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Investigating the Effectiveness of Utilizing the Online Teaching via Flipped Learning Procedures for Improving the Undergraduates' English Communicative Skills

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ABSTRACT

This research study aimed at investigating the effectiveness of online teaching via flipped learning procedures for improving the undergraduates' English communicative skills (listening and speaking, reading and writing, grammar and vocabulary, and communicative flow ability). The participants were 186 undergraduates from the Faculty of Engineering including 41 Electronic Engineering students, and 48 Civil Engineering students; and Faculty of Business Administration including 49 General Administrative students and 48 Accounting students who had enrolled the English for Everyday Use course in the academic year 2020 at Faculty of Liberal class, Rajamanagala University of Technology Srivijaya Songkhla. The research instruments were a pretest and a posttest for the participants' achievements of the online flipping the classrooms and a semi-structured interview was conducted to draw a clear picture of the online teaching via flipped learning procedures. The major findings of the study revealed that there were significant differences in English communicative skills and areas among four groups. The participants from General Administrative students achieved higher scores than those three groups. The most prominent improved skills are listening and speaking, grammar and vocabulary and communication flow skills. The noticeable suggestions of the participants were highlighted for further study.

1. INTRODUCTION

The COVID-19 pandemic outbreak has still forced many educational institutes to remain close temporarily in order to serve the social distancing rules. A number of other social units are also affected worldwide. They are struggling to find options to dealing with this concerning situation. Several schools, colleges, and universities have sought accessibility, affordability, flexibility, life-long learning and online pedagogy to bridge the gap the discontinuing in-person teaching as they have considered on losing the whole ongoing semester. Therefore, the online learning or e-learning applications have been introduced as a useful tool to maintain the social distancing in learning and teaching process through the educational systems.

The online teaching has been exploited in the world educational systems for several decades. For instance, by having students interacting with computers as an education tool for improving academic outcomes (Okolo, Bahr, & Rieth, 1993), and by grouping the 'networks of learning relationships, among students and significant others' (Boud and Lee, 2005: 503). Thus, the teaching online via flipped classroom procedures can be a blended learning pattern ranging from highly *structured and traditional interactions*, such as teacher, or outstanding students acting as

a paid tutors and mentors in classes, through to *unstructured and informal ones* such as spontaneous friendship groups discussing academic work (Boud, 2001). It might occur in very traditional classroom settings that are part of the curriculum, in deliberately constructed but virtual settings such as online chat groups or in entirely autonomous, extra-curricular contexts. The online teaching always suggests two influential theoretical perspectives can help to organize and conceptualize many of these practices. The teaching online via flipped classroom procedures can be applied in this study in means of *the organizing class through online by focusing on the flipped learning procedure.*

The online teaching via the flipped learning procedure was consisted of four main phases *(Plan, Do, Check and Act)* organized into seven steps following: *Phase 1 PLAN* includes i) a lecturer demonstrating as a model of an online teaching via the flipped learning with various online and offline applications; ii) a selection of an online-equipped learning tools; iii) a selection of number of volunteers from the midterm top-highest score; *Phase 2 DO* provides iv) a training of selected volunteers; *Phase 3 CHECK* presents v) a rehearsal of the selected volunteers, and vi) a practice of online teaching via the flipped learning procedures and *Phase 4 ACT* reflects vii) a positive feedback towards an online peer-assisted learning volunteer. Each phase was orientated to all participants at the beginning of the course started. Then, the research detailed each phase throughout the course and gave them a chance to ask any problems in order to make a clear point of understanding. After that, the researcher asked for their consents by filling in the consent forms. Last, it started the research study in the English for Everyday Use (01-312-014) course.

English for Everyday Use (01-312-014) is a non-compulsory course offered by Faculty of Liberal Arts for undergraduates in every second semester. There are six (Unit 7-12) and each lend itself to make use their routine matter to create the basic visual aids activated by technology assisted method of teaching and learning like VDOs, Online applications, and so on and of course the social network learning modes play more a significant role in today world learning. The first three units demonstrated by the teacher and the last three units were turned to a selection of number of volunteers from the midterm top-highest score. As the undergraduates from Faculty of Business Administration and Faculty of Engineering at RUTS have a lack of English language proficiency by implementing the online teaching via the flipped learning procedure as a learning technique for improving both their English proficiency and attitude. Therefore, this research study aims to examine the effectiveness of online teaching via flipped learning procedures for improving the undergraduates' English communicative skills (listening and speaking, reading and writing, grammar and vocabulary, and communicative flow ability).

2. LITERATURE REVIEW

The English communicative skill, the Bloom Digital Taxonomy (BDT) and the flipped learning (Bergmann & Sams, 2012) are supported the study.

2.1 English Communicative Skill

The English communicative skills are referred to the four macro skills i.e. listening, speaking, reading and writing included with the grammar and vocabulary skills. The communicative flow is ability to command and react listening, speaking, reading and writing with appropriate grammar and vocabulary.

