

**EVALUATING WRITING PROFICIENCY : THE INFLUENCE OF
FLIPPED CLASSROOM APPROACH ON EFL STUDENTS'
COMPLEXITY AND ACCURACY**

ARTICLE

Submitted in Partial Fulfillment of Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

By :

SYIFANI SHAFIQAH

NPM. 2102050042



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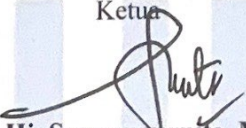
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NPM : 21020500042
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Evaluating Writing Proficiency : The Influence of Flipped Classroom Approach On EFL Students' Complexity and Accuracy

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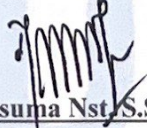
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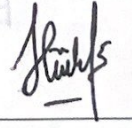
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Nama : Syifani Shafiqah
NPM : 21020500042
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Evaluating Writing Proficiency : The Influence of Flipped Classroom Approach On EFL Students' Complexity And Accuracy.

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Nama : Syifani Shafiqah
NPM : 2102050042
Program Studi : Pendidikan Bahasa Inggris
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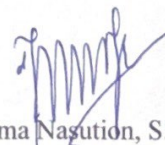
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Author : **Syifani Shafiqah, Dewi Kesuma Nasution**

Affiliation : ¹²Universitas Muhammadiyah Sumatera Utara, Indonesia

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Evaluating Writing Proficiency: The Influence of Flipped Classroom Approach on Efl Students' Complexity and Accuracy

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Syifani Shafiqah, Dewi Kesuma Nasution^{ab} 

¹²Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

Corresponding Author: syifanishafiqah21@gmail.com

ABSTRACT

This study aims to evaluate the influence of the Flipped Classroom approach on the writing proficiency of EFL students, particularly focusing on the aspects of complexity and accuracy. The research employed a One-Group Pretest-Posttest Design and was conducted at Darul Muhmin School, Satun, Thailand. A total of 20 students participated in the study. They were given a pretest to measure their initial writing proficiency, followed by a series of lessons using the Flipped Classroom approach, and finally a posttest to assess improvements. The instructional method involved students learning theoretical content independently through videos and digital modules outside the classroom, while class time was used for writing practice, discussion, and feedback. The data were analyzed using SPSS version 29.00, with a Paired Sample T-test employed to determine the significance of the treatment. The results showed a significant improvement in students' writing scores after the treatment. The mean score increased from 74.50 (pretest) to 90.25 (posttest), and the significance value (2-tailed) was 0.001, which is less than 0.05. These findings indicate that the Flipped Classroom approach had a meaningful effect on enhancing the complexity and accuracy of students' writing. Therefore, the Flipped Classroom can be considered an effective pedagogical strategy in EFL writing instruction.

Keywords: *Flipped Classroom, Writing Proficiency*

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INTRODUCTION

Accurate writing skills are an important ability for a student to have, especially in writing scientific writing. Scientific writing creates writing that can be accounted for its accuracy in examining a problem in accordance with certain writing rules or ethics (Florina & Atmazaki, 2023). The information conveyed in it must be correct information. So the ability to write accurately is important to produce systematic, critical, and innovative writing.

Accurate writing is also important for social life, for example in promoting the activities of local organizations or promoting certain formal activities (Bariroh & Setiawan, 2021). In addition, the ability to write for students can also fulfill learning demands and hone their writing skills, character building and skills.

But in reality, there are still many students who do not have this writing skill (Florina & Atmazaki, 2023). Most of the students still do not fully understand the purpose and benefits of the writing they do. Students have difficulty in understanding the concept of scientific writing. Then students are also not fully able to master good and correct Indonesian. As a result, students are required to practice writing to the extent of their knowledge, without giving importance to good and correct writing rules.

For this reason, the use of inappropriate learning models will affect students' learning abilities, especially in accurate writing skills. Students are unable to organize words into sentences, make scientific plans, and think critically and logically (Shooli, et al., 202).

Vocabulary mastery and low learning motivation also hinder students' mastery of proposal writing. In fact, proposal writing is one of the scientific writing skills that serves as a vehicle for building a culture of rational thinking. This means that teachers must be technology literate in presenting learning. This aims to make learning creative and interesting, and to follow 21st century learning. Therefore, it is necessary to update the application of learning models in the classroom.

