THE EFFECT OF FLIPPED LEARNING CONCEPT WITH GOOGLE MEET TO ENHANCE EFL LEARNERS' CRITICAL THINKING SKILLS IN WRITING PROFICIENCY

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

PINKAN FADHILATUL HUSNA
1902050077

**FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF NORTH SUMATERA
MEDAN
2023**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jum'at, 22 September 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap   : Pinkan Fadhilatul Husna
NPM   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Flipped Learning Concept with Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (A) Lulus Yudisium
           (   ) Lulus Bersyarat
           (   ) Memperbaiki Skripsi
           (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Hj. Dewi Kesuma Nst, M.Hum**.

ANGGOTA PENGUJI:

1. Dr. Bambang Panca S, M,Hum   1.

2. Dr. Mandra Saragih, S.Pd., M.Hum   2.

3. Hj. Darmawati, S,Pd., M.Pd   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama	:	Pinkan Fadhilatul Husna
NPM	:	1902050077
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Integrated Flipped Learning Concept With Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency.

sudah layak disidangkan.

Medan,   September 2023
Disetujui oleh:
Pembimbing

Hj. Darmawati, S.Pd., M.Pd.

Diketahui oleh:

Dekan   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.   Pirman Ginting, S.Pd, M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Yang bertanda tangan di bawah ini:

Nama Lengkap	:	Pinkan Fadhilatul Husna
NPM	:	1902050077
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Effect of Flipped Learning Concept with Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency"** adalah benar bersifat asli (Original), bukan hasil menyadur karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan,   Oktober 2023
Yang Menyatakan

Pinkan Fadhilatul Husna

ABSTRACT

Pinkan Fadhilatul Husna. 1902050077. The Effect of Flipped Learning Concept with Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency. Skripsi: English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023.

Writing is considered an essential subject for it assists learners to construct messages that can endure overtime. Moreover, recognizing the significance of writing, pupils must overcome various difficulties to start writing since writing is a complex endeavor. The purpose of this study is to determine the influence of using flipped learning concept with google meet to enhance EFL learners' critical thinking skills in writing proficiency. This research was conducted in Universitas Muhammadiyah Sumatera Utara. The population and sample both had 68 students. Sampling was performed as part of random procedure. This study used quantitative methodologies, quasi-experimental design and data from second semester students as an experimental class sample of 35 students and a control class sample of 33 students. Students results before and after the tests were used to generate the data. Since the Kolmogorov-Smirnov and Shapiro-Wilk tests are larger than 0.05, it may be concluded that the adoption of the flipped learning concept can improve students' writing skills. The average post-test scores for the experimental class improved from 73.29 to 86.34, showing the significance of this effect. As a result, the outcomes of employing flipped learning as an engaging method for EFL learners' writing skills.

Keywords: Flipped Learning, Google Meet, Writing skill, Critical Thinking

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First, in the name of Allah SWT, the most gracious and merciful, the researcher would like to thank Allah for providing her with the opportunity to complete this skripsi. Second, peace be upon our prophet Muhammad SAW, who has led us out of the darkness and into the light of science and technology. Furthermore, researcher would like to thanks her parents and sisters who always supported her.

The title of this research is The Effect of Flipped Learning Concept with Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency**.** This study cannot be carried out without the help, encouragement, and advice of many people. As a result, the researcher wishes to convey her profound gratitude to everyone who assisted, supported, and directed her throughout the research process, and that way, the researcher wishes to thank;

1. Prof. Dr. Agussani, M. AP., as the Rector of Universitas Muhammadiyah Sumatera Utara.

2. Dra. Hj. Syamsuyurita, M. Pd., as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara who had encouraged the researcher and taught her education material.

3. Dr. Hj Dewi Kesuma Nasution, SS., M.Hum. Deputy Dean I and Dr. Mandra Saragih.M.Hum., Deputy Dean III of the Faculty of Teacher Training and Education, University Muhammadiyah North Sumatera.

4. Pirman Ginting, S. Pd., M. Hum., as the Head of the Department of English Education and his secretary, Rita Harisma, M. Hum., for their administrative

help and supports in doing this research.

5. Hj. Darmawati S.Pd., M.Pd., as her supervisor who had given her suggestion, ideas, criticism and guidance in writing this research.

6. All lectures of English Education Department of Universitas Muhammadiyah Sumatera Utara for their guidance during her academic years at UMSU.

7. All students in 2nd semester students of Universitas Muhammadiyah Sumatera Utara who had become her samples in this research.

8. Her beloved friend, Kaisar Roofid Aqil who always support her, and pray for her.

9. Her best friends, Wulan Dari Jayanti, Iyuni Nura, Ummi Kalsum, Afna Saharani, Tiara Mahbengi, Widya Ananta, Oktari Yanda, Firdha Maulani Fitri, Bunga Larashati, Kiki Nurliza, thanks for motivation, and supported.

Finally, the researcher discovered that the thesis paper was far from optimum. As a result, the researcher requested suggestions and constructive comments for its enhancement, which may be relevant to all of us. Aamiin.

Medan, 12 September 2023
The researcher,

PINKAN FADHILATUL HUSNA
NPM: 1902050077

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

Appendix 1 Students' Paper

Appendix 2 Form K-1

Appendix 3 Form K-2

Appendix 4 Form K-3

Appendix 5 Surat Pengesahan

Appendix 6 Berita Acara Bimbingan Proposal

Appendix 7 Pengesahan Hasil Seminar Proposal

Appendix 8 Surat Permohonan Perubahan Judul

Appendix 9 Surat Permohonan Izin Riset

Appendix 10 Berita Acara Bimbingan Proposal

Appendix 11 Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing issues encountered by EFL students have been the topic of continuing research for several decades (Anderson et al*., 2022) in that learners' capacity to use writing in meaningful ways appears to lag far behind what they can do (Caron, 2008). Furthermore, the major barriers are the inadequate writing experience and training (Feak, 2012). Writing is considered an essential subject for it assists learners to construct messages that can endure overtime (Tolga&Ozge, 2012). Moreover, recognizing the significance of writing, pupils must overcome various difficulties to start writing since writing is a complex endeavor that integrates fine abilities (Weisser, 2005) as a collection of diverse thinking processes that writers order when writing. (Wen & Walters, 2022).

When the teacher asked the students to write a paragraph during the first meeting, the students had no ideas how to begin writing because there was not a specified theme and title. This made it difficult for the students to decide what to write because the scope of the assessment was quite broad, and the lecturer had not provided an understanding of how to write paragraphs properly and effectively. In addition to these issues, there are also other obstacles preventing students from writing, such as a lack of vocabulary, students' lack of confidence in expressing their thoughts, a lack of basic writing knowledge, and experience in writing.

On the other hand, students are provided with new opportunities to study, that is flipped learning. Flipped learning has gathered prominence in a variety of classroom settings as a technology-enhanced method to teaching (Carhill-Poza, 2019). Through flipped learning, certain lessons are offered outside of class (Brewer &Movahedazarhouligh, 2019). The lecture should be transferred to the entire class by the teacher via online (Red et al., 2022).

Flipped Learning is a pedagogical approach that promotes a blended learning environment in which students engage in self-directed learning (Humrickhouse, 2021) to effectively enhance learners, scaffold their activities, and promote rather than control their learning, teachers must have a thorough understanding of both the subject matter and their students (Bauer et al., 2016). In this study, we use the Google Meet feature for individual writing tasks in order to effectively enhance EFL learners' cohesiveness (Arifani et al., 2020). This allows students who have difficulties expressing their opinions in the classroom to get involved in the process, and it also aids in building their confidence (Devi et al., 2019).

This research potentially leads to the invention of a more effective and efficient language teaching technique for improving EFL students' writing proficiency and engaging students in various collaborative and individual writing activities (Fathi& Rahimi, 2020), then they analyze their work with class teams, the teacher evaluates the essays, and the students' relevant concerns are resolved (Rad et al., 2022). So, in a general classroom the teacher can more frequently keep an eye on and correct the students' progress (Chen et al., 2016) as well as how the

flipped learning experience affected student accomplishment and motivation (Awidi& Paynter, 2018), this technology is built on the presumption that traditional learning activities, such as classwork and assignments, can be inverted to better serve students' desires (Evseeva &Solozhenka, 2015).

B. The Identification of the Problem

Related to the background above, the following problems that found :

1. The students had no idea what they should write

2. The students lack of vocabulary, students' lack of confidence in expressing their thoughts, a lack of basic writing knowledge, and experience in writing

C. The Formulation of the Study

The problems were formulated as follows:

1. What are the factors that lead to the challenge of writing for students?

2. How are the learners' writing skills after they use the flipped learning model?

D. The Objectives of the Study

Objectives of this study are :

1. To find the factors that lead to the challenge of writing for students

2. To find out the learners' writing skills after they use the flipped learning model

E. The Scope and Limitation

The scope of this study is the 2nd Semester of EFL learners at Muhammadiyah University, North Sumatra. The limitations of this research are focused on students' critical thinking skills and writing proficiency.

F. The Significances of the Study

The finding of the study are expectto be useful theoretically and practically.

