%$$

Notes:

n: The number of participants who choose a certain answer

N: Total number of participants

The table format is as follows:

*Table 3. The result of the Questionnaire about the Implementation of Flipped Learning*

Question	Response	Total	Percentage
----------	----------	-------	------------

### 3. Findings and Discussions

#### 3.1. Findings

During the covid-19 pandemic, the English teaching and learning process was conducted by virtual flipped learning which combined the synchronous and asynchronous modes. This process enabled students to connect with educators and fellows in English learning situations. The projects and tasks given in the virtual flipped learning encouraged the students to follow their pace in learning. They were free to choose when they should learn and submit the assignments before the deadlines. The students had opportunities to access the materials as they wanted to without any limitations since this model applied the use of Schoology to access the materials. It also motivated the students to be more critical and improved their creativity.

##### 3.1.1. Implementation of Virtual Flipped Learning

###### 1. Identification of Class Problems

Based on observations and interviews, several problems were found in the learning process. The problems found in the learning process can be seen in the following table;

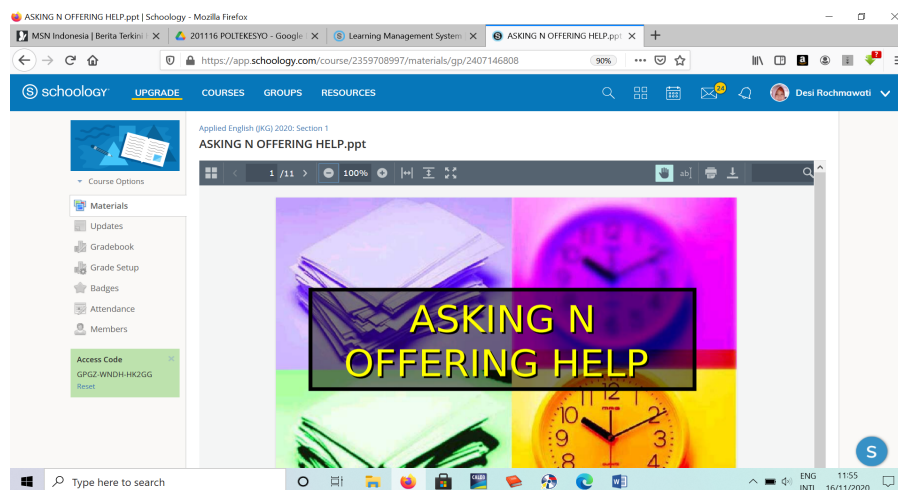
*Table 4. Problems Related to the English Learning Process in Traditional Classes*

No.	Problems	Sources
1	Some students have low motivation in learning English	Interview, Observation
2	Many disturbing factors interfere with the concentration of students in class	Interview, Observation
3	Some students feel they have less freedom in accessing materials	Interview
4	Some students feel that they are not given the freedom to be creative	Interview
5	Some students feel less confident, for example in speaking material because they have to speak directly in front of friends and lecturers	Interview
6	Students who actively participate in Student Activities at the campus, feel left out of material when they are allowed to leave class.	Interview
7	Some students feel bored and consider the learning model to be monotonous	Interview, Observation
8	Some students feel that the learning model so far is less flexible and less suitable for each student's learning style	Interview

The table above shows some of the problems encountered when implementing the traditional learning model in pandemic situation which mostly the lecturers applied synchronous only or asynchronous only.. The data was obtained by conducting interviews with members of the English course lecturer team (collaborators) and two students during class observations. After discussing with collaborators related to the current situation which was still in the Covid-19 pandemic, a different learning model was chosen from the learning model that has been carried out so far called the virtual flipped learning model. The collaborator in this research Ms. Nafisah elaborated:

Most of the students were low-motivated in English language classrooms. In the situation of the covid-19 pandemic, therefore, lecturers must find a teaching-learning model which was more interesting and able to promote students' motivation. Sometimes, I saw some of them playing with their gadgets, having chit-chat with others, and even wearing make-up in the middle of the class (Nafisah, interview).

