

**USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR
(A Quantitative Descriptive Research)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fulfillment off the Requirement for the Degree
of Education in English Education Department*

**SRIWIDHARTI.R
105351114719**

**ENGLISH DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**



LEMBAR PENGESAHAN

Skripsi atas nama **Sriwidharti.R NIM 105351114719**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 317 Tahun 1445 H/2023 M, tanggal 01 Safar 1445 H/17 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Selasa 5 September 2023**.

Makassar, 20 Shafar 1445 H
5 September 2023 M

Panitia Ujian:

- | | | |
|------------------|----------------------------------|---------|
| 1. Pengawas Umum | : Prof. Dr. H. Ambo Asse, M.Ag | (.....) |
| 2. Ketua | : Erwin Akib, S.Pd., M.Pd., Ph.D | (.....) |
| 3. Sekretaris | : Dr. H. Baharullah, M.Pd | (.....) |
| 4. Dosen Penguji | 1. Dr. Ety Syatriana, M.Pd. | (.....) |
| | 2. Hertina Daudi, S.Pd., M.Pd. | (.....) |
| | 3. Dr. Sinda, M.Pd. | (.....) |
| | 4. Maharida, S.Pd., M.Pd. | (.....) |

Disahkan Oleh:
 Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Using Articulate Storyline For Formative English Language
Assessment Of SMKN 7 Takalar

Name : Sriwidharti.R

Reg. Number : 105351114719

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 5 September 2023

Approved By

Consultant I

Dr. Eny Svatriana, M.Pd
NIDN. 0918107401

Consultant II

Herlina Daudi, S.pd., M.Ed
NIDN. 0927087688

Dean of FKIP
Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department



Dr. Umni Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKILITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Nuruddin No. 29 Makassar
Telp. (0411) 9900700/9911211/9911147
Email: prodiing@ummmah.ac.id
Kampus 1: Jl. Sultan Nuruddin No. 29 Makassar
www.prodiing.ummmah.ac.id
Kampus 2: Jl. H. Agus Salvo No. 10 Makassar
www.ummmah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : SRIWIDHARTLR
NIM : 105351114719
Department : English Education Department
Title : USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7
TAKALAR
Consultant I : Dr. Eny Syatriana, M.Pd

Day / Date	Chapter	Note	Sign
Saturday 5/8/2023		- Complete nu + Finding (Attachments) + Acknowledgement + Conclusion + Appendix	
Monday 7/8/2023		- The page + page format - Abstract - Documentation	
Tuesday 8/8/2023	IV	- explain of data articulate storyline - explain the data of teacher - Perwujudan	

Makassar, 12 August 2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRES

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Salewa, Kecamatan Srengge, 29131 Makassar
Telp. : 0411 49907091-21119127
Email : prodi@umuhm.ac.id
Website : www.umuhm.ac.id
prodi@umuhm.ac.id
prodi@umuhm.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : SRIWIDHARTLR
NIM : 105351114719
Department : English Education Department
Title : USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7
TAKALAR
Consultant I : Dr. Eny Syatriana, M.Pd

Day / Date	Chapter	Note	Sign
wednesday 9/8/2023	I IV	- Problem statement - Mistical of teacher	
Thursday 10/8/2023	IV	- Data analysis - Appendix now	
Friday 11/8/2023	IV	- made appendix ACC	
Monday 14/8/2023			

Makassar, 12 Agustus 2023

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jalan Sultan AbdulRahmān No. 206 Makassar
Telp : (0412) 840077-08222207247
Email : prodi@umuhm.ac.id
www.umuhm.ac.id
prodi@umuhm.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : SRIWIDHARTLR
NIM : 10535114719
Department : English Education Department
Title : USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7
TAKALAR
Consultant II : Herlina Daddi, S.pd., M.Pd.