1. Theoretically

Students can study new information independently at home prior to class using Google Meet in the flipped learning method. The researcher then engages students in material by engaging them in concentrated, hands-on activities. Therefore, the researcher hopes that this study will contribute to theoretical advancements as well as developments in the students' writing abilities.

2. Practically

This research is expected to provide benefits for :

a. For students of English Education will help the students to think critically will find it easier to express their ideas in written. Thus, someone will be more active and productive in producing quality writing.

b. For researcher will help researcher to find more efficient learning concepts for students to express their ideas in writing.

c. For lectures will help lectures to teach in-better strategies to make the classroom more comfortable and structured for the students.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

2.1. Writing

Writing is a way to make language, which is something you do all the time when you talk. Writing is also an action that involves finding and organizing your ideas, putting them on paper, and reshaping and revising them. Writing is a process that moves forward. This means that you have already thought about what you are planning on saying and how you are going to say it before you write it down. Then, when you're done writing, you read over what you've done and make any changes or corrections you need to. We can see from the above sentence that writing is never a one-step process (Meyers, 2005).

There are many steps to the process of writing. Writing is often a good way to get ready for other activities, like when students write sentences as a warm-up for activities that involve talking. Writing can also be a big part of a bigger activity where the main goal is to practice language, act out, or speak. There are two parts to writing: processing and making. Writing is turning ideas and information into graphic symbols that have to be put together in a certain way to make words, sentences, and so on.

There are five components to asses writing (Brown, 2004), namely:

- Content

Content is the main point in the paragraph. Content should explore all information that related to the topic.

Table 2.1

The Scoring System of Content

Score	Description
20-18 (excellent to good)	The prescribed topic is addressed in the paragraph; the concepts are concrete and thoroughly developed; there is no unnecessary material; and the paragraph reflects thought.
17-15 (good to adequate)	The paragraph addresses the issues but leaves out some details. Ideas could be developed further; some extraneous material is currently available.
14-12 (adequate to fair)	The development of ideas is incomplete or slightly off-topic; paragraphs are not divided precisely.
11-6 (fair to poor)	Ideas are incomplete, the paragraph does not represent serious thought or was rapidly produced; there is insufficient effort in the area of content.
5-1 (poor to very poor)	There is no evident effort to critically examine the matter seriously in the paragraph.

- Organization

Organization is the logical organization of the content, whether the content of the paragraph is coherence or not. Organization is relate to the introduction, body, and conclusion in the paragraph.

Table 2.2

The Scoring System of Organization

Score	Description
20-18 (excellent to good)	Appropriate title, effective introductory paragraph, theme stated, leads to body; transitional language utilized; material arrangement reveals plan (may be established by reader); supporting evidence provided for generalization, conclusion logical and complete.
17-15 (good to adequate)	Proper title, introduction, and conclusion The substance of the essay is fine, however some proof may be absent and some concepts may be incomplete. The sequence is logical, although transitional phrases may be missing.
14-12 (adequate to fair)	Inadequate or insufficient introduction or conclusion; problems with the order or concepts in the body; generations may not be fully supported by evidence provided; organizational issues may interfere.

11-6 (fair to poor)	Introduction is shaky or barely recognized; organization is scarcely visible; major problems with idea ordering; absence of supporting evidence; conclusion is weak or logical; organization effort is insufficient.
5-1 (poor to very poor)	There is no introduction or conclusion; there is no evident organization of the body; there is a significant absence of supporting evidence; the writer has made no effort to organize the composition (it cannot be outlined by the reader).

- Vocabulary

Vocabulary is one of the important aspect in writing skill. Vocabulary

should be mastered a lots in order that the writing is developed.

Table 2.3

The Scoring System of Vocabulary

Score	Description
20-18 (excellent to good)	Use of accurate vocabulary; use of parallel; concise structures; good register.
17-15 (good to adequate)	Attempts variety; adequate vocabulary; not wordy; acceptable register; and a reasonably concise approach.
14-12	Some missued vocabulary; lack of awareness of register; may be overly wordy.

(adequate to fair)	
11-6 (fair to poor)	Poor idea expression; vocabulary issue; lack of variation in structure
5-1 (poor to very poor)	Inappropriate vocabulary use; poor understanding of register or sentence diversity.

- Grammar

Grammar is patterns and rules that must be followed if people want to learn language correctly.

Table 2.4

The Scoring System of Grammar

Score	Description
20-18 (excellent to good)	Native-like English grammar fluency, accurate use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no run-on sentences or fragments
17-15 (good to adequate)	Advanced command of English grammar; certain grammar issues do not affect communication even though the reader is aware of them; no sentence fragments or run-on phrases
14-12 (adequate to fair)	Although ideas are conveyed to the reader, grammar issues are evident and have a negative impact on communication; run-on sentences or

	fragments are present.
11-6 (fair to poor)	Numerous major grammar issues interfere with the writer's ability to communicate his views; grammar review in several places is definitely required; difficult to comprehend sentences
5-1 (poor to very poor)	Severe grammar issues severely interfere with the message; the reader is unable to understand what the writer was attempting to communicate. incomprehensible sentence structure

- Mechanic

Mechanic requires in using capitalization, punctuation, and spelling. Using a good mechanic can make reader easier understand the paragraph, if the writer use a wrong mechanic, the reader will misunderstand the paragraph.

Table 2.5

The Scoring System of Mechanic

Score	Description
20-18 (excellent to good)	Correct use of English writing conventions; left and right margins, all necessary caps, intended paragraph, punctuation, and spelling; very tidy.
17-15 (good to adequate)	Some issues with writing conventions or punctuation; occasional spelling errors; correct left margin; paper is need and legible.

14-12 (adequate to fair)	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
11-6 (fair to poor)	Serious problems with format of paper, part of essay not legible. Errors in sentence punctuation and final punctuation; unacceptable to educated readers.
5-1 (poor to very poor)	Complete lack of regard for English writing conventions; illegible paper; evident capitalization missing; no margins; serious spelling difficulties.

2.2 Writing Proficiency

Writing is the most hardest of the four skills to learn and perfect because it requires students to actively generate content by searching for ideas and putting them into words. "Process writing as a classroom activity incorporates the four basic writing stages — planning, drafting (writing), revising (redrafting), and editing — as well as three additional stages imposed upon students by the teacher, namely responding (sharing), evaluating, and post-writing," Seow (2002:316).

Writing, according to Randal (2004:160), is the capacity to shape words such that, in general, it may have a higher truth value than the fact that it has set it down. What this means is that the final output of the writer's efforts should be something that the target audience enjoys. In addition, it ought to have substantial values for the readers to benefit. The core of any effective writing lesson is

helping students get to work. The idea that "teaching is leading and assisting learning, enabling the learner to learn, and establishing the conditions for learning" (Brown, 2000) is consistent with this. This suggests that education and knowledge are inextricably linked.

Teachers of writing should pay close attention to the correct grammar of English sentences as well as the development of students' thoughts when instructing them in the craft. As a teacher's competence in this area determines whether or not their pupils learn to write, it stands to reason that a proficient teacher will have a positive effect on their students' writing skills.

In addition, Sudaryanto (2001:64) states that the capacity to write well is the ability to express one's thoughts and feelings in a written language, using graphic symbols so that the reader can decipher the meaning. We can infer that the ability to write well is one that allows one to convey one's thoughts in a way that is understandable to others. In accord with this view, Tarigan (1992:821) explains that writing is a method of describing a language in a way that other people, namely readers, can understand. This means that there must be a method to the writing madness in order for the message to be conveyed clearly and fluently.

2.3 EFL Students' Critical Thinking

Critical Thinking is a liberating force in education and a powerful resource in one's personal and civic life. Critical thinking is mostly focused on certain abilities, such as observing, making inferences, extrapolating, reasoning, assessing reasoning, and similar tasks. In general, critical thinking is characterized as "reasonable reflective thinking," but it is also "the correct assessing of

statements." (Mason, 2007). We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based (Facione, 1998). Although teachers serve as a coach and mentor in flipped classes, students are encouraged to enhance their skills in critical thinking and evaluate their own learning. (Yafuz&Ozdemir, 2019).

In an essay, a writer might describe how a person's intellectual process is expressed. Writing abilities can be used as an example to illustrate how learners feelings and thoughts can be expressed. Additionally, this skill makes it so that following grammatical standards is a necessary part of written communication. Students can improve their spelling, comprehension, and sentence construction skills by using this ability. Therefore, the ability to write necessitates strong imagination, great creativity, and mental processes. It is critical that writing be meaningful and valuable (Tifani et al., 2021). Think critically is a cognitive capacity that allows you to assert something with confidence since it is based on logical reasons and actual data (Yumi, 2016).

Through writing, one can think critically. This is due to the fact that competent reasoning is required in order to produce quality writing. Before writing an essay, students should consider what they want to write about, therefore students are asked to think critically, not only accepting what has been given, but also finding out about the topic. The students' papers demonstrate how they consider the topic about which they desire to share their thoughts. The

teacher can see if the pupils' work is enhancing or not by looking at the content, organization, vocabulary, grammar, and mechanics. Critical thinking consists of technical abilities, such as the capacity to appropriately examine reasons, weigh relevant facts, and spot inaccuracies arguments (Mason, 2007). Students acquire their critical thinking skills, as well as their oral and written communication abilities, among other possibilities (Adebisi, 2022).