The flipped classroom is now an innovative approach in education, attracting the attention of many researchers and academics (Li & Li, 2022). By utilising technology, the flipped classroom provides easy access to learning materials anytime and anywhere, making it an efficient solution for students. This method brings more flexibility for teachers and students, while encouraging students to take an active and responsible role in their learning process (Li & Li, 2022). The flipped classroom is designed to meet the needs of modern student-centred learning, allowing them to learn at their own pace and convenience. By integrating learning activities at home and at school, teachers create a more purposeful learning experience, making it easier for students to optimally understand their roles and responsibilities.

Tsai et al. (2020) explained that the characteristics of learning with the flipped classroom model are as follows. First, there is a change in activities outside the classroom, namely doing homework makes students learn independently. Second, classroom learning is more focused on discussion activities led by the teacher. Third, learning with the flipped classroom model can increase interaction between teachers and students as well as interaction between peers. Fourth, it uses technology, such as learning videos.

Based on face-to-face interviews with fifth and sixth grade teachers at Darul Muhmin School in Satun, Thailand, it was found that students still experience significant difficulties in writing, particularly in writing accurately and with complexity in English as a foreign language (EFL). One teacher stated, "Many of our students still struggle to write sentences correctly. They often make grammatical errors, and their vocabulary is quite limited. It is difficult for them to express their ideas clearly in writing." Another teacher added, "Their sentence structures are often incorrect, and they tend to repeat the same simple patterns. Developing complex ideas in writing remains a major challenge for them."

In addition, the teachers stated that the teaching methods used so far have not had a significant impact on improving students' writing skills. The learning process tends to be one-directional, lacks active student participation, and does not fully utilize technology. Therefore, innovation in instructional models is needed to enhance student motivation and engagement in the learning process one of which is the flipped classroom approach. This approach is considered to have the potential to provide a more flexible learning environment and encourage students to become more active, which is expected to improve their writing proficiency, particularly in the aspects of complexity and accuracy in English writing.

Theoretical Framework

Flipped Classroom

The flipped classroom is a learning model that reverses traditional instruction by allowing students to access learning materials such as videos or podcasts before class, while class time is used for active learning through discussions, projects, and teacher guidance (Bergmann & Sams, 2012). This approach not only emphasizes student autonomy and collaboration but also maximizes classroom time for deeper, personalized instruction (Bergmann & Sams, 2013). Rooted in Piaget's cognitive theory, it enables students to assimilate new knowledge with prior experiences, making them better prepared for in-class tasks. As a result, the flipped classroom supports the development of writing proficiency in EFL learners, particularly in improving complexity and accuracy through structured exposure, active engagement, and meaningful feedback.

Writing Skills That Influence The Flipped Classroom Approach To EFL Students' Complexity And Accuracy

Writing is a complex skill involving critical thinking, grammar mastery, and cognitive processing (Ramadhanti & Yanda, 2022). Despite various instructional methods, few studies

examine how teaching effectiveness is influenced by learning material and student characteristics, such as gender (Roohani & Rad, 2022). The flipped classroom model, which combines independent learning through videos with active in-class engagement, supports student autonomy and deeper understanding (Bergmann & Sams, 2012). Rooted in cognitive constructivism, it enables students to build knowledge actively and independently, making it a suitable approach for enhancing writing proficiency in EFL contexts (Piaget, 1973).

Complexity

In EFL learning, complexity refers to the sophistication of language use, including varied sentence structures and rich vocabulary (Mauludin, 2020). It is one of the key dimensions of language performance alongside accuracy and fluency. According to Skehan, complexity is divided into syntactic (range of sentence types) and lexical (vocabulary variety), both of which reflect writing maturity (Nguyen & Boers, 2020). Developing complexity is crucial in academic writing, as it shows critical thinking and the ability to organize ideas coherently (Sutiah & Isnaniah, 2020). For example, moving from simple to complex sentences demonstrates growth in language use. Methods like the flipped classroom can help students enhance writing complexity by encouraging exploration of structure and vocabulary, supported by consistent practice and targeted feedback (Khushik & Huhta, 2020).

