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Exploring Student's Motivation in the Implementation of Multimodal Pedagogy Flipped Classroom: A Case Study

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Abstract: English speaking skills are often a challenge for university students due to anxiety, lack of confidence, and limited opportunities to practice in meaningful contexts. In higher education, especially in public speaking classes, there is still limited research on how innovative pedagogies such as flipped classrooms combined with multimodal strategies can enhance students' motivation and speaking performance. This study aimed at exploring students' motivation in the implementation of multimodal pedagogy within a flipped classroom setting in a public speaking course. This research employed a qualitative case study design. The data were collected through classroom observations and semi-structured interviews with undergraduate students at a private university in Indonesia. The results indicate that intrinsic motivation was fostered through activities that allowed autonomy, creativity, and enjoyment, such as videos, group discussions, and multimedia presentations. Meanwhile, extrinsic motivation was driven by teacher feedback, peer recognition, and structured assessments, which promoted more active participation and speaking confidence. The integration of multimodal pedagogy in the flipped classroom supported diverse learning preferences and created a more student-centered environment. These findings suggest that thoughtfully integrating flipped learning and multimodal tools not only improves students' public speaking competence but also enhances their overall motivation in language learning contexts. For further researcher suggested to broaden the research participant.

Keywords: *flipped classroom; learning motivation; multimodal pedagogy; public speaking; case study.*

INTRODUCTION

Speaking has long been recognized as a cornerstone of language mastery. However, it remains one of the most demanding skills for learners to acquire, especially in English as a Foreign Language (EFL) contexts. Unlike receptive skills such as listening and reading, speaking requires learners not only to control vocabulary and grammar but also to process language spontaneously, organize their ideas, manage pronunciation, and monitor nonverbal cues, including eye contact and gestures. These demands become even more challenging in public speaking contexts, where students must sustain extended discourse before an audience, manage performance anxiety, and

ensure clarity and persuasiveness. In Indonesia, public speaking courses are a standard part of undergraduate language education curricula, designed to foster communicative competence, critical thinking, and the confidence necessary in professional domains that often involve presentations, debates, or negotiations. As Irianti et al., (2024) mentioned in the dynamic setting of public speaking class, Indonesian students are not merely passive recipients but are actively encouraged to confidently share ideas both within and outside the confines of classroom.

Speaking which is widely regarded as a complex skill in EFL learning demands the simultaneous coordination of vocabulary, grammar, fluency, and pragmatic cues. Unlike reading or listening, speaking requires real-time language processing and immediate response, which often places heavy cognitive and psychological demands on learners. This challenge becomes more pronounced in public speaking, where students must maintain audience engagement, manage stage presence, and convey their ideas persuasively. Irianti et al. (2024) emphasize that in Indonesian university contexts, speaking classes are not only about linguistic accuracy but also aim to cultivate students' critical thinking and self-confidence, preparing them for future professional scenarios.

However, many learners continue to show reluctance to actively engage in speaking tasks due to fears of making mistakes or receiving negative evaluations from peers. This hesitation limits valuable opportunities for practice and feedback. Laswadi et al (2023) observed that innovative instructional approaches, such as integrating problem-based learning with speaking tasks, can gradually build students' comfort and ownership over their learning, helping them navigate the inherent pressures of speaking in front of an audience. The flipped classroom model, introduced by Bergmann and Sams (2012), reorganizes the traditional sequence of learning by placing the initial exposure to content outside the classroom through videos, readings, or interactive modules. This shift enables class time to focus on practice, discussion, and application. In language learning, such a model is particularly beneficial for speaking, as students arrive in class already familiar with the core content, allowing more time for meaningful communicative activities.

Recent studies reinforce these benefits. Pan & He (2024) found that flipped classrooms significantly enhanced students' learning engagement, which in turn led to improved learning abilities. Similarly, Xiu et al. (2023) reported that varied content delivery methods in flipped settings, such as videos and interactive quizzes, increased students' willingness to participate in class, creating a more dynamic environment for practicing oral skills. The flipped classroom model prepared the students outside the class and presented their development in class (Irianti et al., 2022). This suggests that flipped classrooms do not merely alter instructional logistics but fundamentally reshape how students engage with language learning.