2.4. Flipped Learning in EFL Context

To evaluate students' acceptance and connectivity to support their online learning, the current study used the extended technology acceptance model and learning connectedness (Mulyono et al., 2021). There are various teaching media, such as Moodle, Youtube, Google Classroom, Zoom meeting, Google Meet and so on. In this research study, the writer provides use of the flipped learning method using Moodle media.

In light of the growing interest in the significant effects of online and learner-centered learning on the foreign language learning process, flipped classrooms have gained popularity in recent years (Yafuz&Ozdemir, 2019). The Flipped Learning Network (2014) demonstrated that there are 4 pillars of flipped learning: Flexible Environment, Learning Culture, Intentional Content, Professional Educator.

Flexible Environment is when teachers flip their classes, they are flexible about how long students have to learn and how they are graded. Learning Culture is a purposeful transition from a teacher-centered classroom to a student-centered approach, with in-class time dedicated to delivering deeper into topics and

offering richer learning opportunities. Students progress from being the product of instruction to becoming the center of learning. Intentional Content is used by educators to maximize classroom time in order to implement various techniques of instruction such as active learning strategies, peer instruction, problem-based learning, and so on. Professional educators are reflective, network to enhance their skills, incorporate constructive criticism, and tolerate controlled classroom turmoil. (Hamdan et al., 2013).

2.5. Online Learning Google Meet

Most educational institutions are choosing to make the use of online platforms to aid improve teaching and learning. Bousbahi and Alrazgan (2015) stated that LMS is an operating system platform that enables you to give students online training and materials while also keeping track of their progress. The programs in this system organize the course material and offer assistance to students in order to help teachers achieve their pedagogical objectives. Through the use of technology, an LMS fosters communication and cooperation between students and academic staff outside of the classroom. A LMS feature that enhances the foundation of the course for students by enabling asynchronous communication and problem-solving is an online discussion forum.

A common educational technology used in higher education to supplement conventional classroom teaching is the learning management system (LMS). The use of technology in teaching and learning is thought to improve the effectiveness of learning, pupil performance, and the accuracy of teaching attempts (Fung & Yuen, 2012). Instructors are more and more likely to look at how students think

and behave online to check the availability of their learning progress and performance (Dobashi et al., 2022).

Google Meet is a LMS (Learning Management System) that has the potential to refine to the needs of institutions, teachers, and students. **Google Meet is a mobile video conferencing Online program that allows users to conduct brief meetings without installing a desktop application, allowing students to access it from anywhere (Hung et al., 2022).** Google Meet enables teachers to design online courses and materials that allow them to assess each student's engagement in the learning process. Furthermore, based on the student's activities, they can determine the best method to provide an enhanced experiential learning for the learner (David et al., 2022). Choosing the greatest e-learning platform with successful pedagogies, on the other hand, has been viewed as a significant challenge. As a result, this study attempts to pave the way for an innovative feature within an innovative technology called Google Meet, to pinpoint the pioneering influence of disease fear in a specific educational setting (Shaalan et al., 2020).

B. Conceptual Framework

EFL students should increase their creative writing skills. As a result, an efficient teaching method is required. This strategy is expected to improve pupils' capacity to write with critical thinking. The following is an explanation of the conceptual framework that is shown above.
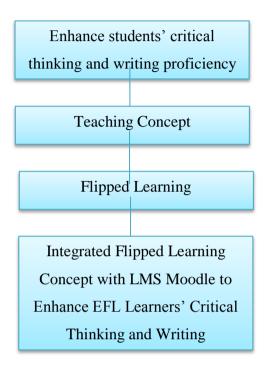
```
┌─────────────────────────────────┐
│      Enhance students' critical  │
│  thinking and writing proficiency│
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│        Teaching Concept          │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│        Flipped Learning          │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│    Integrated Flipped Learning   │
│    Concept with LMS Moodle to    │
│    Enhance EFL Learners' Critical│
│       Thinking and Writing       │
└─────────────────────────────────┘
```

Figure 2.1

C. Related Study

There have been some previous studies that are similar to this research. First, The study done by (Hsieh, et al., 2016) with the title "Using the flipped classroom to enhance EFL learning" in their research the students did better on their post-tests than on their pre-tests, therefore that is what they think. In fact, the lowest score on the post-test after flipped instruction was higher than the highest score on the pre-test. The flipped instruction used in this study proved that the students did learn something. It also proves that most of the students did not know the idioms the class was going to teach them before the semester started.

The second, (Zou &Xie, 2018) This study came up with a flipped learning model that uses just-in-time teaching and peer instruction. This model was tested in an English writing class to see how well it worked. The results showed that JiTT and PI flipped learning was better than traditional flipped learning in terms of how well people learned, how motivated they were to learn, and how likely they were to think critically. With JiTT and PI, using assessment-based tools like EDpuzzle and cloud-based apps like Padlet and Google Docs helped create a scaffolded learning experience, a culture of sharing, and opportunities for students to teach each other. Because of this, the flipped learning model should be used in more English classes.

The third research found by (Evseeva &Solozhenko, 2015) When the flipped classroom is part of the learning process, students are more interested and motivated to learn foreign languages. Also, the fact that students are in charge of their own learning has a positive effect on their self-discipline and ability to find their own way. Both teachers and students can learn a lot from the technology of the flipped classroom. Even though the number of face-to-face classes is going down, the quality of education is not getting worse. Also, the survey's results showed that students' academic performance is getting better. But there are still some technical and organizational problems that make it hard to use the flipped classroom technology to help teach and learn. To find ways to deal with these problems and make a new learning environment based on the technology of the flipped classroom, more research needs to be done.

D. Hypothesis

A hypothesis is a temporary prediction, a temporary thesis that must be confirmed via scientific study. The following is a statement of the study's hypothesis:

1. H_0 : Using Flipped Learning Concept cannot improve students' writing skills. If the significant less than the preset significance level of 0.05, it means that the H_0 was denied. By seeing the significance level, the researcher can conclude that the flipped learning concept was not influence the learning process.

2. H_a : Using Flipped Learning Concept can improve students' writing skills. If the significant less than the preset significance level of 0.05, it means that the H_a was approved. By seeing the significance level, the researcher can conclude that the flipped learning concept can enhance EFL learners' writing proficiency. The different of average pre-test and post-test of the experimental class was significant. As a result, the concept of flipped learning influenced the learning process.

CHAPTER III

RESEARCH METHOD

3.1. Location of Research

This research was conducted at Universitas Muhammadiyah Sumatera Utara on Jl. Kapt. Mukhtar Basri No. 3 Medan, 20238 Sumatera Utara.

3.2. Population and Sample

1. Population

A population is defined as all members of a well defined class of people, events, or objects. According to Arikunto (2010), the population is the entire subject of the study. The population of this research is the 2nd semester students' academic year 2022/2023 of Universitas Muhammadiyah Sumatera Utara. There are 3 classes of 2nd semester students.

Table 3.1 Population

No.	Classes	Students
1.	2A Morning	34
2.	2B Morning	28
3.	2A Afternoon	6
	Total	**68**

2. Sample

Arikunto (2010) claims that the sample reflects the size and characteristics of the population as a whole. When there are fewer than 100 subjects, the total population serves as the research sample; however, when there are more than 100

subjects, 10-15% or 15-25% can be taken. The sample in this research is the entire

population, according to the definition given above.

Table 3.2 Sample

NO.	Classes	Students
1.	Experimental Class	35
2.	Control Class	33
	Total	**68**

3.3 Research Design

        The research method used for this research is quantitative research, quasi

experimental design. The survey method was figured to be the best because it

gathers information to test hypotheses or answer questions including how people

feel about a certain topic or issue (Creswell, 2009). In this research, the researcher

used quasi-experimental research to determined flipped learning concept for

students' writing skills. The class is divided into two groups, namely experimental

group and control group. Number 1 is for experiment class and number 2 is for

control class.

3.4 Instrument of the Research

        The research instrument used a written test to find out students' writing

skills in paragraph writing. The researcher gathered data by providing a pre-test

and post-test during the data collection method. The pre-test requires students to

write a paragraph, which presented before the treatment to assess students' writing

abilities. Furthermore, the post-test also requires students to write a paragraph was

given after the treatment to see whether the treatment made a significant progress toward students' writing skills.

3.5. Technique of Collecting Data

For the first time the researcher obtained the data from pre-test that was given by the lecturer before the treatment process to find the students' writing skills, between the control and experimental group. Second is, the researcher was given the students treatment, the experimental group used flipped learning concept, while the control group use the usual teaching and learning process. And the last is post-test by writing a paragraph after the researcher presented the class with a flipped learning strategy.

3.6. Technique of Analyzing Data

To calculate descriptive statistics such as mean, standard deviation, percentage, and so forth, the quantitative data are examined using the IBM SPSS (Statistical Product and Service Solution) 20 statistical software package. It was decided to perform a quasi-experiment, the researcher collected the students' work to see the difference in scores between the groups, given the approach and the control class in order to classify students' writing critical thinking skills in the experimental and control groups.