Benefits of the Flipped Classroom Approach on EFL Students' Complexity and Accuracy

The flipped classroom offers numerous benefits that align with modern educational needs (Lestari, 2021). It enhances students' concentration and fosters a more engaging classroom environment (Chilingaryan & Zvereva, 2017), while promoting learner independence and creativity (Santikarn & Wichadee, 2018). This model also boosts academic performance and nurtures language skills by increasing student interest and participation (Elian & Hamaidi, 2018). Additionally, it supports collaborative learning, encourages autonomy, and strengthens teamwork and communication (Aznar-Díaz et al., 2020). Beyond cognitive gains, the flipped classroom prepares students for 21st-century skills and creates a more personalized, effective, and lasting learning experience (He, 2018).

METHOD

This study used a quantitative experimental method with a Posttest-Only Control Group Design to examine the effect of the flipped classroom approach on EFL students' writing proficiency, focusing on complexity and accuracy. The research was conducted in the even semester of the 2024/2025 academic year at Darul Muhmin School, Satun, Thailand. The population included all 5th and 6th-grade students, with two classes selected through random sampling one as the experimental group and one as the control group. The experimental group received flipped classroom instruction, involving pre-class video materials and in-class writing activities. The control group was taught using conventional methods. Students' writing proficiency was assessed through a structured writing test evaluated on complexity and accuracy. Data analysis included descriptive statistics (mean, SD) and paired t-tests using SPSS 29.0. A significance level of 0.05 was used to determine whether the flipped classroom approach had a statistically significant impact.

FINDINGS & DISCUSSION

Description of Research Results

The description of this research uses a One-Group Pretest-Posttest Design, which aims to compare the writing proficiency of EFL students before and after the implementation of the Flipped Classroom approach. The research was conducted at Darul Muhmin School, located in Khuan Kalong District, Thung Nui Sub-district, Khuan Bortong Sub-district, 49 Village 1, Satun Province, Thailand, postal code 91130. The experimental class consisted of a number of students who took both a pretest and a posttest to measure changes in the complexity and accuracy aspects of their writing after receiving instruction through the Flipped Classroom approach.

Before the implementation of the treatment, the researcher first administered a pretest to measure the EFL students' writing proficiency, specifically in terms of the complexity and

accuracy of their writing. This test aimed to obtain an initial overview of the students' writing abilities prior to the application of the Flipped Classroom approach. After the pretest, the researcher began implementing the Flipped Classroom approach in the writing instruction process. The learning activities started with students independently studying materials through videos, modules, or other digital resources outside the classroom. During the face-to-face sessions, the teacher guided the students through writing practice, discussions, and provided active feedback to deepen understanding and improve the quality of their writing.

By comparing the pretest and post-test results, the researcher was able to evaluate the effectiveness of the Flipped Classroom approach in improving EFL students' writing proficiency at Darul Muhmin School.

Table 1. Pretest and Posttest

No	Name	Pretest	Posttest
1	Armin Arsan	40	70
2	Chakir Dara Kia	50	80
3	Shalabee Hemman	70	85
4	Asharoh Binsa-ard	70	90
5	Peerapat Mani	70	95
6	Muhammad Saynuddin	80	100
7	Yahya Puisamli	50	85
8	Jihan Mahmud	80	90
9	Arif	80	80
10	Kholik	70	100
11	Hassan Samayui	70	100
12	Panuwat	70	95
13	Aebidin	70	95
14	Hanif	60	90
15	Shakir Naow	100	90
16	Fasil Langa	100	90
17	Apirak Sibenjapong	100	100
18	Farid Saisalam	100	85
19	Arifin	80	95
20	Nasran	80	90

Description Of Students' Writing Proficiency Before the Implementation of the Flipped Classroom Approach

In this study, the researcher obtained pretest data to evaluate students' writing proficiency, particularly in terms of complexity and accuracy, before the implementation of the Flipped Classroom approach. The pretest was administered prior to the treatment, while the posttest was conducted afterward to measure any improvements resulting from the intervention.

Table 1. Mean, Median, Minimum, Maximum, and Standard Deviation Scores

Statistics		
PRETEST		
N	Valid	20
	Missing	0
Mean		74.50
Median		70.00
Std. Deviation		17.006
Minimum		40
Maximum		100

Source: SPSS 29.00

Based on Table 1, it can be seen that the total number of students is 20, with a minimum score of 40, a maximum score of 100, a mean score of 74.50, and a standard deviation of 17.006.