Flipped learning is a learning model that inverts or reverses activities carried out in the learning into activities carried out outside the learning (Nouri, 2016). However, the learning model has been adjusted according to the situation during the Covid-19 pandemic, which must minimize face-to-face contact by combining the online learning process using two tools. The first is for the asynchronous model using a Learning Management System (LMS) called Schoology, and the second is for synchronous mode using Zoom meeting. So, the material is uploaded to Schoology and students study the material independently. In this case, the Virtual Flipped Classroom (VFC) was implemented. It can be seen in the figure below;



*Figure 5. Learning Process Using Schoology*

Figure 5 shows a screen capture display containing learning materials from the lecturer that can be accessed by students through Schoology.

At the next meeting after the virtual class, a direct online meeting was held via Zoom Meeting. The results of the online class implementation can be seen in the pictures below;

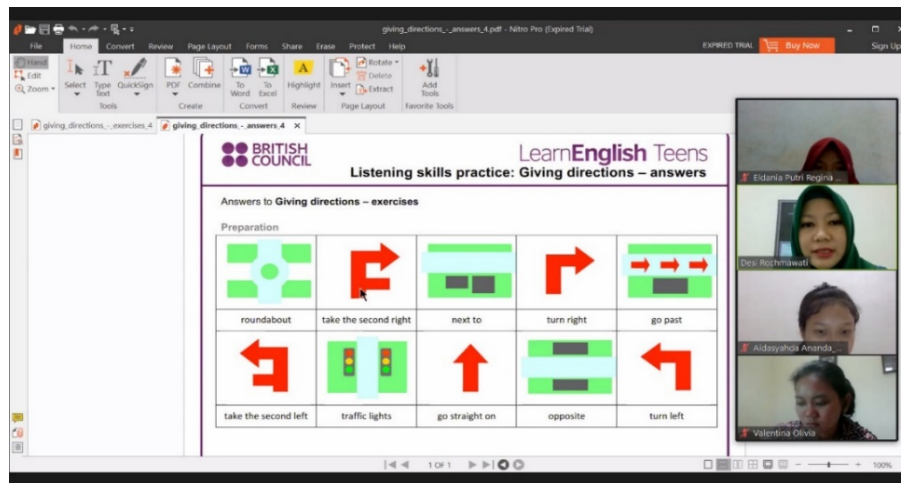


Figure 6. Learning Process Through Zoom Meeting

The picture above shows an example of a lecturer's activity discussing or giving an explanation to students through a Zoom meeting. In these meetings, students and lecturers were able to interact directly with each other from different places. On synchronous mode by Zoom, students and lecturers discussed and had a question-and-answer session about previously studied material uploaded in Schoology.

## 2. Planning

This research was carried out during the Covid-19 pandemic situation. This situation forced all learning activities to be carried out remotely (remote learning). The lockdown policy at that time triggered educational institutions to review and review pedagogic activities with learning strategies that remained safe and stimulating (Nerantzi, 2020). At this stage, researcher and collaborator arranged the lesson plan.

## 3. Actions and Observations

This stage adapted to teaching and learning activities in the department and also adjusted to the necessity to carry out a lockdown that requires the learning process to be carried out remotely. There were four meetings involving two modes, namely synchronous and asynchronous. Between lecturers and students interact virtually through online media including; video conferencing, live chat, and live streaming learning. According to Redmond, Parkinson, Mulaly, & Dolan (2007), as stated in Riwayatningsih & Sulistyani (2020), this model has many benefits in learning such as direct input and encourages students to participate more actively, while asynchronous mode or asynchronous learning is a learning process that occurs online through the Learning Management System (LMS) which does not occur at the same time and place (Riwayatningsih & Sulistyani, 2020).

Based on discussions with collaborators, several activities planned in this cycle consisted of four meetings which were carried out using the virtual flipped classroom (VFC) model. The first meeting was with reading comprehension material with the title Your Teeth. The lecturer delivered the material in the form of a reading text entitled Your Teeth along with several activities such as a list of questions and a list of vocabulary through Schoology. This activity encouraged students to learn the material by reading the text, identifying vocabulary, and answering questions. The second meeting was held through a zoom meeting. At the meeting, students and lecturers discussed with each other the material that had been delivered and students submitted answers to questions sent through Schoology, followed by a questions and answers session. This meeting aimed to clarify the material that had been studied previously. Learning activities can be seen in the image below;