Data analysis is a method to examine the data to recognize the outcome of the research. The researcher analyzed the data by applying procedures as follow:

1. Using the data assessment score to grade the learners' writing paragraph on the pre-test and post-test.

$$Score = \frac{\text{The total of the students}'\, correct\ answer}{\text{The total of items}} \times 100$$

2. The quantitative data analyzed with the SPSS statistical 20 software program, which compute descriptive statistics such as mean, standard deviation, percentage, and furthermore. The study's hypothesis was evaluated using a T-test to see if there is a substantial improvement on students' writing achievement. The researcher applied paired sample t-test and independent sample t-test methods to determine the increase. When comparing the means of two independent groups, the independent sample t-test was performed to see if there was statistical evidence that the linked population means were statistically significantly different from the means of the two paired samples (Nuryadi et al ., 2017).

1. **Descriptive analysis**

   The mean and standard deviation are frequently employed in descriptive analysis. Descriptive analysis is a type of statistics that is used to summarize data. Descriptive analysis contains mean and standard deviation (Hatch and Farhady, 1982).

a. **Mean and Standard Deviation**

   The mean is a prevalent measure of central tendency since it takes into consideration all scores. The mean is the same as the score's average. The standard deviation is used to quantify variability. The larger the standard deviation, more extensive the variability from the center point in the

distribution, and the smaller the standard deviation, the closer the distribution is to the central point (Hatch and Farhady, 1982).

Inferential Analysis

2. Test of Normality

The purpose of a normality test is to figure out whether or not the distribution of responses is normal. Test of normality was using *Kolmogorov Smirnov* formula. The normalcy test interpretation can be summarized as follows:

a. If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha

(Asymp. Sig. (2-tailed)> 0.05) it can be concluded that the data derived from populations that are normally distributed.

b. If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) <0.05) it can be concluded that the data derived from the population distribution is not normal.

BAB IV

DATA AND DATA ANALYSIS

A. **Data**

Data is an event that describes the reality that occurred and is incorporated in the input element before being converted into output to create the required information (Candra & Wulandari, 2021). The findings of the research presented the description of the data collected through pre-test, and post test. Moreover, discussion consisted of the result of the research.

1. Findings

The data of this study was a quantitative data. Quantitative data was taken by pre-test, and post-test by writing a paragraph. Pre-test conducted in first meeting by the researcher. Those tests were given to both experimental and control group. The findings of the pre-test quantify information on the writing qualities of both groups. The post-test was subsequently given to both groups after the experimental group received the treatments and the control group received normal lessons..

Table 4.1
Schedule of the research

NO		Experimental Class	Control Class
1.	Pre-test	19 June 2023	19 June 2023
2.	Treatment using flipped learning	• 23 June 2023 • 5 July 2023	
3.	Post-test	12 July 2023	12 July 2023

Table 4.2

The result of pre-test and post-test for the Experimental Group

No	Students' Initial	Pre-test	Post-test
1.	AAT	66	90
2.	AS	90	80
3.	DOM	81	96
4.	FN	78	83
5.	HA	69	92
6.	JF	70	82
7.	KD	72	89
8.	MZA	58	79
9.	NMD	70	91
10.	NFN	55	78
11.	PA	64	84
12.	PKR	76	97
13.	SFS	79	86
14.	UK	72	86
15.	ZND	71	90
16.	AS	64	82
17.	SA	80	92
18.	STW	76	81
19.	AM	83	88
20.	AP	72	82

21.	AST	85	88
22.	AM	75	85
23.	ANA	80	74
24.	CAF	81	81
25.	DAN	78	100
26.	KA	70	94
27.	KC	62	84
28.	MA	62	84
29.	MDL	76	80
30.	NRA	78	82
31.	RSZ	75	78
32.	SWN	76	96
33.	S	84	91
34.	VI	62	91
35.	VBK	69	86

The difference in scores between the pre-test and post-test is seen in the table above. The experimental class pre-test results obtained that 29 students scored were below 80, 1 student scored 80, and 5 students scored above 80. While for the post-test scores, 7 students scored below 80, 4 students scored 80, and 24 students scored above 80.

Table 4.3

The results of pre-test and post-test for the Control Group

No.	Students' Initial	Pre-test	Post-test
1.	AS	59	80
2.	AL	64	76
3.	CWJ	75	82
4.	EPS	85	92
5.	NN	69	79
6.	NPM	72	83
7.	NAZ	54	79
8.	NA	53	72
9.	NII	60	83
10.	NFN	78	80
11.	OD	80	75
12.	PM	76	92
13.	PPG	81	82
14	RT	69	76
15.	RD	45	74
16.	SA	82	89
17.	AS	66	73
18.	AHA	83	79
19.	A	80	80
20.	ADA	66	78

21.	AH	62	73
22.	AW	76	88
23.	AS	80	86
24.	DRS	65	85
25.	FM	77	79
26.	HS	88	76
27.	K	88	88
28.	LPS	73	90
29.	MAD	75	77
30.	M	72	72
31.	NDH	81	81
32.	NSR	71	89
33.	SN	79	78

The difference in scores between the pre-test and post-test is seen in the table above. The control class pre-test results obtained that 25 students scored were below 80, 3 students scored 80, and 5 students scored above 80. While for the post-test scores, 15 students scored below 80, 4 students scored 80, and 14 students scored above 80.

B. Data Analysis

Data analysis is the process of modifying, processing, and cleaning raw data in order to obtain useful, pertinent information that supports commercial decision-making. The process offers helpful insights and statistics, frequently presented in charts, graphics, tables, and graphs, which lessen the risks associated with decision-making.

2. Descriptive Statistics

Table 4.4

Descriptive Statistics

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Pretestcontrolclass	33	45	88	72.09	10.175
Posttestcontrolclass	33	72	92	80.79	5.867
Pretestexperimentclass	35	55	90	73.29	8.126
Posttestexperimentclass	35	74	100	86.34	6.188
Valid N (listwise)	33				

Total of the control class are 33 students. The control class pre-test averaged 72.09, with a low of 45 and a high of 88. The control class's average post-test value was 80.79, with a minimum of 72 and a high of 92. The difference in the average value of the Pre-Test and Post-Test of 8.7 indicates that the rise in value after learning is carried out utilizing conventional methods.

While the average pre-test score in the experimental class of 35 students is 73.29, with a minimum of 55 and a high of 90. The average post-test score is 86.34, with a minimum score of 74 and a maximum score of 100. With the

difference in the average score of 13,05. This suggests that there is a considerable increase in student learning outcomes after employing an educational approach in the learning process between the Pre-Test and Post-Test. These numbers demonstrate that the student scores in the two classes varied. The scientific method produces greater results than usual methods.

3. Test of Normality

A normality test is a process used to assess if data came from a population with a normal distribution or if the data itself has a normal distribution. The normality of data distribution is investigated in this section. If the significance or probability value is less than 0.05, the distribution is then not typical. If the value, significance, or probability value is larger than 0.05, the distribution is normal (Nuryadi et al., 2017).

In this study, the researcher used the SPSS 20 application, as well as the Kolmogorov-Smirnov tests, to determine the degree to which the data were normal:

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control_pre	.128	33	.188	.946	33	.104
Control_post	.129	33	.177	.948	33	.115
Eksperiment_pre	.137	33	.121	.973	33	.561
Eksperiment_post	.122	33	.200[*]	.972	33	.544

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significance value (sig) of all data in the Kolmogorov-Smirnov test and Shapiro-Wilk test is greater than 0.05, so it can be concluded that this research data is normally distributed.

4. **Homogeneity Test**

The homogeneity was use to know the data are homogeneous or not (Sudjana, 2003). The homogeneity test used to show sample data from the populations who have same variations.

Table 4.6

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
flipped learning concept	Based on Mean	.188	1	66	.666
	Based on Median	.245	1	66	.622
	Based on Median and with adjusted df	.245	1	65.926	.622
	Based on trimmed mean	.192	1	66	.663

Based on the result above, it was known that the value was higher than 0.05. it assumed that the variances were homogeneous.

5. **Paired Sample T-test**

The paired t-test is a tool for assessing hypotheses when the data is not independent (paired) (Nuryadi et al., 2017). The paired sample t-test is used to compare the means of two paired samples to figure out if there is a difference.

The researcher in this study applied a paired sample t-test on the data from the control class pre-test and post-test, along with the data from the experimental pre-test and post-test, to discover if there was a difference in the mean scores between the two paired samples. Using the SPSS 20 application, the test is administered as follows:

Table 4.7

Paired Samples Test

			Paired Differences						Sig. (2-tailed)
			Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference		T	df	
		Mean			Lower	Upper			
Pair 1	Control_pre - Control_post	-8.697	9.710	1.690	-12.140	-5.254	-5.145	32	.000
Pair 2	Eksperiment_pre - Eksperiment_post	-13.057	9.558	1.616	-16.340	-9.774	-8.082	34	.000

Based on the paired sample T test table, the paired t test value for the control class obtained a t value of -5.145, a two-way significance value of 0.000, and a standard deviation of 9.710 with a df of 32. Class Experiment t value of -8.802, a two-way significance value of 0.000, and a standard deviation of 9.558 Marks. The (2-tailed) value of 0.000 <0.5 for the output of 1 pair indicates that there is a significant difference in the average student score between the pre-test control class and the post-test (conventional) control class. Based on the results of pair 2 and a sig (2-tailed) value of 0.000 <0.5, it can be concluded that there is a difference in the average student scores in the pre-test of the experimental class and the post-test of the experimental class.