Although speaking class is compulsory, many students still struggle with actively participating in speaking tasks. Numerous observations and studies point to persistent reluctance rooted in fear of making mistakes, embarrassment in front of peers, and low self-confidence. These issues are concerning because regular practice and immediate feedback are crucial for developing fluency and effective communication. Central to students' willingness to participate is the concept of motivation, understood broadly as the process that initiates, guides, and sustains goal-directed behavior. As Beck (2021) and Woolkfolk (2019) underline, motivation not only shapes how much effort learners invest but also how long they persist when confronted with challenges. Understanding these motivational dynamics is thus crucial for designing instructional approaches that effectively encourage active student engagement in speaking.

Among the most influential perspectives on motivation is Deci and Ryan (1985) Self-Determination Theory (SDT), which distinguishes between intrinsic motivation, which involves engaging in an activity out of genuine interest or enjoyment, and extrinsic motivation, driven by external rewards or the avoidance of adverse outcomes. According to SDT, intrinsic motivation flourishes when learners experience autonomy (a sense of choice), competence (a feeling of capability), and relatedness (a sense of belonging and meaningful connection). In language classrooms, strategies that nurture these needs have been found to promote deeper learning, greater engagement, and increased resilience.

However, in many Indonesian university classrooms, language instruction still tends to follow a teacher-centered model, with heavy reliance on lectures and limited opportunities for students to engage in authentic, extended speaking. This not only restricts practice opportunities but can also undermine motivational drivers by limiting autonomy and reducing the classroom to a space of passive knowledge transfer. Responding to this shortfall, educational theorists and practitioners have increasingly advocated for more learner-centered approaches that empower students as active participants in their learning.

One prominent example is the flipped classroom model, popularized by Bergmann and Sams (2012), which involves shifting direct instruction outside the classroom with videos, readings, or other preparatory materials. By doing so, flipped classrooms free up valuable face-to-face time for interactive tasks that require applying and analyzing content. In public speaking class, this model allows classroom sessions to be dedicated to debates, impromptu speeches, and peer critique activities, providing immediate, formative feedback that is crucial for developing speaking skills.

Furthermore, the use of multimodal pedagogy, where information is delivered and expressed through various modes such as visual, auditory, textual, and spatial representations can make learning more engaging and accessible (Lim, 2020). For EFL learners who may struggle with anxiety or have diverse learning preferences, multimodal inputs such as demonstration videos, argument diagrams, or interactive digital brainstorming tools can reduce barriers to comprehension and encourage more confident expression. Similarly, multimodal outputs such as multimedia presentations or collaborative storytelling can transform speaking tasks into more creative and less intimidating experiences.

While the theoretical promise of integrating flipped classrooms and multimodal pedagogy is well documented, empirical research on how these approaches influence students' motivation in public speaking remains limited. Existing studies often concentrate on general language skills, such as grammar or reading comprehension (Supriyono, 2022), with relatively few focusing on speaking, and even fewer exploring the motivational mechanisms underlying this skill. Moreover, previous research typically emphasizes performance outcomes without sufficiently examining the underlying reasons students choose to engage or refrain from engaging under these innovative teaching methods.

Multimodal pedagogy enriches classroom experiences by incorporating diverse forms of input, visual, auditory, textual, and kinesthetic, to cater to different learning styles. In public speaking courses, this can include video analyses of speeches, graphic organizers, group discussions, and interactive digital tools. Binti Mohamed and Dan (2023) highlighted that using multiple content delivery modes increased students' sense of empowerment and motivation, as it allowed them to approach learning through channels that felt most intuitive to them.

Dewi et al. (2024) also found that multimodal resources sustain attention and reduce classroom monotony, which is especially helpful for learners who are anxious about speaking. When students engage with various media, they often feel better prepared and more confident in participating in speaking tasks. This diversity in instruction thus supports not only comprehension but also lowers affective barriers, encouraging students to take communicative risks.