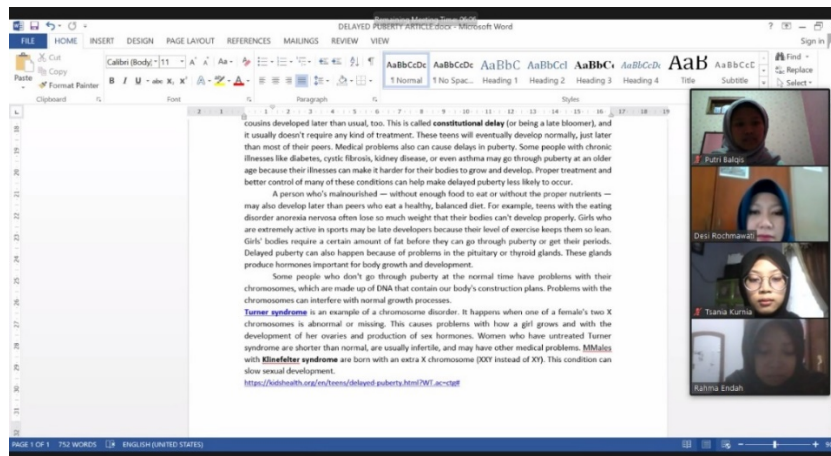


Figure 7. Reading Comprehension Activities

In the third meeting, students delivered speaking material on the topic of Managing A Patient Inquiry in the form of audio as a listening activity and also material on language expressions used when talking on the phone following exercises. This activity aimed to carry out independent learning by listening to the audio, practicing it, knowing the language expression used and then answering questions related to the audio that is played. Followed by the fourth meeting via zoom meeting. At the fourth meeting, students and lecturers conducted discussions, asked questions, and did exercises. As a follow-up, students made video recordings that were edited in such a way as to show students doing a role-play talking on the telephone.

One example of changes in student behavior was seen when they were given a project to make a health promotion video with the theme of Oral Hygiene during the Covid-19 Pandemic. In this activity, students were very enthusiastic to be creative. Students looked confident and enthusiastic when they have to speak in English. In the video, the students also

use various video editing applications that trigger the students' creativity. An example of a screenshot of a student-created video can be seen in the image in figure 8.

The seven meetings mentioned above provide opportunities for students to study the material first independently according to their schedule and pace. Thus, during the teaching and learning process synchronously through zoom meetings, students were more prepared with the material discussed at the live meeting.

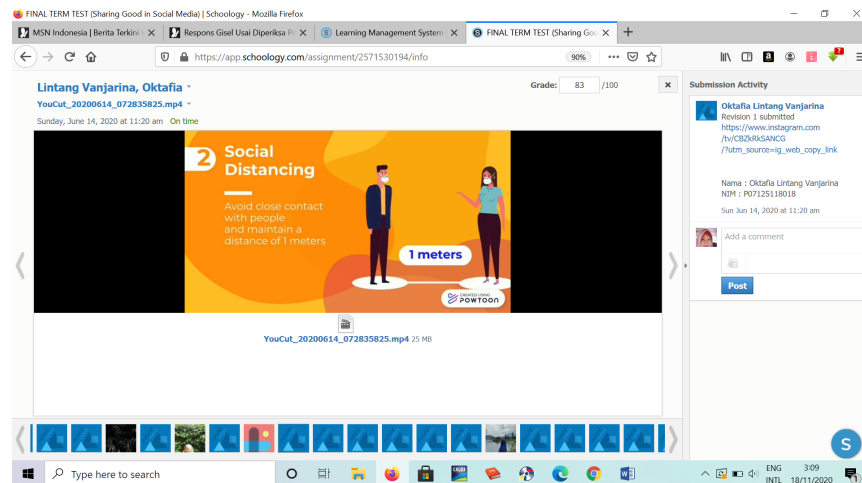


Figure 8. Video of Student Creation in Schoology

#### 4. Reflection

The flipped learning process took place at the beginning of the Covid-19 pandemic. All areas were affected, including the education sector, so it needed a lot of adjustments in many ways. Therefore, the implementation of this research also underwent adjustments to the current situation. The virtual flipped learning model had been adjusted according to the situation during the Covid-19 pandemic, which must minimize face-to-face contact. The main problem raised in this research was the lack of student motivation in the teaching and learning process in English courses.

Students have different learning styles. Some of them were fast learners, while others were slow learners. The implementation of the Virtual Flipped Classroom (VFC), therefore, could accommodate the diverse learning styles of these students, as stated by the following students. Below are the results of interviews with two students. The results of interviews with students below show the success of these activities. Digna as student 1 elaborated:

“Yes, Ma’am. I think that learning English using Schoology is very effective Ma’am because you share the learning materials through Schoology, so I can have access to those materials whenever I need them, so we can get an understanding” (Digna, interview).