Table 4.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control_pre	72.09	33	10.175	1.771
	Control_post	80.79	33	5.867	1.021
Pair 2	Eksperiment_pre	73.29	35	8.126	1.374
	Eksperiment_post	86.34	35	6.188	1.046

Based on the statistical table for paired samples from pair 1 (control class), N = 33 with mean. Std Deviation 80.79 and mean Std Error 1.021. and Pair 2 (experimental class), N = 35, with a mean of 86.34. Std deviation 6.188 with mean Std error 1.046. From the output above, it can be seen that the average score of the experimental class in the pre-test and post-test has increased significantly.

6. Independent Sample T-test

This investigation looks at the difference in average values between two independent populations or data sets that are unrelated. The independent t-test requires the following assumptions/conditions to be adhered to: At first glance, the data appears to have a normal distribution. It should also be observed that both sets of data are independent and unaffected by outside influences or dependencies (Nuryadi et al., 2017). The statistical analysis was conducted using the SPSS 20 software program.

Table 4.9

Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
kelas	Equal variances assumed	.378	.540	-2.062	134	.041	-3.375	1.637	-6.612	-.138
	Equal variances not assumed			-2.065	133.958	.041	-3.375	1.635	-6.608	-.142

The independent sample t-test gives statistically significant results, assuming the same variance, with a t-value of –2.062 and a p-value of 0.041. The mean difference between the two groups is -3.375 which means significant difference between them. The assumption of equal variance is not met, for example shown by the value -6.608 for the lower limit and -0.142 for the upper limit jump. The two-sided significance level was found to be 0.02, and the mean difference was calculated to be -3.375. Based on the results obtained, it can be concluded that there is a statistically significant difference between the mean post-test scores of students using the conventional method and those using the scientific approach. This conclusion is supported by the fact that the significance value (2-tailed) of 0.041 is smaller than the predetermined alpha level of 0.05.

Table 4.10

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Kelompok	Control	66	76.44	9.333	1.149
	Eksperimen	70	79.81	9.729	1.163

Based on the data presented in the table above, it can be seen that there is a mean control class score of 76.44 accompanied by a standard deviation of 9.333.

On the other hand, it should be noted that the average score in the Experiment class was observed to be 79.81 with a standard deviation of 9.729.

C. Discussion

The purpose of the research is to determine whether integrated flipped learning concept with google meet can enhance efl learners' critical thinking skills in writing proficiency. According to research, the use of Google Meet has a substantial effect on the learning outcomes of second semester students at Muhammadiyah University of North Sumatera, particularly in writing based on handling data. The paired sample t-test has a two-tailed significance level of 0.0410.5. If the paired sample t-test significance result is less than 0.05, it is presumed that variable X influences variable Y; otherwise, it is assumed that the X variable does not effect the Y variable (Nuryadi et al., 2017). As a result, it is possible to conclude that the learning technique that employs Google Meet can influence the outcomes of students' writing skills. The significance of this effect is shown by the difference between the experimental group's pre-test and post-test mean values. The experimental class's average pre-test and post-test scores improved from 73.29 to 86.34. To put it another way, the flipped learning method greatly improves writing skill.

According to the results of the Independent Samples T-Test, there was a substantial variance in the average post-test scores between students who implemented Google Meet and those who used conventional learning. The obtained p-value of 0.041 indicates statistical significance, which is less than the preset significance level of 0.05. When the experimental group and control group had a treatment, and the results of the statistical analysis using the t-test revealed

that there was a significant difference in the students' writing abilities between the two groups. The post-test result showed an uptick to a moderate level. The H_0 was ultimately denied, whereas the H_a was approved.

The purpose of this study is to investigate the effects of two unconventional approaches on writing learning. This study applied a quasi experimental design with 68 EFL Learners in the second semester students at Universitas Muhammadiyah Sumatera Utara. There were 33 students in the control class and 35 students in the experimental class as samples. The Independent Sample T-Test was employed in SPSS version 20 to analyse the data from this study, which were acquired from the pre-test and post-test. According to the findings, both classrooms are improving. The post-test findings of pupils who received a flipped learning concept show a difference in results score. The average post-test score for the experimental class was 86.34, whereas the control class scored 80.79. As a result, learning using the flipped learning approach with Google Meet could enhance EFL learners' writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   **Conclusion**

Based on the data analysis, conclusions, and discussions, it can be claimed that applying the Flipped Learning Concept with Google Meet enhanced students' critical thinking in writing proficiency. for paired samples from pair 1 (control class), N = 33 with mean. Std Deviation 80.79 and mean Std Error 1.021. and Pair 2 (experimental class), N = 35, with a mean of 86.34. Std deviation 6.188 with mean Std error 1.046. From the output above, it can be seen that the average score of the experimental class in the pre-test and post-test has increased significantly. As a result, the alternative hypothesis is accepted and the null hypothesis is disproved.

The students' accomplishments are listed as follows: The data table above shows that the pre-test score for the indication control class was 2.379, while the post-test score was 2.666. According to these data, there were 33 students in the control class, and both the average pre-test score of 72.09 and the average post-test score of 80.79 were considered to be good. As comparison, the pre-test result for the experimental class was obtained 2.565, and the post-test score of 3.022. Due to these statistics, there were 35 students in the experiment, and the average pre-test score was 73.29, which categorized as fairly good, and the average post-test score was 86.34, which classified as good.

B. **Suggestion**

The researcher proposes undertaking additional in-depth research on the benefits and use of Google Meet for future research. When learning activities take place, researchers should pay closer attention to student activities, such as asking questions or providing alternatives to ask about content that has not been fully mastered. This is done to determine whether or not students understand the subject topic. Future research can look into other aspects that were not discovered in this study that will aid students increase their writing skills. Furthermore, it is recommended to other researchers that future research should pay attention to the information that will be addressed through the usage of Google Meet. Make sure the content is engaging and simple for pupils to understand so that they are willing to listen and learn about it. Future studies may potentially employ additional media to attract students' attention to this action's functioning mechanism.

The following recommendations are also made in relation to the conclusions above:

a. For students, some of them participate in Google Meet late and they are not engaged in the learning process. As an outcome, students must practice openly for the sake of learning and educational advancement, since students must actively participate in the learning process, be open, and shouldn't be afraid to ask questions and express their ideas.

b. For teachers, learning with Google Meet can assist English teachers in improving students' learning ability, focus, motivation, and gaining independence, particularly in writing comprehension. Cooperation and interaction between lecturers and pupils during learning must be emphasized

so that the learning environment becomes a greater benefit and students can

grasp the subject matter more easily.

`

REFERENCES

Amiryousefi, M. (2017). *The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement.Innovation in Language Learning and Teaching, 1–15.* doi:10.1080/17501229.2017.1394307

Anderson, T., Alexander, I., & Saunders, G. (2020). *An Examination of Education-Based Dissertation Macrostructures. Journal of English for Academic Purposes, 100845.* doi:10.1016/j.jeap.2020.100845

Arifani, Yudhi; Asari, Slamet; Anwar, Khoirul; Budianto, Langgeng. (2020). *Individual or Collaborative "WhatsApp" Learning? A Flipped Classroom Model of EFL Writing Instruction. Teaching English with Technology*, v20 n1 p122-139 Jan 2020

Arikunto, S (2010). *Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta : Rineka Cipta.*

Awidi I.T. & Paynter M., *The impact of a flipped classroom approach on student learning experience, Computers & Education* (2018), doi: https://doi.org/10.1016/ j.compedu.2018.09.013.

Bauer-Ramazani, C., Graney, J. M., Marshall, H. W., &Sabieh, C. (2016). *Flipped Learning in TESOL: Definitions, Approaches, and Implementation. TESOL Journal, 7(2), 429–437.* doi:10.1002/tesj.250

Bousbahi, F., & Alrazgan, M. S. (2015). *Investigating IT faculty resistance to learning management system adoption using latent variables in an acceptance technology model. The Scientific World Journal 2015* https://doi.org/10.1155/2015/375651

Brewer, R., &Movahedazarhouligh, S. (2019). *Flipped Learning in Flipped Classrooms: A New Pathway to Prepare Future Special Educators. Journal of Digital Learning in Teacher Education, 35(3), 128–143.* doi:10.1080/21532974.2019.161911

Carhill-Poza, A. (2019). *Defining flipped learning for English learners in an urban secondary school. Bilingual Research Journal, 42(1), 90–104.* doi:10.1080/15235882.2018.1561552

Chen Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2016). *Using the flipped classroom to enhance EFL learning. Computer Assisted Language Learning, 30(1-2), 1–21.* doi:10.1080/09588221.2015.1111910

Creswell, J. w. (2009). *Table of Contents PART I - Preliminary Considerations PART II - Designing Research. Research Design Third Edition.*

David A, Mihai D, Mihailescu M, Carabas M, Tapus N (2022). *Scalability through Distributed Deployment for Moodle Learning Management System.Procedia Computer Science.* https://doi.org/10.1016/j.procs.2022.11.145.