2.2   Listening and Speaking Skills

Listening and speaking skills are basic skills as human beings. They cannot be taught and learnt separately. Listening and speaking skills co-occur in real-life discourse and they are not mutually exclusive (Tavil, 2010). He had conducted his research study of integration to improve the oral communicative competence of 180 students at school of Hacettepe University in Turkey. The findings revealed that the group practicing the skills in integration was found to be more successful than the group practicing the skills separately. Learning the English language is a necessity nowadays for students, so that makes the teachers vary their methods in order to make students able to use the language efficiently. Therefore, flipping the classroom may enhance learning the language and communicating with others effectively.

2.3   Reading and Writing Skills

Durukan, (2011) pointed out that reading and writing are two basic language skills that are important from the first phase of primary education. These skills fall in the context of mother language learning. Students can learn by writing and reading but a teacher can teach by reading and writing or having students read or write (Bloom, 1979; Yalçın, 2002). Pedagogy to be adopted in the teaching process can ensure both accurate comprehension and effective self-expression by students while involving reading and writing activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments (Kapka and Oberman, 2001) in order to fill this gap. They put the two focuses. The former was to evaluate the efficacy of a teaching program focuses on the effects of intensive course learning on the prerequisites of writing and reading. The latter was to test the efficacy of the teaching program for the acquisition of writing and reading skills.

2.4   Grammar and Vocabulary Skills

According to Sevy-Biloon, J. (2018), a person uses a language in an authentic setting, skills such as speaking, reading, writing and listening are naturally integrated to achieve communicative competence. Therefore, his research based on the use of a content-based instruction model and the communicative language approach to teach English as a foreign language (EFL). The learning and teaching activities described in his article integrated the language skills using communicative activities to learn and practice the present perfect and associated new vocabulary and grammatical accuracy. Therefore, how to integrate communication skills throughout sufficient grammar and vocabulary leads successful communication.

2.5   Communicative Flowing Ability

Communicative flow ability refers the skill that sustains the information flow or the message addresser can effectively perform on exchanging information to show that they can listen as well as speak out. It can be an active in the construction and facilitation of knowledge, based on unique worldviews and dispositions. The communicative flow ability can be meant to take risks, to assert oneself through the written word and be able to present, justify, and defend one's perspective becomes more difficult when body language and other visual cues are removed. The extent to which both instructors and students are willing to assert themselves in a careful and reflective, yet direct and understandable mode dictates success in a Web classroom (Buchanan, 1999).

2.6   Bloom Digital Taxonomy (BDT)

According to Bloom's Taxonomy has been used as more than a measurement tool due to its permeation in teaching and instructional planning for almost 50 years by providing a common language for educators all over the world, guiding successful teaching practices, and informing the design of effective instructional materials (Alaghbary, G. S. 2021). Therefore, it's inevitably to refer to the Bloom's taxonomy particularly in learning and teaching process as it is the most prominent concept in education with the main focus on the cognitive domain because of its

possible applicational learning in primary, secondary and tertiary levels. Moreover, the COVID pandemic, it is absolutely necessary for all educational levels. The teachers need to use innovative digital tools and transform them into educational tools to empower the learner' learning experiences. The online teaching and learning are supposed to have both teacher and leaners obtained a better knowledge and skills to use the digital tools while the conventional teaching–learning. The online leaners and facilitators (teachers) cannot remain isolated from the revolution created by the information communication technologies anymore.

At the beginning of the 21st century, various studies turned to promote "Blooms' Digital Taxonomy" as it has offered a multitude of learning resources, maximized an individual's choice of resources, optimized the authenticity of learning materials, and significantly increased access to both resources and materials (Churches, 2009, Nikolic & Dabic, 2016, and Munsenmaier & Rubin, 2013). Churches (2009) indicated that the digital taxonomy is not limited to the cognitive domain only. Also, it provides the methods and tooling for conceptual understanding and he supported that the digital tools and verbs associated with each level from the lower to the higher. In addition, the teachers can design the student-centered activities by shifting the focus from teachers to students as the taxonomy level as a compulsory and vital hierarchical instructional set to develop from the lower to the higher i.e. it is levels of students' thinking skills (Munzenmaier & Rubin, 2013). Apart from that, Nikolic and Dabic (2016) noted that the verbs used in digital settings are different on the basis of the online learner and teacher practice in the academics known as "digital verbs" e.g. editing, creating, sharing and interacting which are majorities defined as the digital activities organized in BDT. The BDT helps the online leaners and facilitator to make choices about learning experiences by navigating through the large pool of digital tools (Lightle, 2011). However, there are two limitations of using digital verbs in the academic context. The former is the classification of digital tools conferring to their appropriate level because it is as difficult as many other tools used for multiple actions. The latter is the popularity of the tools which is different and contextually diverse (Hart, 2015). It can be said that name and hierarchy of levels were retained from the Bloom's revised taxonomy (Anderson and Krathwohl, 2001).