Inayah, another participant informed;

“In my personal opinion Ma’am, I’m interested in this learning model. Using this learning model, the lessons are not merely delivered in face-to-face mode. We can have an online class as well as can study on our own using Schoology. So, we will not miss the materials although we don’t meet at the class. I become more motivated. I can increase my knowledge. I can learn independently and become more active in learning” (Inayah, interview).

However, there were still some challenges. These obstacles include; that some students are still passive in the learning process. Some of the students would turn the camera off if they were not reminded. Another obstacle was the internet connection that is not supported. Some students live in rural areas where there was limited internet connection. One of the respondents mentioned;

“The interaction was deemed not intensive between the lecturer and the students since we were not at the same place” (Digna, interview).

The result of two cycles showed that the model of virtual flipped classroom were able to increase students’ motivation in learning compared with previous condition. Based on the observation, previously students were less motivated because of bores with the learning methods, confidence when they have to speak, less flexibility in learning, problems in connectivity, uncapability to follow the learning pace. But, after the implementation of virtual flipped classroom, students were able to learn at their own pace since they have acces to class materials online. This VPC encourage collaboration among the students and triggers students' creativity.

### **3.2. Discussion**

In general, the learning activities using the flipped learning model were successfully carried out. This activity attracts students' attention so that they can concentrate on the material being taught (Sari et al., 2018). In addition, this learning model encourages students to have an independent learning model. This can be shown from the results of the questionnaire related to student motivation in flipped learning as shown in figure 7.

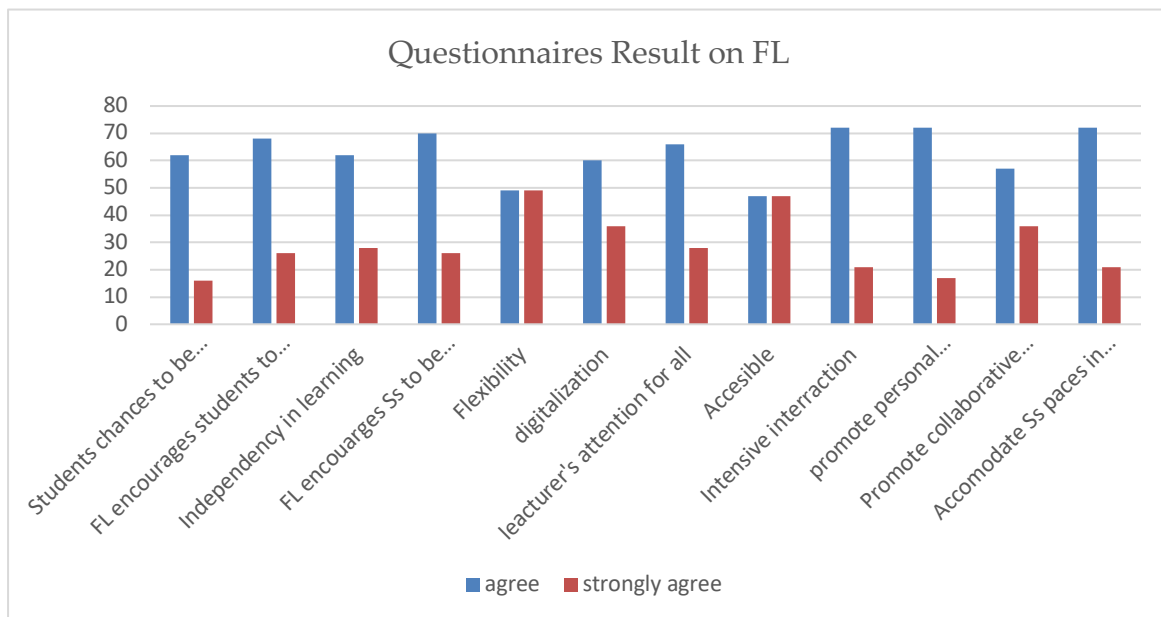


Figure 7. Student's View on the Implementation of Flipped Learning

The students in this English class were unique. They had less motivation to learn, either in English courses or in other subjects. When in English class, according to one of the collaborating lecturers, some students in conventional learning were busy talking with their friends or doing something which had nothing to do with class activities. However, this Virtual Flipped Classroom (VFC) model encourages students to be more responsible for their achievements. Students are required to be able to study independently and finished assignments and exams with certain deadlines in Schoology. By using this learning model, student learning activities become more structured, as stated in the interview results below. Digna states that;