Di Zou &HaoranXie (2018): *Flipping an English writing class with technology enhanced just-in-time teaching and peer instruction, Interactive Learning Environments,* DOI: 10.1080/10494820.2018.1495654

Erdogan, T., & Erdogan, O. (2012). *An Analysis of the Legibility of Cursive Handwriting of Prospective Primary School Teachers. Procedia - Social and Behavioral Sciences, 46, 5214– 5218.* doi:10.1016/j.sbspro.2012.06.412

Evseeva, A., &Solozhenko, A. (2015). *Use of Flipped Classroom Technology in Language Learning. Procedia - Social and Behavioral Sciences, 206, 205– 209.* doi:10.1016/j.sbspro.2015.10.006

Farkhund Iqbal a , Zainab Khalid b, Andrew Marrington a , Babar Shah a , Patrick C.K. Hung c. (2022). Forensic investigation of Google Meet for memory and browser artifacts. https://doi.org/10.1016/j.fsidi.2022.301448

Flipped Learning Network (FLN). (2014) *The Four Pillars of F-L-I-P™ Reproducible PDF can be found at* www.flippedlearning.org/definition

Hamdan, N., McKnight, P., McKnight, K., &Arfstrom, K.M. (2013). *A White Paper Based on the Literature Review Titled a Review of Flipped Learning.*

HaniehShafiee Rad, Ehsan Namaziandost& Mohammad Hasan Razmi (2022): *Integrating STAD and flipped learning in expository writing skills: Impacts on students' achievement and perceptions, Journal of Research on Technology in Education,* DOI:10.1080/15391523.2022.2030265

Humrickhouse, E. (2021). *Flipped classroom pedagogy in an online learning environment: A self-regulated introduction to information literacy threshold concepts. The Journal of Academic Librarianship, 47(2), 102327.* doi:10.1016/j.acalib.2021.102327

Jalil Fathi& Masoud Rahimi (2020): *Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: a case of EFL students, Computer Assisted Language Learning,* DOI:10.1080/09588221.2020.1825097

Jeffery, J. V., Elf, N., Skar, G. B., & Wilcox, K. C. (2018). *Writing development and education standards in cross-national perspective. Writing & Pedagogy,* 10(3), 333–370. https://doi.org/10. 1558/wap.34587

J.M.S.C.B. Feak, (2012)*: Academic Writing for Graduate Students, third ed., Essential tasks and skills.*

Kim, M. K., Kim, S. M., Khera, O., &Getman, J. (2014*). The experience of three flipped classrooms in an urban university: an exploration of design principles. The Internet and Higher Education, 22, 37–50.* doi:10.1016/j.iheduc.2014.04.003

K.Syamala Devi, E.Gouthami, V.Vijaya Lakshmi. (2019). Role of Social Media in Teaching – Learning Process. *G.Narayanamma Institute of Technology & Science(for Women), Hyderabad, India.*

Kibble J (2007). *Use of unsupervised online quizzes as formative assessment in a medical physiology course : effects on incentives on student participation and performance.*

Mahtab Memarpour, Ali Poost foroush Fardand Roghieh Ghasemi (2015): *Evaluation of attitude to, knowledge of and barriers toward research among medical science students, Asia Pacific family medicine*DOI: 10.1186/s12930-015-0019-2 ·

Maryam J. Syed ⇑ , Seher Khan, Meghan Kataria, Deepti Zutshi. (2021). Did the COVID-19 pandemic impact help-seeking behavior for seizure management? A Google TrendsTM study. https://doi.org/10.1016/j.yebeh.2021.108489

Mason, M. (2007). *Critical Thinking and Learning. Educational Philosophy and Theory, 39(4), 339–349.* doi:10.1111/j.1469-5812.2007.00343.x

Mohammad Anouti, Naim El Rouadi (2021) *Flipping the classroom Concept through the WhatsApp Platform and the Microsoft PowerPoint Presentations for the Service of Teaching Mathematics, A Case Study in a Lebanese Public S... Article in INTERNATIONAL JOURNAL OF ADVANCED RESEARCH IN ENGINEERING & TECHNOLOGY · January 2021*

Morales-Rando, C., Pérez-Jorge, D., Strbová, L., &Ariño-Mateo, E. (2021). *Manuscript vs cursive writing. Learning to write in primary*

education. *Education* *3-13,* *1–13.* doi:10.1080/03004279.2021.1916053

M. Arfa Andika Candra & Ika Artahalia Wulandari (2021): Sistem Informasi Berprestasi Berbasis Web pada SMP Negeri 7 Kota Metro. JMIK (Jurnal Mahasiswa Ilmu Komputer).

Nurhayati, N., Rosmaiyadi, R., & Buyung, B. (2017). Efforts to improve student's self confidence using collaborative learning model. JPMI (Jurnal Pendidikan Matematika Indonesia), 2(2), 57. https://doi.org/10.26737/jpmi.v2i2.223

Rana Saeed Al-Maroof , Said A. Salloum , Aboul Ella Hassanien & Khaled Shaalan (2020): Fear from COVID-19 and technology adoption: the impact of Google Meet during Coronavirus pandemic, Interactive Learning Environments, DOI: 10.1080/10494820.2020.1830121

Randal, H. (2004).*Literacy an Introduction. Edinburgh: Edinburgh UniversityAccessed on Thursday, January 04th 2018, 11.00 AM*

Seow, A. (2002). The Writing Process and Process Writing. In J. C. Richards& W. A.Renandya (Eds).*Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University PressAccessed on Sunday, January 14th 2018, 10.30 AM*

Weisser-Pike, O. (2005). *The importance of writing in low vision rehabilitation of the older adult. International Congress Series, 1282, 331–336.*doi:10.1016/j.ics.2005.05.072

Xue wen, Shauna M Walters (2022). *The Impact of Technology on Students' Writing Performances in Elementary Classrooms: A Meta-Analysis. Computers and Education Open.* https://doi.org/10.1016/j.caeo.2022.100082

Yusuf Adebayo Adebisi (2022): *Undergraduate students' involvement in research: Values, benefits, barriers and recommendations, Annals of Medicine and Surgery* 81(2):104384DOI:10.1016/j.amsu.2022.104384

Students' Papers

Experimental Class Pre-Test

Paper 1 (Aqilah Salsabil):

AQILAH SALSABIL
2202050008
A2 siang pendidikan Bahasa Inggris.
0812 6992 1516

Cold Play.

Coldplay is a band in London in 1997, The band contains 4 members. The member is Chris martin, Jonny Buckland, Bassist Guy berryman, will champion and the creative director Phil Harvey. They ever collaborate with BTS (Boyband in south korea) and The songs that they created are "My universe" The song that coldplay created is "Yellow" in 2000, "A sky full of stars" in 2014.

only 4 sentences

C : 15
O : 8
V : 15
G : 11
M : 15
64

Paper 2 (Anasty Ayu Tammy):

Name : Anasty Ayu Tammy (2202050001)
Kelas : 2B pagi
Pend. B. inggris
No. Senin
Date 19 Jun 2023

Write a paragraph about coldplay

Coldplay is a band rock band formed in London in 1997. they consist of vocalist and pianist Chris martin, guitarist Jonny Buccland, bassist Guy Berryman, drummer will champion, and creative director phil Harvey. Coldplay will concert in indonesia. Cold play concert was held at the Bung karno main Stadium (GBK) Jacarta on November 15 2023. May 24 2023. Recently. Recently. the term coldplayers is the most common name for coldplay fans or fans. Shiver is the first single from Coldplay's debut album, Parachutes. 15 may.

C = 14
O = 11
V = 15
G = 15
M = 11
64

Paper 3 (Dara Ophelia Mumtaz):

Dara Ophelia Mumtaz Hsb (2202050064)
2B Pagi

Coldplay

Coldplay is a rock band from London which is famous and very booming in Indonesia now. They will hold a big concert in Indonesia in November. There are lots of pros and cons about this concert, because there are many issues that say they support LGBT. Even with this news, Many people are still competiting to buy concert tickets. Coldplay is a well-known band that has held many concerts in several countries. They have many songs that are well known and many people like. Therefore, Coldplay sells tickets with high prices. But the enthusiasm of the Indonesian people for the concert was very high even though there were lots of negative issues about this band. The works created by the band were able to make many people fall in love with the band. Because of that Coldplay became one of the most popular bands in the world.