Motivation plays a pivotal role in shaping how learners approach language tasks, particularly in speaking, which often exposes them to judgment from others. Hsieh et al. (2023) found that students in flipped classrooms demonstrated higher levels of motivation and engagement, mainly because the model promoted a sense of responsibility and participation. Likewise, research by Irianti et al. (2024) in a public speaking context demonstrated that students were more critically engaged and motivated when provided with pre-class materials and opportunities for in-depth class discussions. Laswadi et al. (2023) further observed that innovative pedagogical strategies, when consistently applied, can transform initial extrinsic motivations, such as completing a graduation requirement, into a deeper intrinsic interest. This progression highlights the importance of designing learning environments that foster both immediate engagement and sustained enthusiasm for language use.

This study addresses that gap by specifically investigating the intrinsic and extrinsic factors that motivate students to participate in a multimodal, flipped public speaking class. It does so through the combined lens of Deci and Yan (1985) Self-Determination Theory, which highlights psychological needs as drivers of motivation, and Vygotsky's (1978) Sociocultural Theory, which underscores the role of social interaction and cultural tools in cognitive and affective development. In doing so, the study aims to provide a more nuanced understanding of the motivational dynamics at play, offering practical insights into how educators can create supportive environments that sustain both skill development and learner confidence.

Thus, this study is guided by the following research question: "What intrinsic and extrinsic factors motivate students to engage with multimodal pedagogy in a flipped classroom?" By exploring this question, the research aims not only to contribute to theoretical discussions on language learning motivation but also to provide practical recommendations for instructors seeking to foster more active and motivated participation in public speaking courses.

METHOD

This study adopted a qualitative case study approach (Creswell, 2020, 2023) to explore the motivational factors influencing students' engagement in a public speaking class that integrated multimodal pedagogy within a flipped classroom setting. The research was conducted in a second-year undergraduate public speaking course at a private university in Ciamis, Indonesia. The study involved nine students and one lecturer who were directly participating in the course activities.

Data were collected over a one-month period through classroom observations and semi-structured interviews. Observations were carried out during regular class sessions to document how students interacted with various multimodal and flipped learning activities. Notes were taken on students' attentiveness, participation levels, and responses during debates, speeches, and group discussions. Additionally, informal interactions and spontaneous reactions were recorded to capture the authentic dynamics of the classroom.

Semi-structured interviews were conducted individually with all nine student participants after a series of observations. Each interview lasted between 15 to 20 minutes and followed a guided set of questions designed to explore students' perceptions of the teaching methods, their intrinsic and extrinsic motivations, and their overall experiences in the course. Interviews were video recorded with the participants' consent and later transcribed for analysis.

The collected data were analyzed thematically. Observation notes and interview transcripts were reviewed repeatedly to identify recurring patterns related to motivation and engagement. Codes were then grouped into broader themes that reflected both individual and shared experiences among the students. This process allowed the study to develop a comprehensive understanding of how multimodal strategies, and the flipped classroom design influenced different dimensions of students' motivation in public speaking.

RESULTS

The findings of this study show how students' motivation emerged and developed during the use of multimodal pedagogy in a flipped classroom, specifically in a public speaking course. Based on classroom observations and semi-structured interviews, several important themes were identified that give a fuller picture of how students experienced motivation.

First, intrinsic motivation grew when students were given opportunities for autonomy and could choose topics connected to their interests. Many students reported feeling more prepared and in control of their learning because they could explore materials such as speech videos, mind maps, and interactive quizzes before class at their own pace. This freedom sparked their interest

and encouraged them to become more involved. Observations supported this, showing that students who selected topics personally meaningful to them tended to speak more naturally, use gestures confidently, and were willing to go beyond their prepared notes.

Second, extrinsic motivation also played a significant role. External factors, such as grades, feedback from the lecturer, and recognition from peers, often encouraged students to prepare more seriously and participate actively. Positive comments from the instructor or encouraging reactions from classmates, such as nods or smiles during presentations, often boosted students' confidence. However, some students also reported feeling nervous after receiving sharp corrections, suggesting that external motivators need to be handled carefully to avoid harming students' self-confidence.

Another key finding was that the use of diverse multimodal resources helped address different learning styles and kept students engaged. Videos supported auditory learners, infographics helped visual learners, while role plays and games benefited those who learn through movement. This variety meant that classes rarely felt monotonous. Activities such as warm-up debates or improvisational games at the start of class appeared to reduce initial anxiety before students proceeded to more formal speaking tasks.