Table 2. Score Categories and Percentages

No.	Score Range	Frequency	Percentage	Description
1.	80-100	9	45%	Very Good
2.	66-79	7	35%	Good
3.	56-65	1	5%	Fair
4.	40-55	3	15%	Poor
5.	<39	-	-	Very Poor

Description of Students' Writing Proficiency After the Implementation of the Flipped Classroom Approach

In this study, the researcher obtained posttest data to evaluate students' writing proficiency, particularly in terms of complexity and accuracy, after the implementation of the Flipped Classroom approach. The posttest was conducted following the treatment to measure any improvements resulting from the intervention

Table 3. Mean, Median, Minimum, Maximum, and Standard Deviation Scores

Statistics		
POSTEST		
N	Valid	20
	Missing	0
Mean		90.25
Median		90.00
Std. Deviation		7.860
Minimum		70
Maximum		100

Source: SPSS 29.00

Based on Table 3, it can be seen that the total number of students is 20, with a minimum score of 70, a maximum score of 100, a mean score of 90.25, and a standard deviation of 7.860

Table 4. Score Categories and Percentages

No.	Score Range	Frequency	Percentage	Description
1.	80-100	19	95%	Very Good
2.	66-79	1	5%	Good
3.	56-65	-	-	Failr
4.	40-55	-	-	Poor
5.	<39	-	-	Very Poor

Hypothesis Testing

To examine the influence of the treatment, a Paired Sample T-test was conducted using SPSS version 29.00 for Windows. This test was used to analyze paired samples from the same subjects, where each variable was measured under different conditions before and after the treatment. The purpose of this analysis was to determine whether there was a significant improvement in the students' scores between the pretest and the posttest.

The decision-making criterion for significance is based on the value of Sig. (2-tailed). A result is considered statistically significant if the Sig. value is less than 0.05. This indicates a significant difference between the independent and dependent variables, and therefore, a meaningful effect resulting from the treatment given to the participants. The following is a presentation of the Paired Sample T-test results analyzed using SPSS version 29.00 for Windows.

Table 5. Results of the Paired Sample T-Test

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t		df	
					Lower	Upper		One-Sided p	Two-Sided p
Pair 1	PRETEST - POSTEST	-15.750	15.413	3.446	-22.964	-8.536	-4.570	19	<0.001

Source: SPSS 29.00

Based on Table 5, it can be seen that the significance value (2-tailed) is 0.001. Since $0.001 < 0.05$, this indicates a statistically significant effect resulting from the different treatments applied to each variable

Discussion

The findings of this study indicate a significant improvement in the writing proficiency of EFL students following the implementation of the Flipped Classroom approach. The comparison between pretest and posttest scores shows a substantial increase in students' writing performance, particularly in terms of complexity and accuracy. Before the treatment, only 45% of students were categorized as "Very Good," with a mean score of 74.50. After the application of the Flipped Classroom approach, this percentage rose to 95%, and the mean score increased to 90.25. This suggests that students were able to produce more complex sentence structures and demonstrate greater grammatical accuracy after being taught using the Flipped Classroom method.

The results of the Paired Sample T-test further support this improvement. The significance value (2-tailed) obtained was 0.001, which is lower than the standard significance level of 0.05. This indicates that the difference between the pretest and posttest scores is statistically significant and not due to chance. The Flipped Classroom approach, which emphasizes independent learning through digital materials outside the classroom and active learning during in-class sessions, seems to have had a strong positive impact. This blend of self-paced learning and guided classroom practice contributed to enhancing the students' understanding and writing skills.

These results are in line with previous studies that suggest the Flipped Classroom model is effective in language learning, especially in developing productive skills such as writing. By allowing students to learn instructional content independently before class and then apply their knowledge through practice, discussion, and feedback in class, this approach fosters deeper learning. At Darul Muhmin School, the implementation of the Flipped Classroom not only improved the students' writing performance but also encouraged their active participation and sense of responsibility in the learning process. Therefore, this study concludes that the Flipped Classroom approach is a beneficial instructional strategy for enhancing writing proficiency among EFL students.