C = 17
O = 17
V = 17
G = 15
M = 15
81

Paper 4 (Nazla Mariha Dewi):

Nazla Mariha Dewi 2202050040
2B Paragraph writing
No. 18 Juni 2023
Date Monday

COLDPLAY

Coldplay may have formed over 20 years ago, but the band are truly unstoppable. The group, consisting of Chris Martin, Jonny Buckland, Guy Berryman and will champion, have had many of hits over the years, including their collaboration with k-pop group, BTS 'My Universe', and 'Homanland', which has a spectacular video. Coldplay made their own studio in north London. They bought a barary in 2006 and converted it into a studio dirty named The Bakery. I really like coldplay song especially Yellow, Something Just like this, and viva la vida. Coldplay's 2000 song 'Yellow' was so called because Chris Martin spotted the Yellow Pages when he was trying to think of a name for the song. Not quite as romantic as we thought. The lyrics video for Coldplay's single with the chainsmokers, 'Something Just Like This,' broke the record over the most streams in the 24 hours which is impressive!. When they're making a concert for Indonesia, I would like to come, but I can't, because they support LGBT and it's forbidden for some countries and especially my country and in my religious life

C = 15
O = 9
V = 16
G = 15
M = 10
70

Experimental Class Post-Test

Vitania Bunga Khairani
2202050034
2A Pagi

NCT 127

NCT is a South Korean Boyband that has 3 Units, including NCT 127, NCT Dream, NCT Way V. They Entered into entertainment in 2016. Overall, they have 23 members, but NCT 127 itself only has 7 members they are Taeil, Johnny, Taeyong, Yuta, Doyoung, Jaehyun, Jungwoo, Mark, and Haechan. The oldest member in this boyband group is Taeil at 28 years old, and the youngest is Haechan at 23 years old. NCT 127 released their first single "Fire Truck" on on July 7, 2016. They each have a good voice Characteristic with the visual they show. And now they are one of the biggest boyband in South korea, with many pieces of music they create every year.

C = 17
O = 16
V = 18
G = 18
M = 17
85

2202050023
2A Pagi PBI
No.
Date 12th July 2023
Wednesday

My Idol

BTS as Bangtan Seonyeondan is My idol. They are a Korean boy group band. They are a talented singer, dancer and actor. They are an inspiration to me and many others around the world, because they teach people to love themselves and teach the fans how to live the life to the fullest. There are seven members in the group. They are, RM, Jin, Suga, Jhope, Jimin, V, and Jungkook. the oldest is Jin, the leader is RM, and the youngest is Jungkook as their golden maknae. BTS is the biggest boyband in the world for now, they had break many records, which are billboard, MAMA, AMA, Grammy nomination, and many more. They have faced many challenges in their life and career, but they have never given up. The have shown me that with their hard work and determination, everything is possible.

C = 20
O = 20
U = 20
G = 20
M = 20
100

Naya Maino Dewi / Pbod. Bahasa Inggris
2202050040
2A Pagi
No.
Date 12 - July - 20
Wednesday

IDOL

Taylor Alison Swift, commonly known by her stage name Taylor Swift (born December 13, 1989) is an American singer-songwriter. Her narrative songwriter, which often centers around her personal life, has received critical acclaim and extensive media coverage. Born in West Reading, Pennsylvania, Taylor Swift moved to Nashville, Tennessee at the age of 14 to pursue a career in country music. Her debut studio album of the same name is the 2000s longest-running album of the 2000s to chart on the Billboard 200. The album's third single, "Our Song", made her the youngest singer to self-write and debut a number one song on the Billboard Hot Country Song chart. Swift's Second studio album 'Fearless' (2008) adopted a country pop style and won the Grammy Award for Album of the Year. 'Speak Now', her third studio album, mingled country pop with fusion rock and spawned the top 10 singles "Mine" and "Back to December". Taylor Swift's Fourth studio album, Red (2012), experimented with pop, rock, and electronics. With her fifth studio album, 1989 (2014), she announced her full transition into pop. And the other Albums Reputation, Folklore, Evermore, and midnights.

C = 20
O = 18
V = 18
G = 16
M = 19
91

NAME : SYUHAODAH
NPM : 2202050007
CLASS : 2A MORNING ENGLISH

BTR BRANZ

Branz, whose real name is Jabran Bagus Niloko, born in 23 August 2000, is one of the Mobile-Legends players in the great Marksman role in Indonesia. Branz started his career by joining a community team, MCD Espwr. He is expected to strengthen MCD Esports in 2018 and successfully carve out several amateur tournament titles. His expertise turned out to have attracted Bigetron Esports and finally brought Branz in 2019. Branz's career began to shoot up. He participated in various tournaments, starting from MPL ID, MPLI 2020, to Nimo TV Mobile Legends Arena Season 3. His best achievement is being the runner up in MPL ID Season 7 and MVP Regular Season MPL ID Season 5.

C = 20
O = 18
V = 18
G = 18
M = 17
91

Control Class Pre-Test

Sample 1:

Nama: Nadya Nabila
NPM: 2202050049
Kelas: 2 B Pagi
Date 19th June 2023
No.

Coldplay is an English band who is been a hot topic these days. I feel like I don't get the hype of them. Coming to Indonesia to perform their world tour concert. Maybe, because I've been listening to coldplay for a long time, and they are not my favorite any more. coldplay deserves all the attention. They have the most popular song ever, and the lyric of their songs also amazing. I'm not a fans anymore, but I consider coldplay as a legend of the music industry. My favorite songs from the band is a sky full of stars, hymn for the weekend, and also the scientist.

C = 15
O = 13
V = 15
G = 14
M = 12
69

Sample 2:

"COLDPLAY"

Coldplay is an English rock band formed in 1997. Currently its members are Chris Martin as a vocalist, Jonny Buckland as guitars, Guy Berryman as bassist, will champion as drummer and percussionist, and phil Harvey as creative director. They met while studying at london, (ucl), and started playing music from 1997 to 1998. Originally called starfish. This album get the bat sales After releasing their first EP, safety (1998), Coldplay went on to sign a contract with partopone in 1999. Their debut album, Parachutes (2000), containing its debut single "Yellow" won the Brit Award for British Album. According to Fuse, they are the sixth most-awarded band in history, including the most nominated and won at the Brit Awards. They also become the band's seventh successful concert tour and the first British group to debut at number one on the billboard hot 100.

C = 8
O = 11
V = 16
G = 15
M = 15
81

Name: Nadia Desriani Hutagalung
(0822 8808 2502)

Sample 3:

Olive diva
2202050063
Date. No.

Coldplay

Coldplay is a band from England with the vocalist name Christ Martin. With a blend of beautiful melodies and heart-touching lyrics, Coldplay has succeeded in making many hits that are timeless. One of their famous songs is called Yellow, even though it was released 23 years ago in 2000, but the song is still sung by many people. Many people still hear it on music platforms and the audio of the music is widely used on social media. This proves that coldplay songs are timeless. With songs that are timeless, Coldplay's popularity has not decreased even though they have had a career for more than 20 years. This was proven by their world tour which became a big euphoria to talk about. Indonesia itself is included in the Coldplay's world tour list and it has also become a hot topic.

C = 17
O = 15
V = 17
G = 15
M = 16
80

Sample 4:

Name: Ella Pebrianti Situmorang
Class: 2B Pagi
NPM: 2202050069
Date. No.

Coldplay are an English rock band formed in london in 1996. They consist of vocalist and pianist Chris Martin, guitarist Johnny Buckland, bassist Guy Berryman, drummer will champion and creative director Phil Harvey. With 100 million albums sold worldwide, Coldplay are the most successful band of the 21st century and one of music's greatest acts, best seller of all time. According to Fuse, they are also the sixth most awarded group in history. Other notable accomplishments include the sixth highest-grossing tour of all time, three of the 50 highest-selling albums ever in the UK, the most number one records in the country without ever losing a top spot, the most nominations and win for the band in the history of the Brit Awards. And became the first British group to debut at number one on the Bilboard Hot 100. Coldplay are also considered one of the most influential bands of the 21st century, with Forbes describing them as the standard today alternative scene.

C = 20
O = 19
V = 17
G = 16
M = 15

Control Class Post-Test

Nama : Cahya Wan Jannati
NPM : 2202050057
Prodi : Pendidikan Bahasa Inggris 2B pagi

Date:

Idol

Everyone has an idol, including me. I have idols from Sportsmen and idol groups but, I will write my idol who works as an idol groups. My Favorite idol group is BTS. BTS is one of the biggest boy group in the World originating from South Korea. They Consist of 7 members whose names are RM, Jin, Suga, J-Hope, Jimin, V and Jungkook, and they are led by RM. I like BTS Since 2017. The Reason I like them is quite simple because their ~~~~ songs are good, not only with the theme of love but there also discussing Critism of the government, Self-love and also the ~~Story Star~~ Story of their struggle. One of ~~the the~~ BTS Characteristics is their rap, I think their rape is good, that's what made me like them. Not only that, they Can also write Songs and producing their own songs since their debut in the music industry.

C = 18
O = 18
V = 17
G = 17
M = 14
82

Nadia Desriani Hutagalung
(2202050039)

No
Date

"My Idola"

Prily Latuconsina is someone I really Idolize.
She is an actrees, Presenter, enterpreneur, producer and even writer. she is of Ambon and Sundanese descent. Born on October 15(0) 1996, with a height (of) 154 cm. I started to Idolize Prily when she played the movie Mat and Mou, she played as Mou. I also like some of her acting from the various films she has played in. on the one hand, I also like Prily, who is known as a motivator woman where she gives lots of motivation to women where she gives education and being an independent woman. I really want to be like Prily as an independent woman with all the confidence and tallent, to become an independent woman and a valuable woman.