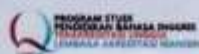
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Friday 04/08/23		passion pre-course findings	
Saturday 05/08/23	I II	scope of research grammar check	
Monday 07/08/23		abstract	
Tuesday 08/08/23		cover or findings	
Friday 11/08/23		Discussion	

Makassar, 12 August 2023

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Duffian, Kawasan 5 No. 209 Makassar
Telp : (0411) 462007/0411 4621247
Email : prodid@unismuh.ac.id
Research@unismuh.ac.id
www.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

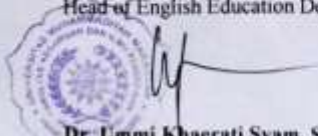
COUNSELING SHEET FOR THESIS CONSULTATION

Name : SRIWIDHARTLR
NIM : 105351114719
Department : English Education Department
Title : USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7
TAKALAR
Consultant II : Herlina Daddi, S.pd., M.Pd.

Day / Date	Chapter	Note	Sign
Saturday 12/08/23		Ass	

Makassar, 12 August 2023

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





SURAT PERNYATAAN

NAMA : Sriwidharti.R
NIM : 105351114719
PROGRAM : ENGLISH EDUCATION
TITLE : **Using Articulate Storyline For Formative
English Language Assessment Of SMKN 7
Takalar**

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Makassar, 5 Agustus 2023

Yang membuat perjanjian

Sriwidharti.R



SURAT PERJANJIAN

NAMA : Sriwidharti.R
NIM : 105351114719
PROGRAM : ENGLISH EDUCATION
TITLE : **Using Articulate Storyline For Formative English Language Assessment Of SMKN 7 Takalar**

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Yang Membuat Perjanjian

Sriwidharti.R

MOTTO

“Suffering makes me stronger and stronger”- Sriwidharti.R

(Penderitaan membuatku semakin kuat dan berkembang)



ABSTRACT

Sriwidharti. R, 2023. *Using Articulate Storyline For Formative English Language Assessment Of SMKN 7 Takalar.* Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Eny Syatriana and Herlina Daddi.

This research aims to determine the effectiveness of using articulate storyline for formative English language assessment of SMKN 7 Takalar. The research method used is quantitative with descriptive methods. The population in this research were English teachers at SMKN 7 Takalar. The number of samples used were 4 English teachers and the samples were selected using a purposive sampling technique.

Based on the hypothesis test that has been carried out, it shows that the use of articulate storylines for formative English assessment has a significant effect on English teachers at SMKN 7 Takalar. Based on the results of hypothesis testing with Mann-Whitney at a significant level of 0.05. with the test criteria, namely if $Asymp\ Sig < 0.05$ H_1 is accepted according to the test criteria then H_0 is thus rejected and H_1 is accepted. With the H_1 hypothesis, there is a significant influence on English teachers before and after using an articulate storyline for formative English assessment.

The researcher concluded that using the using articulate storyline for formative English assessment at SMKN 7 Takalar is effective, because there was a significant difference between before and after using the articulate storyline for formative English assessment based on the description of data variables x and y along with the results of the Mann-Whitney test.

Keywords: Articulate Storyline, Formative Assessment, Learning Media

ABSTRAK

Sriwidharti. R, 2023. *Penggunaan Articulate Storyline Untuk Penilaian Formatif Bahasa Inggris SMKN 7 Takalar.* Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui keefektifan Penggunaan Articulate Storyline Untuk Penilaian Formatif Bahasa Inggris SMKN 7 Takalar. Metode penelitian yang digunakan adalah kuantitatif dengan metode deskriptif. Populasi dalam penelitian ini adalah guru bahasa Inggris di SMKN 7 Takalar. Jumlah sampel yang digunakan adalah 4 guru dan sampel dipilih dengan menggunakan teknik purposive sampling.