2.7   Online Teaching Via the Flipped Learning Procedure

Jonathan Bergmann and Aaron Sams (2012) aided the nation of flipping the classroom by reversing the lecturing and explaining any lessons-activities-materials-tasks to be launched in the classrooms with the specific theories and pedagogies designed and then recorded through the videos known as *the inside classroom inputs* towards devoting the real class time learning and completing any assignments and tasks related to those mentioned details defined as *the outside classroom outputs* (Bergmann & Sams, 2012). In addition, Lockwood (2014) claimed that the flipped learning approach presents both inside and outside classroom inputs. The former calls for the teachers providing the inside classroom inputs by recording the video related the lessons and the latter guides the students devoting their more time to practice their assignments or tasks outside classroom but some students have to go to the classroom to do some exercises and activities related the inside classroom inputs. Both Jonathan Bergmann and Aaron Sams (2012) and Lockwood (2014) also confirmed that the flipped learning introduces the leaners to further study individually and they can learn and revise the materials anytime and anywhere they want

and this flipped learning process can easily lead the learners' high thinking skills like synthesizing, application, and evaluation (Bloom, 1956).

Several scholars supported the advantages of implementing the flipped learning in the classroom like Brown (2007), Marsh (2012), and Felder, Brent, and Prince (2011). For instance, the flipped learning saving time for discussing and providing plenty of materials covering the same lessons. Besides, flipped learning is effective because it supplies immediate feedback which increases the learners' comprehension of the provided content (Brown, 2007). It also promotes the collaborative teaching environments, improve language skills, developing 21st -century skills and providing immediate feedback (Marsh, 2012). Furthermore, it directly increases the learners' critical thinking abilities and literacy efficiency (Felder et. al. (2011). ***On the other hand,*** some educators like Goodwin and Miller (2013), Jones (2016), and Abeysekera and Dawson, (2016) noticed that the flipped learning classroom has some limitations. For example, some students do not have enough the technological skills to access the lessons with technological tools and they need to be trained the media literacy regarding on downloading the videos or submitting some homework (Goodwin & Miller, 2013). The internet disconnection is an important factor leading the teachers provide the recorded materials into the CDs and DVDs to enable their students to keep connection with their studying whereas some parents felt unhappy to share their laptops with their kids, stressed out because they have to train their kids how to use laptops or PCs (Jones, 2016).

However, various studies were conducted to assess the impacts of the flipped classroom on the learners' English language proficiency. For example, Ekmekci (2017), explored the effects of flipped learning on the learners' writing skill as it was a difficult and boring skill to be learned. There were 23 students for the experimental group and 20 students of the control group. He tried to compare the students' performances in the writing classes relevant to flipped learning and to face- to-face instruction. The instruments used were a pretest and a posttest to measure the writing achievement in both the experimental and the control groups. The findings shown that the writing achievement of the experimental and the control group in the post-test highly performed differently. Additionally, the students held their positive attitudes towards the flipped writing model. Meanwhile, Ahmed (2016) has reported his research of the flipped classroom affected on the Egyptian EFL learners' listening comprehension by using the pretest and posttest for the learner's listening achievement and performances. The findings displayed that the flipped learning raised the learners' comprehension, communication skills, social relationships, and solidarity. Furthermore, Pudin (2017) conducted his comparative study of the Indonesian EFL students among the flipped classes and the traditional classes. His findings showed the students performed more engagement of the flipped classes than the traditional classes and also supported to Ahmed's (2016) idea that the EFL flipped learning improved the learners' interaction and communication skills, and it increased their motivation toward learning English language skills. Additionally, Yousefi (2017) from Iran, and Fauzan and Ngabut (2018) from Indonesian positively confirmed their research results of implementing on the flipped learning in the EFL classrooms. The former researcher displayed his research findings collected the data by contributing a questionnaire to elicit the learners' perceptions with the four open-ended questions that flipped learning could improve the Inranian EFL learners' listening skills through listening to various videos, tubes, while interacting with each other could introduce the learners' speaking and communication skills (Yousefi, 2017). The latter ones revealed their results of the Indonesian EFL learners' perceptions of utilizing the flipped learning in writing classes by using a survey and a questionnaire to gather the data indicated that the leaners' positive attitudes toward utilizing flipped learning in the writing classes (Farrah and Qawasmeh, 2018). Both research reports obviously insisted that flipped classrooms created a flexible and enjoyable environment for them, which enhance their progress in their writing abilities (Safiyeh, H. A., & Farrah, M. (2020). **Noticeably,** the researchers pointed out that the flipped classroom can promote more learner autonomy, motivation, engagement and self-direction. For further study suggested to integrating the flipped classroom technology for improving the learning outcomes

and for providing a better learning opportunity that enable students have a better learning achievement (Farrah & Qawasmeh, 2018).