C = 16
O = 17
V = 16
G = 15
M = 17
81

Khairunnisakh (2202050020)
A2-Pagi Pend. Bahasa Inggris

Control class
No.
Rabu Date : 12 / 07 / 2023

Na Jaemin as my idol.

I have an idol who really motivates me, and make me happy when I'm sad. ~~who~~ who's he? yes, he's Na Jaemin, an idol who comes from a korean boyband known as NCT. Apart from being an idol, Jaemin ~~is~~ is also an ambassador for unicef korea and often takes part in charity events to help children with cancer. I really like Jaemin, his smile, his laugh, I like it. Jaemin is very kind, his cute behavior really cheers me up. Somtimes, I'm sad when Jaemin is in his introverted mode. I think if I write about Jaemin it won't be enough with just a piece of paper, or maybe there are things that can't be expressed through words alone. and the last, I want to thank Na Jaemin, and I hope we will meet soon in the future.

C = 20
O = 18
V = 18
G = 18
M = 14
88

Nama : Ella Pebrianti Situmorang
NPM : 2202050069

Catatan   Tanggal

Gabriel Guevara Mourreau is a Spanish actor and model. Gabriel Guevara's love for art in the world came to him since he was young. Small thanks to his parents, where he began making his debut as an advertising model at a young age. Gabriel Guevera made his debut as an actor in the Movistar+ youth series Skam Spain as a secondary character during its first two seasons.
Gabriel Guevaras's name is growing known for his acting in the film My Fault. Gabriel Guevara is an actor who plays Nick Leister in the film My Fault or Culpa Mia. The handsome actor is in the spotlight thanks to his bad boy role in the film. Gabriel Guevara Mourreau was born in Madrid (Spain) on January 28, 2001 to actress parents Marlène Mourreau and Michael Guevara.

C = 19
O = 16
V = 19
G = 19
M = 19
92

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

===

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Pinkan Fadhilatul Husna
NPM	: 1902050077
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3.50

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Intergrated Flipped Learning Concept with LMS Moodle to Enchance EFL Learners' Critical Thinking Skills and Writing Proficiency	
	The Implementation of the Flipped Learning Concept with WhatsApp to Improve EFL Learner' Writing Skills	
	Students Could Improve Their Ability to Write Narratives and Become More Grammar-savvy by Using Storybooks.	

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

Medan, 19 Desember 2022

Hormat Pemohon,

Pinkan Fadhilatul Husna

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

===

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
                Program Studi Pendidikan Bahasa Inggris
                FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Pinkan Fadhilatul Husna
NPM   : 1902050077
ProgramStudi   : Pendidikan Bahasa Inggris

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

Intergrated Flipped Learning Concept with LMS Moodle to Enchance EFL Learners' Critical Thinking Skills and Writing Proficiency

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai

Dosen Pembimbing : Hj. Darmawati, S.Pd. M.Pd.

19. Des' 2022

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, 19 Desember 2022
                                        Hormat Pemohon,

                                        Pinkan Fadhilatul Husna

Nomor   : 3505 /II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
                 Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama   : **Pinkan Fadhilatul Husna**
N P M   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Integrated Flipped Learning Concept With LMS Moodle to Enchance EFL Learners' Critical Thinking Skills and Writing Proficiency.**

Pembimbing   : **Hj. Darmawaty , S.Pd., M.Pd.**

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 selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : **26 Desember 2023**

Medan   2 Jumadil Akhir 1444 H
        26 Desember   2022 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
11. Fakultas (Dekan)
12. Ketua Program Studi
13. Pembimbing Materi dan Teknis
14. Pembimbing Riset
15. Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

==

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama   : Pinkan Fadhilatul Husna

NPM   : 1902050077

ProgramStudi   : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Intergrated Flipped Learning Concept with LMS Moodle to Enchance EFL Learners' Critical Thinking Skills and Writing Proficiency	Acc 21/ 11 - 2,22

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 19 Desember 2022

Disetujui oleh

Dosen Pembimbing   Hormat Pemohon

(Hj. Darmawati, S.Pd. M.Pd.)   **(Pinkan Fadhilatul Husna)**

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	:	Pendidikan Bahasa Inggris
Nama	:	Pinkan Fadhilatul Husna
NPM	:	1902050077
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Integrated Flipped Learning Concept with LMS Moodle Critical Thinking Skills and Writing Proficiency.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10 Nov 2022	Discuss of the title	
21 Nov 2022	Discuss about the background	
19 Des 2022	Discuss of the Chapter I and II	
25 Feb 2023	Discuss of the Proposal	
1 Mar 2023	Discuss of the Chapter III	
17 March 23.	Submit to Seminar Proposal.	

Medan, 17 Maret 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Hj. Darmawati, S.Pd., M.Pd.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 08 Bulan April Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Pinkan Fadhilatul H
N.P.M   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Integrated Flipped Learning Concept With LMS Moodle Critical Thinking Skills and Writing Proficiency

No	Masukan dan Saran
Judul	Revise !
Bab I	
Bab II	addup your theories!!
Bab III	
Lainnya	—
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Madra Saragih, S.Pd., M.Hum)

Dosen Pembimbing

(Hj. Darmawati, S.Pd., M.Pd)

Panitia Pelaksana

Ketua

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

Sekretaris

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Pinkan Fadhilatul H
N.P.M	: 1902050077
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Integrated Flipped Learning Concept With LMS Moodle Critical Thinking Skills and Writing Proficiency

Pada hari Sabtu, tanggal 08, bulan April, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 8 April 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Madra Saragih, S.Pd., M.Hum)   (Hj. Darmawaty, S.Pd., M.Pd)

Diketahui oleh
Ketua Program Studi,

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

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

Nama   : Pinkan Fadhilatul Husna
NPM   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Integrated Flipped Learning Concept With Google Meet to Enhance
                     EFL Learners' Critical Thinking Skills in Writing Proficiency

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 08, Bulan April, Tahun 2023

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

Medan, 18 Juli 2023

Ketua,

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

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama   : Pinkan Fadhilatul Husna
NPM   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Integrated Flipped Learning Concept With LMS Moodle to Enhance EFL Learners' Critical
Thinking Skills and Writing Proficiency

Menjadi:

Integrated Flipped Learning Concept With Google Meet to Enhance EFL Learners'
Critical Thinking Skills in Writing Proficiency

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

Medan,18 Juni 2023

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Pirman Ginting, S.Pd., M.Hum

Pinkan Fadhilatul Husna

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dr. Mandra Saragih, M.Hum.

Hj. Darmawati, S.Pd., M.Pd.

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama	: Pinkan Fadhilatul Husna
NPM	: 1902050077
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Integrated Flipped Learning Concept With Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 18 Juli 2023
Hormat saya
Yang membuat pernyataan,

Pinkan Fadhilatul Husna

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Pinkan Fadhilatul Husna
NPM : 1902050077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Integrated Flipped Learning Concept With Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18/1 - 2023	Chapter IV Description	
6/9 - 2023	Chapter IV Table Of findings	
11/9 - 2023	Chapter IV Description Of the tables	
12/9 - 2023	Chapter V Conclusion	
13/9 - 2023	Chapter V Suggestion	
13/9 - 2023	Acc to Submit Green table	

Medan, 13 September 2023

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Hj. Darmawati, S.Pd., M.Pd.)

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id   ⨍ umsumedan   🅾 umsumedan   🐦 umsumedan   ▶ umsumedan

SURAT IZIN RISET
Nomor: 2837 /SI/II.3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 19 Juni sampai dengan 5 Juli   2023 kepada :

Nama   : Pinkan Fadhilatul Husna
NIDN   : 1902050077
Program Studi   : Pendidikan Bahasa Inggris
Judul   : **Integrated Flipped Learning Concept With Google Meet to Enhance EFL Learners' Critical Thinking Skills in Writing Proficiency.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 31 Juli 2023

Dekan,

Dra. Hj. Syamsuyurnita, M.Pd

Cc. Pertinggal.

CURRICULUM VITAE

DATA DIRI

Nama	: Pinkan Fadhilatul Husna
Tempat, Tanggal Lahir	: Takengon, 12 Januari 2001
Jenis Kelamin	: Perempuan
Agama	: Islam
Alamat	: Jl. Malim Mudo, Tetunyung, Takengon Timur
No. Hp	: 0852-8161-8110

RIWAYAT PENDIDIKAN

Nomor Pokok Mahasiswa	: 1902050077
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Alamat Perguruan Tinggi	: Jl. Kapten Muchtar Basri No. 3 Medan Timur

No.	Tingkat Pendidikan	Nama dan Tempat	Tahun
1.	SD	SD Negeri 8 Bebesen	2013
2.	SMP	SMP Negeri 1 Takengon	2016
3.	SMA	SMA Negeri 4 Takengon	2019