“It's more structured, Ma'am. When we come to school, to class, I mean, the situation is very different. Like what you said earlier, yes some students play on cell phones, are noisy students, and so on. Well...if we meet in the flipped learning, if the students don't understand the materials, we can read and study by ourselves. We can also ask our friends about it” (Digna, interview).

Inayah as another participant had her own opinion;

“Yes, I think so Ma'am. The learning activities are more well-structured. As you said Ma'am, students who are often noisy in the learning, will not disturb others. That's why using virtual learning will be more effective. We can adjust the learning method by ourselves according to our learning styles. For example, if we love to study in a quiet place, and love to study while listening to music, we can adjust the condition, Ma'am, with our preferences” (Inayah, interview).

Virtual Flipped Classroom (VFC) encourages students' creativity and critical thinking, for example when students have to make health promotion videos. Digna said;

“The point that I highlight in the video assignment, Ma’am. It encourages us to think critically. We should actively seek the materials that we will deliver in the video. Then we should design the concept of the video, how to edit the video, and how we will speak English well” (Digna, interview).

Students agreed that online tutorials would be more effective if these students included interactive components such as video presentations (Lee & Wallace, 2018).

Inayah admitted that she watched other students so that she could be more motivated to create a better video presentation (Nouri, 2016). She mentioned that;

“Based on my experience, for example, when we are asked to create a video. I learn from my friends’ videos that they made interesting videos. They edited the video creatively. That’s why I become more motivated to improve my work” (Inayah, interview).

Virtual flipped learning also promoted students’ confidence in English learning, specifically in speaking activities. Digna mentioned that;

“Yes, Ma’am.... From the video assignment, we became more confident to speak in front of the camera. Although only in front of the camera, later the video will be shared in public, on social media, so it can improve our self-confidence, Ma’am” (Digna, interview).

In the Covid-19 pandemic situation, the government issued a policy for the lockdown to prevent the transmission of Covid-19. The virtual flipped learning model is very suitable for the current pandemic situation (Campillo-Ferrer & Miralles-Martínez, 2021). Students also find it very helpful for the flipped learning model as shown in the following student questionnaire results.

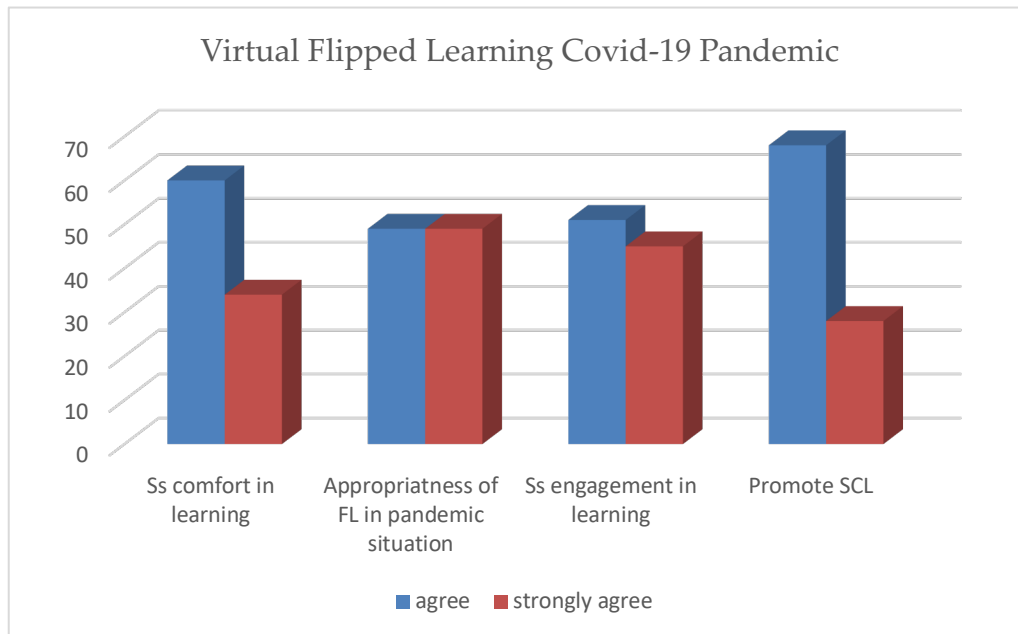


Figure 8. Student Views on Flipped Learning in the Covid-19 Pandemic Situation

Flipped learning also still had many challenges related to its implementation, for example, some students still need face-to-face classes (Jalili et al., 2020). They wanted a combination of virtual classes with face-to-face classes, as conveyed from the following interview results. Digna stated that;