According to Kawinkoonlasate (2019) reviewed the related literatures of the flipped learning studies by implementing of the flipped classroom technology approach and its highly impact on improving English language learning skills. He agrees that integration of the flipped classroom technology approach lead the expected and beneficial learning outcomes in the process of learning and learning environments. Therefore, he supported the importance of integrating the flipped classroom technology in teaching the language skills. In addition, Khan and Oiriddine Abdou (2020: 2) purposed a modified model of the flipped learning approach to continue the educational process during COVID19 pandemic. This approach enables educators share the learning materials with their students and encourages students to prepare the lesson and try to comprehend it "prior to the class time and offers teachers the opportunity, during class time, to ensure that every student actively participates in the explanation of the lesson and deep understanding is acquired."
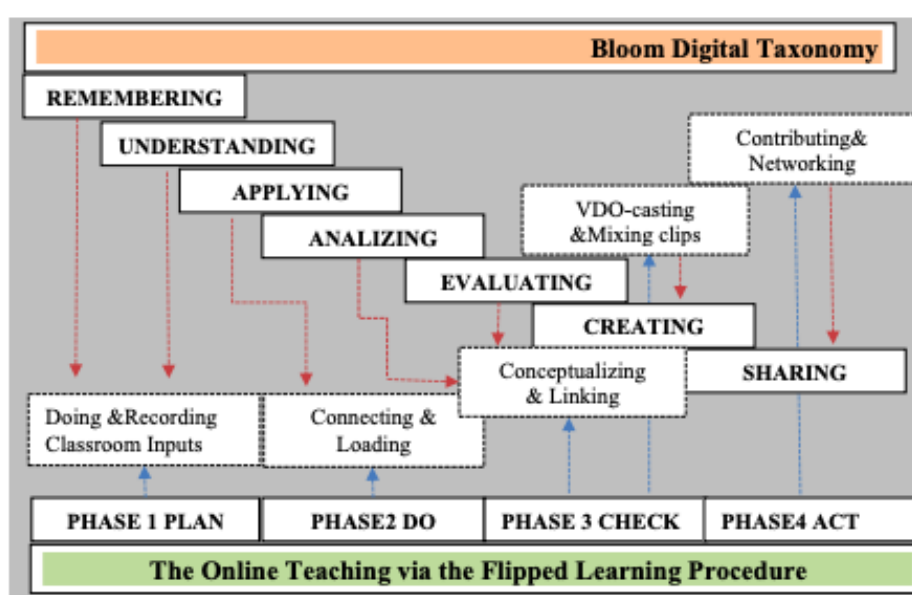
Figure 1. Theoretical framework of the online teaching via the flipped learning procedure.

Figure 1 describes the theoretical framework of the study on investigating the effectiveness of the undergraduates' English communicative skills towards the online teaching via the flipped learning procedure. It presents how to apply the Bloom Digital Taxonomy in the online teaching via the flipped learning procedure by highlight the activities with digital tools. First, *Phase 1 "PLAN"* means as the teachers do and record their classroom lessons called as a lecturer demonstrating as a model of an online teaching via the flipped learning with various online and offline applications including with a selection of an online-equipped learning tools and a selection of number of volunteers from the midterm top-highest score. After that, *Phase 2 "DO"* calls for the recruitment a training of volunteers from midterm top-highest score or selected outstanding students. Next, *Phase 3 "CHECK"* refers to the invitation of the volunteers for a rehearsal and a practice of online teaching via the flipped learning procedures. Finally, *Phase 4 "ACT"* reflects a positive feedback towards an online teaching via the flipped learning and contribute the best practice to networking.

It is obviously seen that the ultimate goal of teaching the English language is to have the learners acquire enough skills for communicate in their daily life. Teaching English by blended online teaching via the flipped classroom can gradually shape up the learners in applying their obtained knowledge in their real life and to communicate effectively. However, the flipped learning also creates the learners' learning atmosphere as it is flexible and enjoyable environment. Therefore, this research study aims to examine the effectiveness of the undergraduates' English communicative skills by using the online teaching via the flipped learning procedure offered in the English for Everyday Use course.

3. METHODOLOGY

3.1 Population and Samples

Two target faculties namely Faculty of Administrative Business, and Faculty of Engineering at RUTS, Songkhla province were highlighted as an academic setting of this study. The 186 undergraduate students in the target faculties were purposive selected to respond the pre-test and post- test. Furthermore, the purposive eight interviewees- four participants from the midterm top-highest score acted as the volunteers and four participants as the learners were taken five questions used to explore the interviewees' feeling towards the online teaching via the flipped learning procedure offered in this course. As earlier mentioned, those undergraduates from two schools hold negative attitudes towards learning the English language and their English language proficiency rather lower performance. Therefore, by utilizing the online teaching via the flipped classroom procedure as a learning technique on identifying and improving their attitudes and following by dealing with their English proficiency skill.

The participants were 186 undergraduates enrolled the English for Everyday Use (01-312- 014) in the academic year 2/2020. The demographic data of the participating undergraduate students can be described into Table 1. below.

Table 1 Demographic and investigated profiles of participating undergraduate students.