The results also showed how intrinsic and extrinsic motivation interacted over time. Some students initially joined the course due to external reasons, such as fulfilling graduation requirements or to enhance their job prospects. However, after repeated practice and receiving constructive feedback, many began to feel more competent and developed a genuine interest in improving their speaking skills. Still, this shift did not happen equally for everyone. A few students continued to rely heavily on written notes and reported ongoing nervousness, indicating that building intrinsic motivation may require more time and targeted support.

Social interaction emerged as another important driver of motivation. Group rehearsals, peer feedback, and informal debates helped create a sense of community that reduced the pressure of speaking in front of others. Students shared that knowing their classmates faced similar struggles made them feel more comfortable and willing to take risks. Observations often captured nods, quiet encouragement, or shared laughter, which turned what could have been stressful tasks into more relaxed and shared learning experiences.

Despite these positive aspects, the study also identified some challenges that occasionally reduced motivation. Competing demands from other courses often left students underprepared, leading to hesitant, note-dependent presentations. Some also became overly focused on grammatical perfection out of fear of making mistakes in front of others, which disrupted their fluency. This highlights how seeing public speaking as a high-stakes activity can become a barrier, underlining the need for assessment approaches that balance language accuracy with overall communicative effectiveness to keep students confident and motivated.

DISCUSSION

The findings of this study provide valuable insights into how multimodal pedagogy within a flipped classroom context shapes students' motivation in public speaking. Drawing from classroom observations and interviews, it became evident that a complex interplay of intrinsic and extrinsic factors, social interactions, and the diversity of instructional approaches implemented influences students' motivation.

A key finding was that students' intrinsic motivation was strongly supported by the autonomy and personal relevance built into the flipped classroom model. Many students expressed feeling more prepared and in control because they could explore pre-class materials, such as videos, mind maps, and online quizzes, at their own pace. They also appreciated having the freedom to choose topics aligned with their interests, which made them more enthusiastic and confident during presentations. This observation aligns with Self-Determination Theory (Deci & Ryan, 1985), which emphasizes autonomy, competence, and relatedness as fundamental

psychological needs that promote intrinsic motivation. Supporting this, Xiu & Thompson (2020) emphasize how flipped learning environments can initially attract learners through extrinsic reasons but often evolve to stimulate deeper intrinsic engagement as learners feel more ownership of their progress. This underscores the importance of designing learning that not only delivers content but also nurtures internal drives.

Extrinsic motivators such as grades, structured feedback, and recognition from peers also played a significant role in shaping students' effort and participation. Several students reported that they prepared more diligently because they knew their performance would be graded and publicly evaluated. While Woolfolk (2019) points out that extrinsic incentives often serve as immediate triggers for classroom participation, Cerasoli et al. (2014) found that intrinsic motivation and extrinsic incentives can jointly enhance performance when appropriately balanced. However, the findings also revealed that overly critical or abrupt feedback sometimes led students to feel apprehensive about future speaking tasks. This aligns with the caution from Abd Majid and Mohamad (2024) that external feedback must be delivered thoughtfully to avoid undermining students' self-confidence. Altogether, this highlights that while extrinsic motivators can drive effort, they are most effective when combined with supportive practices that also foster learners' internal confidence.

The use of varied multimodal resources emerged as another factor that helped maintain students' interest and engagement. Integrating videos, infographics, online discussions, and in-class interactive activities provided multiple pathways for students to process content according to their learning styles. Gilakjani et al. (2011) observed that multimodal instruction enhances comprehension and retention by engaging multiple sensory channels, which is critical for a complex skill like public speaking. In line with this, Magnusson and Godhe (2019) stress that multimodal approaches in language education allow learners to construct meaning beyond traditional text, tapping into visual and auditory supports that reduce cognitive load. These insights reinforce that diverse instructional modalities do not merely vary classroom aesthetics—they fundamentally assist learners in grasping and practicing language skills with greater ease and lower anxiety.