In terms of learning quality, Ma'am, I think that though we have been given the materials via Schoology, we still need face-to-face learning (synchronous class). It will be more effective when we combine them. We can study from your explanation in the synchronous class and later we can relearn the materials by ourselves independently using our learning styles. For example, if there are some difficult terms that we don't understand, we can further explore them by ourselves. Despite all the advantages of virtual flipped learning, there was a challenge in this learning model. One of the respondents said that;

The obstacle is that there is no face-to-face learning. We cannot meet directly in the learning. I think it should be balanced between the virtual classes and the face-to-face classes (Digna, interview).

Another obstacle that hinders the implementation of flipped learning in this Covid-19 pandemic situation is the internet connection. Internet access in Indonesia has not been comprehensive to remote areas of the country, while students live in various areas throughout the archipelago. Digna elaborated;

One of the disadvantages of using this learning model is the internet connection, Ma'am. Students who live in an area with a poor internet connection will get

difficulties accessing the materials in Schoology and also joining the Zoom meeting. Students who live in remote areas often get trouble finding a good internet connection. That's why it becomes an obstacle for us in learning.

#### **4. Conclusion**

The implementation of Virtual Flipped Classroom (VFC) to increase motivation in learning English was carried out during the Covid-19 pandemic. This learning model was implemented online with synchronous mode by Zoom meeting and asynchronous mode by Schoology. The implications of this teaching-learning modes in English class for vocational educations are beneficial to enhance students' motivation in learning. This model accommodates the teaching and learning process in the current Covid-19 pandemic situation. Students find it helpful to use zoom and Schoology in the learning process. This helps increase student motivation in learning English due to several factors, including; flipped learning collaboration with LMS Schoology and zoom meetings, students can arrange study schedules according to their busy schedules, students have the opportunity to find other learning resources to increase understanding, asynchronous mode (online indirectly) with Schoology provides opportunities for students to study comfortably, the learning process is following the student's learning style, synchronous mode trains students' confidence when they have to speak because it is not directly facing friends and lecturers, flipped learning encourages students to learn independently and be responsible for learning outcomes. The use of technology integrated with teaching learning process either synchronously or asynchronously was helpful to motivate students to keep in touch with learning process eventhough in various pandemic situation such as carantines, self-isolation, or work from home.

The teaching and learning process needs to be developed, especially related to learning models along with technological developments. It is suggested to implement the Virtual Flipped Classroom (VFC) so that students are more motivated in learning and reduce their boredom. Since this study was carried out during the Covid-19 pandemic, so there were some limitations it was not possible to have face-to-face meetings during the teaching and learning process. Therefore, if the conditions are back to normal and the pandemic is over, flipped learning must be carried out with collaboration between online meetings and face-to-face meetings in the learning so that the learning process can take place. Furthermore, teachers or lecturers should be able to apply this model properly and they can develop other learning models that are better and have been integrated with technology.