Group/Field of Study	Investigated areas				
	SEX		AGE	GPA.	ENGLISH GPA.
	Male	female			
G 1 Electronic Ss*	24	17	20	3.42	3.00
G 2 Civil Engineering Ss*	36	12	20	2.92	2.25
G 3 General Administrative Ss*	6	43	19	2.20*	2.00*
G 4 Accounting Ss8	6	42	19	3.43	3.00

Note Ss* refers to Students
GPA refers to Grade Point Average and * means as the Significance of the Study
(A **grade point average** *is a number representing the average value of the accumulated final grades earned in courses over time. More commonly called a GPA, a student's grade point average is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded).*

The demographic data shown in Table 1 can be described as following. The overall sex of female (61%) was higher than male (39%) i.e. the total population was 186 participants *(Electronic Ss= 22%; Civil Engineering Ss= 26%; General Administrative Ss =26 %; and Accounting Ss = 26%).* The respondents' average age was around 19 years with their average GPA was 2.99 and their English GPA at 2.56 respectively.
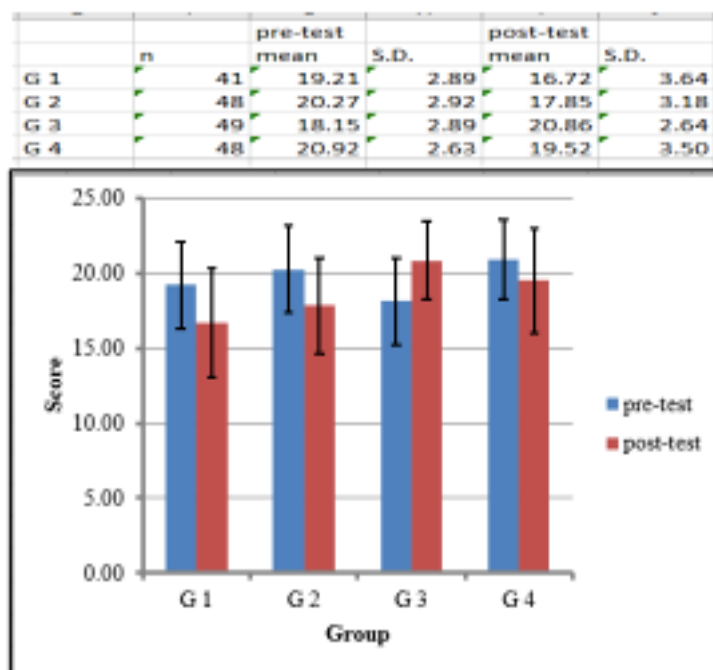
It can be said that the total respondents were females with the age between 17-22 years old and their average GPA was 2.99 and their English GPA at 2.56 respectively. However, the respondents' ideas towards the online teaching via the flipped learning procedure provided in English for Everyday Use course.

3.2 Data Collection

After studying and reading related references, the researchers incorporated all notices and issues. Then, a letter of request was sent to target groups to ask permission to conduct the study. The researchers explained the purpose of the conduct of the study and they were assured of the confidentiality of the study. The research instrument used to collect the data called as the pretest and posttest. The details were described as following:

3.2.1 T-Test Instruments

Both the pre-test and the post-test were conducted to evaluate the students' English communicative skills. Moreover, the test was divided into four sections such as; listening and speaking, reading and writing, grammar and vocabulary, and communicative flow skill. Each section gauges a student skill or some linguistic areas. The pre-test and posttest were prepared by the researchers and modified by research team to adapt to the situation. The information was collected through a pre-test to assess the students' achievement of the four language skills (listening and speaking, reading and writing and areas (grammar and vocabulary) including the communicative flow skill. The post-test was implemented in order to find out the differences between the participants' achievement at the pre-test and the post-test and the impacts of the online teaching via the flipped learning procedures for improving the on the 186 participants' English communicative skills. The Figure 2 below shows descriptive statistical analysis of the pretest and posttest obtained by participants in four groups.

	n	pre-test mean	S.D.	post-test mean	S.D.
G 1	41	19.21	2.89	16.72	3.64
G 2	48	20.27	2.92	17.85	3.18
G 3	49	18.15	2.89	20.86	2.64
G 4	48	20.92	2.63	19.52	3.50

Figure 2. The statistical analysis of the participants' pretest and post test scores.

According to Figure 2, the whole picture of the statistical analysis of the pre-test and post-test scores showed that the mean (X) and standard deviation (S.D.) of post-test scores of three groups namely 41 Electronic Engineering students (G1), 48 Civil Engineering students (G2), and 48 Accounting students (G4) displayed lower than pre-test at 19.21 down to 16.72, 20.27 down to 17.85 and 20.92 down to 19.52 whereas the standard deviation (S.D.) of three group was at 2.89 to 3.64, 2.92 to 3.18 and 2.63 to 3.50 respectively. Meanwhile, there was only 49 General Administrative students (G3) had obtained the mean scores of post-tests higher than the pre-test at 18.15 up to 20.86 and the standard deviation was at 2.84 to 2.64 respectively.

Narrowing down to the demographic data of 49 General Administrative students (G3), it was indicated that their average age was around 18-20 years with their average GPA was 2.900-2.40 and their English GPA at 2.00. It was noticeable that the GPA of English shown in Table 1 signalled that the 49 participants in G3 had the GPA of English lowest than other groups at 2.00 whereas the Electronic student (G.1) at 3.00, Civil Engineering students at 2.25 and Accounting students at 3.00 respectively.

It can be noted that the online teaching via the flipped learning procedure provided in English for Everyday Use course suited to improve the English communication skills for rather moderate participants who obtain the GPA of English approximately 2.00. It is not practical well for the participants who have GPA of English more than 2.50 and above.