Social interactions also proved crucial for sustaining motivation. Peer critiques, small-group rehearsals, and informal debates fostered a supportive atmosphere that helped students feel less judged and more willing to experiment. This is consistent with L. S. Vygotsky's (1978) sociocultural theory, which underscores the importance of social environments in facilitating learning. Moreover, Hwang et al. (2023) found that real-time feedback and peer interaction in speaking-focused flipped classrooms significantly boosted students' motivation and willingness to engage. By building a sense of shared struggle and mutual encouragement, these social elements transformed potentially intimidating speaking tasks into collective learning experiences. This underlines that fostering community is essential, particularly in speaking courses where fear of negative evaluation is common.

The study also revealed the evolution of motivation. While many students initially enrolled due to external reasons such as fulfilling graduation requirements or preparing for future careers, repeated practice and constructive feedback gradually increased their sense of competence and intrinsic interest in public speaking. This mirrors Laswadi et al. (2023), who documented how consistent, learner-centered practices, such as problem-based and flipped approaches, can shift student motivation from surface-level compliance to more genuine engagement. Similarly, Gustian et al. (2023) noted that the flipped model provided EFL learners extended exposure and practice time, which was key in developing lasting speaking confidence. Together, these studies emphasize that sustained, thoughtful instructional design can guide students from externally driven participation toward deeper intrinsic motivation.

Nonetheless, challenges persisted. Some students continued to rely heavily on written notes or reported ongoing anxiety, particularly when juggling workloads from other courses. This observation aligns with Agyei & Razi (2024), who reported that heavy academic demands often

heighten speaking anxiety and lead students to prioritize linguistic perfection over communicative ease. In addition, Allen et al. (2021) found, in a study of flipped classrooms in dental education, that without carefully structured scaffolding, some learners struggled to adapt to the active demands of in-class tasks, which could dampen their motivation. These findings, taken together, underscore the importance of realistic expectations and supportive assessment criteria that value overall message delivery and confidence, rather than just grammatical precision.

In summary, this study extends previous research by demonstrating that a flipped, multimodal public speaking class can effectively nurture both intrinsic and extrinsic motivation by providing autonomy, varied learning experiences, constructive external incentives, and supportive peer interactions. By highlighting how these factors dynamically interact in an EFL public speaking context, the findings offer practical implications for educators seeking to create motivating classroom environments that build both communicative competence and learner confidence.

CONCLUSION

This study aimed to explore how students' motivation developed using multimodal pedagogy in a flipped classroom setting, specifically in a public speaking course at a private university in Indonesia. The findings revealed that both intrinsic and extrinsic motivation played a crucial role in shaping how students engaged with the course and demonstrated their speaking abilities. Many students reported feeling more interested and confident when they were allowed to be creative, experience a sense of autonomy, and find personal satisfaction using varied media such as videos, group discussions, and multimedia presentations. These interactive methods helped reduce their anxiety and built their self-confidence when performing speaking tasks.

On the other hand, extrinsic factors such as teacher feedback, peer recognition, and formal assessments were also significant in encouraging students to prepare better and participate more actively. These results support the idea that a flipped classroom model, enhanced by multimodal strategies, can effectively boost not only students' speaking skills but also their overall motivation. This aligns with Self-Determination Theory, which emphasizes that learning thrives when there is a balance between internal motivation and external encouragement.

Through the qualitative case study approach, this research gathered rich data from classroom observations and semi-structured interviews, offering more profound insights into the actual experiences of students. It became clear that a supportive classroom atmosphere, diverse teaching methods, and constructive feedback could significantly increase students' willingness to engage and express themselves. This highlights the crucial role of lecturers in fostering a safe learning environment that encourages students to speak up without fear of making mistakes.

Based on these findings, it is recommended that instructors continue using flipped classroom models combined with multimodal approaches to keep students motivated and engaged. Teachers should also provide gradual practice opportunities, low-pressure rehearsal spaces, and positive feedback, allowing students to build their skills and confidence over time. Educational institutions can further support this by organizing workshops on managing performance anxiety and public speaking. In doing so, students will not only improve their speaking abilities but also develop greater self-confidence, which will benefit them in both their academic and professional futures.

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