Berdasarkan uji hipotesis yang telah dilakukan, menunjukkan bahwa penggunaan alur cerita artikulasi untuk penilaian bahasa Inggris formatif berpengaruh signifikan terhadap guru bahasa Inggris di SMKN 7 Takalar. Berdasarkan hasil pengujian hipotesis dengan Mann-Whitney pada taraf signifikan 0,05. dengan kriteria uji yaitu jika $Asymp\ Sig < 0,05$ H1 diterima sesuai dengan kriteria uji maka dengan demikian H0 ditolak dan H1 diterima. Dengan hipotesis H1, terdapat pengaruh yang signifikan terhadap guru sebelum dan sesudah menggunakan alur cerita artikulasi untuk penilaian bahasa Inggris formatif.

Peneliti menyimpulkan bahwa penggunaan alur cerita artikulasi untuk penilaian bahasa Inggris formatif di SMKN 7 Takalar efektif, karena ada perbedaan yang signifikan antara sebelum dan sesudah penggunaan alur cerita artikulasi untuk penilaian bahasa Inggris formatif berdasarkan deskripsi data variabel x dan y beserta hasil uji Mann-Whitney.

Kata Kunci: Articulate Storyline, Penilaian Formatif, Media Pembelajaran

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Alhamdulillahirobbil‘alamin, praise and grateful for Allah STW, the almighty for the mercy and blessing so that the research finish this research. Shalawat and salam always be sent to our prophet Muhammad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercy to the universe.

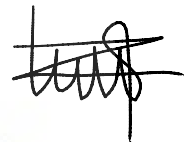
This thesis is dedicated to her beloved parents on behalf of Rafiuddin and Saharia also her family who have been very instrumental in her life and have given endless sincerity and prayers as well as their support to the researcher in completing this thesis. This thesis also dedicated to the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar as a partial fulfilment of the requirements for obtaining an S.Pd. The researcher is fully aware that this thesis cannot be completed without the help of other parties. Therefore, on this opportunity she would like to express my deepest gratitude to the following people:

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next research. The researcher hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin

Researcher



Sriwidharti.R



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CHAPTER I

INTRODUCTION

A. Background

Education is one of the important factors in advancing a nation. Through proper education, new things can be used to create quality resources. A nation, if it has human resources is certainly able to develop its nation to be more advanced. Therefore, every nation must have a good quality of education. Efforts to achieve educational goals are not easy. The Indonesian education system faces many obstacles, one of which is the low quality of education in Indonesia which results in educational goals not being achieved optimally. The process of teaching and learning is one of reciprocal communication between the teacher and students (Sadiman Arief S, 2010). Education is an intentional effort made by families, communities, and the government through guidance, teaching, and training activities that happen at school and outside of school throughout a student's life to prepare them to be able to play roles in different living environments routinely going forward (Mulyasana Dedi, 2011). The growth of information and communication technology, particularly that connected to multimedia, which is frequently employed as a method or media in teaching and learning activities, has an impact on the development of education in Indonesia.

English is becoming the international language. In this modern world, english plays a very important role (Ma'arif & Ashlihah, 2017). Four English skills need to be effectively developed. In the teaching and learning of English, students need the ability to master four skills in English, to read, write, speak and

listen (Astutik, 2019). To extend the competence of communication, skills are one of the things that should be managed by fulfilling the criteria assigned by educators. English as a world language has been used by more than half of the world's population. English can be used as a tool for socio-cultural economics, international connections, education and career development. English may not be the most spoken language in the world, but it is the official language in many countries, it is estimated that the number of people in the world who use english to communicate regularly is 2 billion.

Learning media is one component of learning that has a crucial and very important role in the world of education. The use of media should be a mandatory element and more focused on the facilitator or teacher in every teaching and learning process. Therefore, teachers need to consider how to choose the right media so that learning objectives can be achieved. In fact, learning media in schools are neglected for various reasons, including time constraints, difficulty finding the right media to use, unavailability of facilities and infrastructure, costs, and so on. This can be overcome and can be done if each teacher has knowledge and skills in using instructional media. Learning media plays an important role in student learning as well as in the world of education, if the media is used properly the learning process will run effectively and efficiently. So the role of a teacher is very important both in the use, utilization and selection of learning media.