For the improvement of English communicative skills designed in the pre-test and post-test can be categorized into four sections namely listening and speaking, reading and writing, grammar and vocabulary and communication flow. Each following Figure A, B, C and D described the statistical analysis of all four sections.
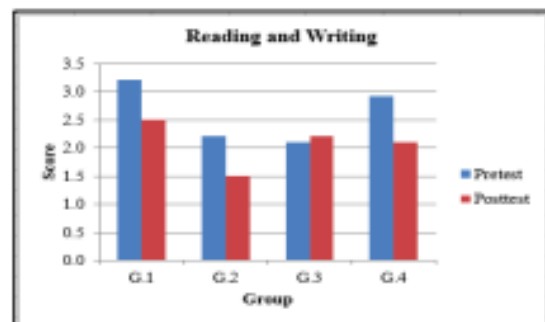

Figure A

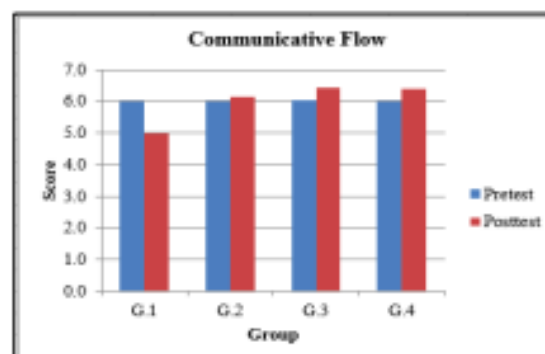**Figure B**

Figure C

Figure D

Based on the figure A-B-C-D The details could be illustrated as following.

Figure A presented the listening and speaking skills, the whole picture of the statistical analysis of the pretest and posttest scores for the participants' performance on listening and speaking skills showed that two groups namely 48 Civil Engineering students (G2), and 48 Accounting students (G4) displayed their lower mean score than the pretest at 6.05 down to 5.10 and 6.00 down to 5.00. Meanwhile, the rest of two group called as 41 Electronic Engineering students (G1), and 49 General Administrative students (G3) was higher than the pretests at 5.00 up to 5.10 and 5.00 to 6.01 respectively.

Figure B represented the reading and writing skills, the total of the mean score of the pretest and posttest for the participants' performance on reading and writing skills indicated that the mean (X) of posttest scores of three groups of 41 Electronic Engineering students (G1), 48 Civil Engineering students (G2), and 48 Accounting students (G4) found the lower means than pretest at 3.21 down to 2.50, 2.21 down to 1.50 and 2.91 down to 2.10. Meanwhile, there was only one group known as 49 General Administrative students (G3) had increased higher mean score than the pretests at 2.10 up to 2.21 respectively.

Figure C described the grammar and vocabulary skills, the overall of the mean score of the pretest and posttest for the participants' performance on grammar and vocabulary skills reported that two groups of 41 Electronic Engineering students (G1), and 48 Civil Engineering students (G2) performed their lower mean score than pretest at 5.00 down to 4.12 and 6.00 down to 5.12. Meanwhile, other two groups of 49 General Administrative students (G3) and 48 Accounting students (G4) had reached higher mean score of post-test at 6.02 up to 6.23 and 6.00 to 6.02 respectively.

Figure D shown the communication flow, the clear picture of the mean score of the pretest and posttest for the participants' performance on the communication flowing skills pointed out that the mean (X) of posttest scores of two groups of the 41 Electronic Engineering students (G1) and 48 Civil Engineering students (G2) appeared the lower than pretest at 6.00 down to 5.00 and 2.91 down to 2.10. Meanwhile, the rest of 49 General Administrative students (G3) and 48 Accounting students (G4) had raised higher mean score of posttest at 6.00 up to 6.02 and 6.01 to 6.40 respectively.

It can be summarized that by using the online teaching via the flipped learning procedures pointed out that the highest English communicative skill was the communicative flow ability as there were three groups of participants (G.2, G3 and G 4) had obviously performed their posttest mean scores higher than pretest (see in Figure D). The second of English communicative skill was the grammar and vocabulary skill as it was considered a better improvement (see in Figure C). The listening and speaking skills were rather well improvement compared to the reading and writing skills which were almost no effected after using the online teaching via the flipped learning procedures. However, the 49 participants from General Administrative program (G3) reached significantly enhanced on four English communicative skills. This can be implied that by utilizing the online teaching via the flipped classroom procedure as a learning technique was suited for the students who got the GPA of English around 2.00.

It is noted that the overall respondents expressed their feelings towards the online teaching via the flipped learning procedure provided in the English for Everyday Use course differently excepted their ideas of the rehearsal of the selected volunteers, a practice of online peer-assisted learning role and a positive feedback towards an online peer-assisted learning volunteer which they expressed a similar idea. Meanwhile, the respondents showed their neutral feelings towards a procedure of selection of an online-equipped learning tools, selection of number of volunteers from the midterm top-highest score and a training of selected volunteers. Additionally, the respondents released their expressions towards some steps offered in the online teaching via the flipped learning procedure as displayed in the semi-structured interview below.