## References

- Alim, A., Nurfadhila, R., & Yulianto, W. D. (2022). Flipped learning as a learning method for students of sports coaching education during the COVID-19 pandemic: A systematic literature review. *Jurnal Keolahragaan*, *10*(2), 157–165. <https://doi.org/10.21831/jk.v10i2.52243>.
- Aly, M. N., Hamid, N., Aroyandini, E. N., Kholis, N., Prihatiningsih, S., & Sinulingga, R. A. (2022). Evaluation of online learning systems on vocational education in COVID-19 pandemic. *Al-Ishlah: Jurnal Pendidikan*, *14*(2), 1583–1596. <https://doi.org/10.35445/alishlah.v14i1.924>.
- Arnold-Garza, S. & Towson University, Albert S. Cook Library. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Comminfolit*, *8*(1), 7. <https://doi.org/10.15760/comminfolit.2014.8.1.161>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Brown, D. A. (2000). *Principles of Language Learning and Teaching* (4th ed.). Longman.
- Budiana, K. M., & Djuwari, D. (2018). The non-native students' motivation in learning English at STIE Perbanas Surabaya. *Language Circle: Journal of Language and Literature*, *12*(2), 195–202. <https://doi.org/10.15294/lc.v12i2.14178>
- Burns, A. (2009). *Doing Action Research in English Language Teaching*. Routledge. <https://doi.org/10.4324/9780203863466>
- Campillo-Ferrer, J. M., & Miralles-Martínez, P. (2021). Effectiveness of the flipped classroom model on students' self-reported motivation and learning during the COVID-19 pandemic. *Humanities and Social Sciences Communications*, *8*(1), 176. <https://doi.org/10.1057/s41599-021-00860-4>
- Collado-Valero, J., Rodríguez-Infante, G., Romero-González, M., Gamboa-Ternero, S., Navarro-Soria, I., & Lavigne-Cerván, R. (2021). Flipped classroom: Active methodology for sustainable learning in higher education during social distancing due to COVID-19. *Sustainability*, *13*(10), 5336. <https://doi.org/10.3390/su13105336>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. 388.
- Divjak, B., Rienties, B., Iniesto, F., Vondra, P., & Žižak, M. (2022). Flipped classrooms in higher education during the COVID-19 pandemic: Findings and future research recommendations. *International Journal of Educational Technology in Higher Education*, *19*(1), 9. <https://doi.org/10.1186/s41239-021-00316-4>

- Ferdian, F., & Suyuthie, H. (2022). The effect of online learning quality on vocational students' learning achievement during the Covid-19 pandemic. *Jurnal Pendidikan Vokasi*, 12(2), 100–109. <https://doi.org/10.21831/jpv.v12i2.47570>
- Jalali Sh., Khalaji H., Ahmadi H. (2020). A Qualitative Investigation of Students' Perceptions of Flipped learning. *International Journal of Foreign Language Teaching and Research*, 8 (33), 29-38.
- Lee, G., & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: Outcomes and perceptions. *TESOL Quarterly*, 52(1), 62–84. <https://doi.org/10.1002/tesq.372>
- McPheat, S. (2010). *Motivation Skills*. MTD Training
- Nerantzi, C. (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 pandemic. *International Journal of Management and Applied Research*, 7(2), 184–195. <https://doi.org/10.18646/2056.72.20-013>
- Nouri, J. (2016). The flipped classroom: For active, effective and increased learning – especially for low achievers. *International Journal of Educational Technology in Higher Education*, 13(1), 33. <https://doi.org/10.1186/s41239-016-0032-z>
- Riwayatiningsih, R., & Sulistyani, S. (2020). The implementation of synchronous and asynchronous e- language learning in efl setting: A case study. *JURNAL BASIS*, 7(2), 309. <https://doi.org/10.33884/basisupb.v7i2.2484>
- Sari, I. F., Rahayu, A., & Apriliandari, D. I. (2018). Blended learning: Improving student's motivation in English teaching learning process. *International Journal of Languages' Education*, 1(Volume 6 Issue 1), 163–170. <https://doi.org/10.18298/ijlet.2434>
- Suhartina, S., Rezeki, Y. S., & Suhartono, L. (2022). Students' motivation in learning English during the online class. *Journal of English Education Program*, 3(2). <https://doi.org/10.26418/jeep.v3i2.50580>
- Suranakkharin, T. (2017). Using the flipped model to foster Thai learners' second language collocation knowledge. *3L The Southeast Asian Journal of English Language Studies*, 23(3), 1–20. <https://doi.org/10.17576/3L-2017-2303-01>
- Thorne, K. (2003). *Blended learning: How to integrate online & traditional learning*. Kogan Page.
- Volet, S., & Järvelä, S. (2001). *Motivation in Learning Context: Theoretical Advances and Methodological Implications*. Elsevier
- WHO. (2022). *Coronavirus disease (COVID-19)*. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

7 Key Considerations for Choosing a Great LMS. (2018). Accessed from <https://www.schoolology.com> on 20 April 2020.

[https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-  
pendidikan-dalam-masa-darurat-penyebaran-covid19](https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19) accessed on 3 Juli 2020.

.