Learning media are necessary for the execution of education in order to keep students' attention while they are absorbing information. Technology, communication tools, as well as the many techniques teachers pick for the

learning process, all of which have an impact on the development of learning media, go hand in hand with the development of learning media. Also, the teacher needs to use learning media as a motivator for students to boost interest, engagement, understanding, and memory retention of a certain subject. The purpose of interactive learning media, whether it be in the form of hardware or software, is to facilitate student interaction and foster a sense of engagement in active and communicative learning. The media comes in a variety of formats, including text, video, audio, hypertext, and animation, depending on the information the teacher needs to impart (Kustiono, 2010). Without the aid of media or other forms of message delivery, communication cannot function. In order to facilitate the delivery of information throughout the teaching and learning process, a learning media is required.

Learning and assessment are two separate things, however, student learning should be integrated with assessment, which should not be the end. Assessment is a fundamental part of the curriculum, assessment itself is created to support a learning process, to select students and the assessment must also be in the learning process in order to be able to provide formative feedback to students. A method of assessment by providing guidance to students by helping them learn is the definition of formative. Assessment should be tailored to students' needs and integrate them fully into the teaching and learning process (Brookhart, 2007).

The assessment should cover all activities carried out by the educators and the learners to gain any information that can be used diagnostically to modify the teaching and learning process (Black, 1998). Based on this understanding,

formative assessment consists of teacher observations, class discussions, and analysis of student work. Formative assessment occurs when information is used by teachers in learning and teaching to be relevant to students. At any given time, if teachers know the students' and problems, they can make pedagogical adjustments necessary for the teacher, such as trying a pedagogical approach, re-teaching, or offering more opportunities for student practice. This can help students increase their achievement. To assist the teacher in learning by using formative assessment, there are several affordable technologies and software that can be used. One such technology is an *Articulate Storyline*, the denominator of this technology is the ability to real data formative assessment that can then help teachers provide timely feedback to students. The output of this application is in the form of interactive media that can be installed on a *smartphone* or *PC*.

Based on initial observations at SMKN 7 Takalar, researchers found that there were still many teachers who delivered material and used less effective methods, especially in evaluating students. There are several factors that cause it, including the absence of supporting media to convey material, choosing an inappropriate method, and personal factors. In addition, the use of *Articulate Storyline*-based media has never been implemented at SMKN 7 Takalar. The researchers hope that using *Articulate Storyline* media and choosing formative assessment methods can help English teachers evaluate students during the learning process.

Based on the background of the problem above, the researcher is interested in conducting research entitled "Using *Articulate Storyline* For Formative English Language Assessment Of SMKN 7 Takalar”.

B. Research Problem

In accordance with the background above, the problem in this research

Is *Articulate Storyline* effective for Formative English language assessment of English teacher at SMKN 7 Takalar?

C. Objective of the Research

Based on the problem formulation above, the purpose of this research is to find out the use of *Articulate Storyline* is effective for formative English language assessment of English teacher at SMKN 7 Takalar.

D. Significant of the Research

The benefits expected by researchers are as follows:

1. Theoretical Benefits

This research is expected to help and become a means and enrich knowledge for students, teachers and researchers by using the *Articulate Storyline* platform as a Formative English Language Assessment.