The transcribed verbatim data from the purposive eight interviewees: four participants acted as the volunteers from the midterm top-highest score and four participants as the learners. Four questions were used to explore the interviewees' feeling towards the online teaching via the flipped learning procedure offered in this English for Everyday Use course. Here, the researchers had categorized into two three themes: positive feeling "preference and motivation", neutral feeling "fair play and it's okay", and negative "non-professional and waste time".

According to Churches (2009) pointed out that the Bloom Digital Taxonomy is not limited to the cognitive domain only, rather it provides the methods and tooling for conceptual understanding while Munzenmaier and Rubin, (2013) supported that the BDT lends itself for the online teachers who can design the learning activities to draw the levels of learners' thinking skills from the lower to the higher. The obtained data from transcribed verbatim shown the high level of the learners' thinking skill.

The transcribed verbatim data from the purposive eight interviewees: four participants acted as the volunteers from the midterm top-highest score and four participants as the learners. Four questions were used to explore the interviewees' feelings towards the online teaching via the flipped learning procedures offered in this English for Everyday Use course. The researchers had categorized into two three themes: positive feeling "preference and motivation", neutral feeling "fair play and it's okay", and negative "non-professional and waste time". The details were reported as following.

3.3 Positive (Preference and Motivation)

According to Mahadi, T. S. T., and Jafari, S. M, (2012), and Takahashi, T. (2018). mentioned that two kinds of motivation can be noted among learners; They are high attitude which has a positive, efficient, and useful effect, and the second one is low attitude which makes blocks and causes weakness for learning language. Motivation, indeed, involves two main classifications called as an intrinsic motivation and extrinsic motivation. Intrinsic motivation is mental satisfaction which is achieved by others' praise, while, extrinsic motivation is an incentive activated by external factors. Furthermore, Gan, Z. (2020) revealed that different components of the second language learning motivational construct appear to display differential associations with the EFL students' feedback experience and preference. In particular, this study brought to light the crucial role of attitudes to classroom English learning and intended learning effort as essential mediating motivational variables in predicting how EFL students conceive of and act on feedback.

These following samples shown that the students felt preference and motivation towards the online teaching via the flipped learning procedure offered in this course.

Q-No.1	*How many steps of the flipped learning procedure are included in this course? And which steps do you prefer to learn most and why?*
Ss1	"Seven! I enjoy each step. No stress".
Ss2	"Emm…five to seven steps. It is good because we and expect and predict each step easily".
Ss3	"Seven steps, I like it and it is not serious to have our friend to teach us. Good atmosphere and motivate me to join class".
Ss4	"I like it and I like feedback session" She called the students' nickname. I felt it is too close".
Ss8	"May be seven steps but I like the first one done by the teacher demonstrated her teaching. I get familiar her style and it is easy to follow".

The Ss1, Ss2 and Ss3 expressed the same feeling that they felt positive towards the online teaching via the flipped learning procedure offered in this course because it was easy to follow and predict the lessons. This motivated them to attend the class. Meanwhile Ss4 and Ss8 shared that they were happy for sessions of feedback and the lecturer demonstrating as model of the flipped learning procedure with various online and offline applications. These steps improved their leaning motivation.

Q-No. 2	*Why do you think the lecturer demonstrating as model of the flipped learning procedure with various online and offline applications motivate you to learn?*
Ss2	"Predictable and clear instruction".
Ss4	"Positive utterances and atmosphere".
Ss8	"Well-prepared and professional role. I like her teaching style".

The Ss2, Ss4 and Ss6 still shared the positive feeling that they felt motivated to study on the online teaching via the flipped learning procedure offered in this course because the lectured demonstrated the lesson with prediction, clear instruction, positive feedback and atmosphere, well-reparation and professional style. This induced their preference and motivation to learn more.

3.4   Neutral (Fairness and Okay)

Farnadi, G., Babaki, B., & Getoor, L., (2018) indicated that the fairness is defined as the absence of discrimination in a decision-making process and its goal learning to ensure that the decisions made by an algorithm do not discriminate against a population of individuals. Fairness has been well studied in the social sciences and legal scholarship and there is emerging work on fairness through awareness in particular the online application learning with impact preference- based fairness and equality of opportunity.

These following samples shown that the students felt fairness but okay towards the online teaching via the flipped learning procedure offered in this course.

Q-No.3	*What do you think about the online teaching via the flipped learning procedure offered in this course?*
Ss5	"For me, it is okay".
Ss6	"I felt emmm… not good and not bad… when the teacher assigned the highest midterm score to teach in Unit 10-12. I felt nothing!"
Ss7	"It is fair play when you got the highest score so you could tell and explain what you knew and learn to your friends. But some of them did well…some not well as expected".
Ss8	"It is fair game to have the highest score to role as teacher but some lack of transferring or explaining skills. I don't want to study with the lessen-professional.

The Ss5 and Ss6 shared the same feeling that they accepted the online teaching via the flipped learning procedure offered in this course. Meanwhile Ss7 and Ss8 realized that it was fair to have the highest score students in midterm exams a chance to share and exchange what they had learnt and prepared to their friends. However, they felt unhappy with the non-professional performance.