CONCLUSION

Based on the results of this study, it can be concluded that the Flipped Classroom approach has a significant and positive influence on the writing proficiency of EFL students, particularly in improving the complexity and accuracy of their writing. The data analysis showed a clear increase in students' performance from the pretest to the posttest, with the mean score rising from 74.50 to 90.25 and the number of students in the "Very Good" category increasing from 45% to 95%. The Paired Sample T-test further confirmed the effectiveness of this approach, with a significance value of 0.001 (< 0.05), indicating that the improvement in students' writing skills was statistically significant. This demonstrates that the Flipped Classroom model is an effective instructional strategy for enhancing EFL students' ability to write more complex and accurate texts. Overall, the Flipped Classroom not only improved students' academic performance but also fostered greater engagement, autonomy, and active participation in the learning process. Therefore, this approach is recommended for EFL writing instruction as it provides meaningful learning experiences and supports the development of higher-order language skills.

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Name: Yanya PUISAMU

Class: 12/2 Tidak 23

Pre Test Writing

Writing about my family

Check the 'Explanation' tab above before doing these exercises. Complete the text below with the words in the box.

~~a~~ ~~dad's~~ going ~~His~~ in
loves reading 's got taller
than twice

50

Dear Marta,

I'm **0** going to tell you about my family. I live with my brother, my mum,

and my dad. We live **1** in ✓

Lincoln, a nice city in the East Midlands region of England.

My **2** dad's ✓ name is Albert. He's 51 years old, and he's **3** going History X (a)

teacher. He's medium height, and he **4**

's got ✓ short grey hair and green eyes. He loves **5** reading ✓ books and

watching documentaries about prehistoric times. He doesn't like sports.

My mum's name is Melissa. She's 49 years old. She's a little shorter **6**

than ✓ my dad, and she's got long brown hair and blue eyes. She is a shop owner. She sells beauty products in a

shop near our home. She **7** loves X (loves)

Name: Yahya PUISAMLI

Class: P.6.2

Post Test Writing

B. In this section, please write down the right answer for the questions!



85

21. This animal calls Lion ✓

22. What do you call the object used to make phone calls? Handphone ✓

23. This object below is called Pencil ✓



24. What do you call the object used to write with pencil? Book ✓



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Syifani Shafiqah
NPM : 2102050042
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Evaluating Writing Proficiency : The Influence Of Flipped Classroom Approach On EFL Student's Complexity and Accuracy	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, Mei 2025
Hormat Pemohon,



Dr. Dewi Kesuma Nasution, S.S., M.Hum.



Syifani Shafiqah



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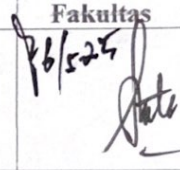
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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

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Nama Mahasiswa : Syifani Shafiqah
NPM : 2102050042
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 139 SKS

IPK= 3,66

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Evaluating Writing Proficiency : The Influence Of Flipped Classroom Approach On EFL Student's Complexity and Accuracy	
	Exploration of the Use of Artificial Intelligence in Identifying and Analyzing the Morphological Structure of Minority Languages	
	Use of Speech Recognition Technology to Analyze Phonological Errors in English Language Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Mei 2025
Hormat Pemohon,



Syifani Shafiqah

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
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Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Syifani Shafiqah
NPM : 2102050042
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Evaluating Writing Proficiency : The Influence Of Flipped Classroom Approach On EFL Student's Complexity and Accuracy

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Dewi Kesuma Nasution, S.S., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Mei 2025
Hormat Pemohon,

Syifani Shafiqah

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- Untuk Mahasiswa yang Bersangkutan

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Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

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Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

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N P M : 2102050042
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Evaluating Writing Proficiency: The Influence of Flipped Classroom Approach On EFL Student's Complexity and Accuracy**

Pembimbing : **Dr. Hj. Dewi Kesuma Nst, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **6 Mei 2026**

Medan, 07 Dzulqaidah 1446 H
6 Mei 2025 M



Wassalam
Dekan

Dra. Hj Svamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR





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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu, Tanggal 17 Bulan Mei Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Syifani Shafiqah
N.P.M : 21020500042
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Evaluating Writing Proficiency : The Influence Of Flipped Classroom Approach On Efl Student's Complexity And Accuracy.