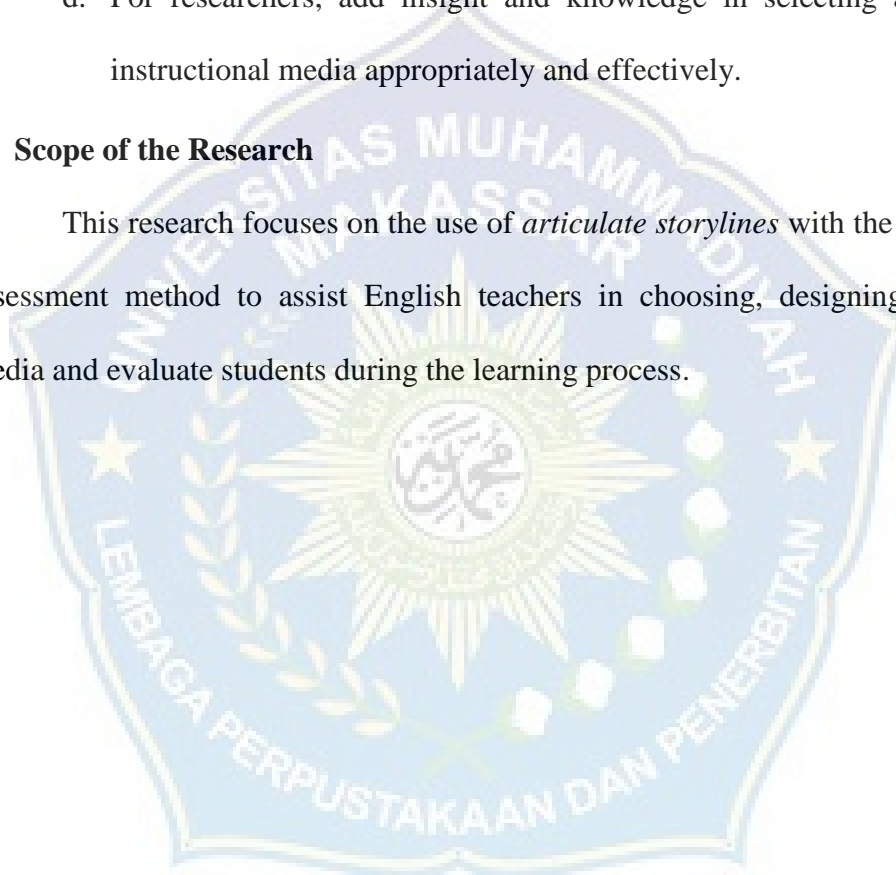
2. Practical Benefits

- a. For students, it is hoped that by using this media students will find it easier to understand material and assignments when the learning process is in progress.

- b. For teachers, especially teachers of English subjects, this research is expected to be a reference in selecting and compiling and using instructional media appropriately.
- c. For schools, this research is expected to have a positive impact and provide an overview of how to properly use learning media.
- d. For researchers, add insight and knowledge in selecting and using instructional media appropriately and effectively.

E. Scope of the Research

This research focuses on the use of *articulate storylines* with the formative assessment method to assist English teachers in choosing, designing learning media and evaluate students during the learning process.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Research Results

Based on the researcher's exploration, the results of research related to this research were found, namely:

1. Abiq Zakia. (2019). “The Interactive Of Formative Assessment Through Gamification Tool Of ‘Kahoot!’ In Learning English”. According to the findings of this research, which were based on information from the teacher, using Kahoot! in the assessment process is very successful because the Kahoot! Application cannot support assessment-based text. The classroom learning environment is really intriguing and motivating, and the students are inspired to raise their test scores or other accomplishments.
2. Komang Lisna Kristiyanti. (2021). “The Implementation of Online Formative Assessment in English Learning” this assessment technique has the potential to be very useful to be implemented in English learning, both for teachers and students. It offers a pedagogical strategy that forms a foundation for shifting the assessment culture in ways that support diverse learning needs and foster equitable education. In particular, it offers online learners opportunities for enhanced interactivity and formative feedback, which in turn, engage them with valuable learning experiences including active, contextual, interactive, collaborative, multidimensional, reflective and self-regulated aspects of meaningful learning.