3.5   Negative (Non-Professional and Waste Time)

Based on Okebukola, F. O., (2008) suggested in his findings that the non-professional teachers should be banned from the classrooms and the teachers should compulsorily belong to professional associations. Similar to Gurick (1990) and Akomolafe (2004) reported that the students taught by professional teachers performed better than those taught by non-professional teachers and that the latter are better equipped and more suitable for the job are better equipped and more suitable for the job. As the professional teachers exhibit effective, task oriented and business and professional teachers are able to maintain a sense of purpose throughout the teaching and learning process, they are able to carefully plan instruction, select appropriate teaching and, logically follow plan of teaching to the extent that the learners could maximally benefit from instruction. On the other hand, non-professional teachers due to lack of requisite knowledge may not be able to effectively plan and carry out teaching using appropriate channels and methods.

These following samples shown that the students felt hesitate to study with the non-professionals' roles from the selection of number of volunteers from the midterm top-highest score offered in this course.

Q-No. 4	*How do you feel about the selection of number of volunteers from the midterm top-highest score offered in this course?*
Ss 2	"The highest scores in midterm test cannot replace the teacher I don't like".
Ss 3	"I felt some highest scores unprofessional as they cannot teach the easy grammar point like present simple. I don't want to waste my time".
Ss 8	"I would say that I don't like the process of selection of number of volunteers from the midterm top-highest score offered in this course much because I think it wasted my time much. The teacher might think that the students who got the highest score in the class can transfer the knowledge well. Unbelievable, some of them did not know what they were talking about in particular the grammar points".

Three interviewees shared the same feelings that they felt unhappy to study with the students who got the highest midterm scores, but they could not teach even the present simple tense. They felt hesitate to join class with non-professional tutor.

It can be summarized that the data from semi-structured interview can obviously support the informative data from the questionnaire clearly. In addition, three prompts for managing the online peer-assisted appeared for discussion were the preference and motivation (positive feeling), the fairness and okay (neutral feeling), and the non-professional and waste time (negative feeling) finally.

The above discussion reveals the participants' attitudes towards the online teaching via the flipped learning procedure guided in this course when the participants from when they were played their role as a volunteer from the midterm top-highest score compared to when they were a learner in classroom. Their attitudes can be grouped into three themes like positive, neutral and negative. First, *preference and motivation* are the positive feeling that the participants displayed highly motivated when they were a learner probably due to environments that encouraged and required the use of English for communication and learning from the lecturer demonstrating as model of an online teaching via the flipped learning procedure with various online and offline applications by using clear instruction, predictable lesson, positive feedback and atmosphere, well-reparation and professional style. Apart from that, the teacher discovered, realized, and paid attention to the personality of each student by calling their nickname and the language teacher

supposed to teach and instruct according to each learner's level. This caused the learners' motivation to attending the class more that the volunteer from the midterm top-highest score. However, the students are expected learn for the professional because the motivation is a very important and effective factor in the field of learning language. Thus, the teacher should be aware of motivation, its high importance, and its types (extrinsic and intrinsic motivation). Second, *fairness and okay* ware the neutral expression that they accepted the procedures provided in this course but the teachers could gradually shape these feelings up to the positive ones when the teacher is raising awareness of positive feedback and personal interests. The positive outcome in an online teaching via the flipped learning procedure offered in this course and there can be other various factors which can have significant role in creating motivation for the language learners. Finally, *non-professional and waste time* are strong disagreement towards the selection of volunteer from the midterm top- highest score role as a teacher because some of them performed non-professional model. However, the specific personality type and limited skill in teaching should be identified and recognized when applying the online teaching via the flipped learning procedure.

4. CONCLUSION

In conclusion, the purpose of this study was to investigate the effectiveness of employing the online teaching via the flipped learning procedure for improving the participants' English communicative skills. The undergraduate participants from two faculties of Engineering and Business Administration. By using the online teaching via the flipped learning procedures, the communicative flow ability was the most dominant of English communicative skill. The grammar and vocabulary skills were considered a better improvement followed by the listening and speaking skills. Unlike the reading and writing skills were not much effected after using the online teaching via the flipped learning procedures. However, the participants who obtained the GPA of English approximately at 2.00 (moderate) were suited to exploit the of the online teaching via the flipped learning procedure for improving all four English communicative skills (listening and speaking, reading and writing, grammar and vocabulary, and communicative flow ability). Regarding on the use of the online teaching via the flipped learning procedure, the participants need to get involvement, cooperation and participation to find its benefits. This can lead the learners' intrinsic motivation which induces the lifelong learning whereas the teachers should admire, respect, and value the individuals' differences and they should never compare the language learners' ability and others with one another. Moreover, the teachers need to encourage and promote the leaners' alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to maintain, uphold and preserve the learners' motivation (Mahadi, T. S. T., and Jafari, S. M, 2012).

However, this study has two drawbacks. The strict of keeping social distancing rules during collecting the data might lack of saturation of data of the indirect languages and the teacher should bear in mind of some participants who have not enough digital literacy. To further study, the online teaching via the flipped learning procedure can be widely used with digital taxonomy for investigating both affective and cognitive domains.

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