No	Masukan dan Saran
Judul	Evaluating Writing Proficiency : The Influence Of Flipped Classroom Approach on EFL Student's Complexity And Accuracy
Bab I	- Do you choose the title of your research proposal on your own? - What kinds of interviews do you mean in the background of study? - Fix some grammatical errors
Bab II	- What do you mean by Complexity in your title, give or write the theory in Chapter II including the Example - Understand more about Piaget's theory (Cognitive Construction) about assimilation and discovery, link it to your title more detail.
Bab III	When is the exact time you do the research? - Have you done it? or - Will you do it?, fix the grammar.
Lainnya	Fix Some grammatical errors in your research proposal
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Henny Mardiah, S.Pd, M.A.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nasution, S.S, M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Syifani Shafiqah
N.P.M : 2102050042
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Evaluating Writing Proficiency : The Influence of Flipped Classroom
Approach On EFL Students' Complexity and Accuracy

benar telah melakukan seminar Proposal pada hari Sabtu, Tanggal 17 Bulan Mei Tahun 2025

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas.
Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2025

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum



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LEMBAR PENGESAHAN HASIL SEMINAR ARTIKEL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Syifani Shafiqah
N.P.M : 2102050042
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Evaluating Writing Proficiency : The Influence Of Flipped Classroom
Approach On Efl Students' Complexity and Accuracy

Pada hari Sabtu, tanggal 17 bulan Mei, tahun 2025 sudah layak menjadi Jurnal.

Medan, Agustus 2025

Disetujui oleh:

Dosen Pembahas

(Henny Mardiah, S.Pd., M.A.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nasution, S.S., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)



BERITA ACARA BIMBINGAN ARTIKEL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Syifani Shafiqah
NPM : 2102050042
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Evaluating Writing Proficiency: The Influence of Flipped Classroom Approach on Efl Students' Complexity And Accuracy.

Tanggal	Deskripsi Hasil Bimbingan Artikel	Tanda Tangan
2 July 2025	- Revise the way of typing for names - Rewrite based on the template	
7 July 2025	Revise research problem	
12 July 2025	Add more about Flipped classroom Approach	
15 July 2025	Revise method of Research	
18 July 2025	Elaborate more in discussion	
19 July 2025	Add more references	
21 July 2025	Revision complete	

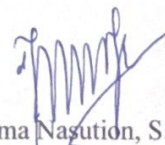
Diketahui oleh:
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Juli 2025

Dosen Pembimbing



(Dr. Dewi Kesuma Nasution, S.S., M.Hum.)

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SYIFANI SHAFIQAH

Address. : Jl. Eka Suka 4 no. 23, Kota Medan Johor

Whatsapp : 081396993511

Email : syifanishafiqah21@gmail.com

SUMMARY

An english education student at Universities Muhammadiyah Sumatera Utara, with teaching practice experience in Indonesia and an international teaching assistantship in Thailand. Skilled in lesson planning, classroom management, and developing creative learning materials. Highly adaptable in multicultural environments, with strong communication, problem-solving, and professional work ethics.

INTERSHIP EXPERIENCE

International Teaching Assistantship

Aug 2024 - Aug 2024

Darul Muhmin School - Satun, Thailand

- Designing simple and interactive lesson plans for students.
- Teaching students directly using engaging and easy to understand methods.
- Developing creative teaching materials (presentations, educational games, or visual aids)
- Serving as a cultural exchange bridge between Indonesia and Thailand.

Teaching Internship

Aug 2023 - Sep 2023

SMK Swasta Budi Satrya - Kota Medan

- Assisting teachers in preparing lesson plans (RPP).
- Delivering lessons to students using
- Enhancing pedagogical, communication, and classroom management skills throughout the internship program.

Teaching Internship

Feb 2023 - Feb 2023

SMK Taman Siswa - Kota Medan

- Assisting in classroom management to create an effective and conducive learning environment.
- Guiding and supporting students in extracurricular and personal development activities.
- Coordinating with supervising teachers regarding learning outcomes and student progress evaluations.

EDUCATION

Bachelor of Education

Sep 2021 - Sep 2025

University Muhammadiyah Sumatera Utara

- Major in English Education
- Journal on Sinta 4 " Evaluating Writing Proficiency : The Influence of Flipped Classroom Approach on EFL Students' Complexity and Accuracy "

ADDITIONAL INFORMATION

- Technical Skills : Microsoft Word & Excel, Communication Skills, Problem Solving, Canva Editing.
- Language : English, Indonesia

CERTIFICATIONS

- Teaching Assistance Certificate in Thailand
- Entrepreneurship Competency Test Certificate