3. Asifa Dhearul Janah. (2022). "The Use of Interactive Formative Assessment in An Efl Class Through The Comment Column of Google Classroom" The use of interactive assessment in the EFL classroom is found and there was the utility of the assessment which is compatible with the assessment tool. The strengths of formative assessment bring the interactive online class and healthy atmosphere which build the dynamic class from Google Classroom viewed in the comment column features.
4. Fitriyatus Sa'adah & Lies Amin Lestari. (2022). with the title "Using Flipbooks in English Lessons for Formative Assessment in a Junior High School". Based on the research findings The researcher findings some students find flipbooks to be entertaining and useful, others find them to be downright unsettling due to the distraction and lack of attention they produce when utilizing them in front of a screen.
5. Artika Diannita. (2022). "The Application Of Instructional Media In Teaching English To Young Learners". With the ability of teachers who are very skilled in using media, the use of media will be very effective to maximize teaching and learning activities, schools should pay more attention to the care of these media, and make it easier for teachers to access media and tools. If there are facilities and infrastructure that meet the teaching and learning process at the school will be more effective in using media to achieve learning objectives, because the existing learning media can all function properly as they should.

The conclusions from the relevant research above, after applying formative assessment methods based on interactive media, there is a significant change in students, especially in learning process becomes more interesting,

students understand material more quickly and makes it easier for teachers to evaluate.

B. Theoretical Review

1. Formative Assessment

Formative assessment is the process of evaluating students by "shaping" their competencies and skills and aims to assist them in continuing the growth process (Brown H D, 2004). Formative assessment can be defined as a collaborative process of teachers and students with the aim of understanding student learning, conceptual organization, identifying strengths, diagnosing weaknesses and areas for improvement, as well as a source of information that teachers can use in the lessons and that students can use for their understanding and success (Andrade et al., 2019).

The ultimate goal of formative assessment is to improve teaching and learning (Aswar, 2018). The purpose of formative assessment is to provide students with information about their progress that they can use for future learning or to provide teachers with information that they can use to guide course development lesson planning (Arif, 2020). In formative assessment, it is no longer just used for assessment purposes, but also for decision-making learning.

Based on the description above, it can be said that formative assessment is a process implemented by educators to assess students in subject units that can be carried out throughout the learning process, either at the beginning or at the end of learning. Formative assessment is a teacher and student activity intended to monitor student learning progress during the learning process.

In the implementation of formative assessment there are several components (Popham, 2009) :

- a. Establishment of a classroom culture that encourages interaction and use of assessment tools.
- b. Establishment of learning goals, and tracking the progress of individual learners towards these goals.
- c. Using a variety of teaching methods to meet the needs of diverse learners.
- d. The use of various approaches to assess student understanding.
- e. Feedback on student performance and adaptation of instruction to meet identified needs.
- f. The involvement of students in the learning process.

There are four levels in formative assessment (Popham, 2009):

- a. Level 1, teacher learning improvement. The teacher collects the necessary assessment evidence to decide whether or not to immediately make improvements to future learning activities.
- b. Level 2, improving student learning strategies. Formative assessment occurs when students use assessment evidence about their skills and knowledge to decide whether or not they need to improve their learning strategy.

- c. Level 3, class climate change. Class orientation is more dominated by learning and class assessment not on students' grades but rather on improving the quality of learning by educators and student learning.
- d. Level 4, formative expansion needs to be expanded at school or higher levels through professional development strategies and teacher learning communities.

2. Learning Media

In language, the term media comes from the Latin, *medius* which is defined as an intermediary. In English the media is called the word *medium* which is interpreted as an introduction and channel. Whereas in Arabic, the synonym of the word media is *wasa'il* which means vehicle or can be called the word road. In the Qur'an this word is explained as *waseelah*.

In terms of expressing that the media refers to everything that functions to carry and provide information between sources and recipients of information (Muhammad Yaumi, 2018). For example television, radio, newspapers, even educators such as teachers are media because they function to convey messages as learning objectives. The purpose of the media is to facilitating and bridging between the sender and the message when the communication activity occurs.

The word learning comes from the term *learning* which comes from the basic word, namely *teach*, in KBBI or the Big Indonesian Dictionary it means "instructions given to people so that they are known (followed)". While learning means "trying/practicing to acquire intelligence or knowledge. When learning is translated into English it uses the term *learning*, which means a process of

receiving knowledge or expertise through experience, learning or being taught. Learning is a complex action and student behavior (Dimiyati & Mudjiono, 2013). As an action, learning is only experienced by students themselves. Learning is an activity that knows no time limit because a person will continue to learn for the rest of his life through relationships with the environment that can change one's norms or attitudes. One of the objectives and learning activities is a change in the attitude of a person's personality which is expected to be more positive. Learning is a process of communication between teachers and students where messages will be received and processed by students so that changes occur in students. Communication will not run without the help of means of conveying messages or media.

Choosing media for teaching purposes, the following criteria should be used (Sudjana Nana, 2011) :

1. Accuracy with the purpose of teaching
2. Support for teaching content
3. Ease of obtaining media
4. Teacher skills in using it
5. Availability of time to use it
6. In accordance with the level of thinking of students

The media selection criteria that need to be considered are (Musfiqon, 2012):

1. Suitability for purpose
2. Usability

3. The state of students
4. Availability
5. Small cost
6. Teacher skills

From various opinions regarding the selection of media that good media is media that can consider optimizing the achievement of learning objectives. So that the main reference and criterion for choosing media is the media's contribution in increasing the success of learning.

Learning media is a tool or intermediary that is used to assist in the process of transferring messages between teachers and students, in certain visualizations that are designed in such a way as to stimulate understanding and make it easier for students to accept the subject matter conveyed by the teacher.

3. Articulate Storyline

Articulate Storyline is an application supported by simple smart brainware with interactive tutorial procedures to help users format CDs, personal web, and word processing, through templates published both offline and online (Deni Darmawan, 2016). *Articulate Storyline* is a software that is used as a medium for presentation or communication (Pratama, 2018). It is a multimedia authoring tool used to create interactive learning in the form of a combination of images, text, sound, graphics, video and animation (Amiroh Adnan, 2019). The *Articulate Storyline* app is a piece of software that delivers features such as videos, images, animations, photos, audio and more. *Articulate Storyline* has almost the same function as the PowerPoint application, making student-centered learning so that

they up information from various sources, collect information obtained in the articulate scenario application students can share their comments about presentation activities which can add information.

Articulate Storyline is fairly easy to learn for especially educators who already have the skills to make PowerPoint-based learning materials. Meanwhile, advanced users can make learning more interactive and powerful. This *Articulate Storyline* application is very interesting because it has features such as flash applications for creating animations, besides having a simple appearance. There are many templates that can be used to make interesting learning materials, their simple appearance makes them not confused compared to the Power Point application. This app has buttons like zoom next button which completes this media interactivity. This feature can be used to create material slides as well as practice questions and quizzes.

Articulate Storyline has several interesting advantages to be able to support the learning process (Pratama, 2018) :

- a. Can be made yourself easily, both experienced and not.
- b. Can include several forms of files, such as text, images, videos, animations, and so on.
- c. Can be in the form of audio and visual, sound and images can be made in an *Articulate Storyline*.
- d. There is an application for making quizzes without uploading files that are outside.

- e. Provide interactive content that engages students more in learning.

Stages of *Articulate Storyline* :

- a. Utilizing the website on a PC, download the *Articulate Storyline 3* program media.
- b. To start a new project, open the *Articulate Storyline 3* application media and select New Project.
- c. Set the display size after New Project has been opened as desired. Select Story Size Setup under the Design tab.
- d. Specifying the display that will be chosen after that To choose the offered background template, click the Design tab.
- e. If you want to alter the backdrop, right-click and choose Format backdrop. Then, you can choose between using a background that is already there, like Picture Of Texture Fill, or a prepared image by selecting file, browsing for the desired image, and then clicking close.
- f. Write the title to be used or the content to be provided on the first slide menu.
- g. Create a title for the first view. On the display, click Insert, then choose a text field to create a title.
- h. Create a button to connect to the delivered sub-material after that.
- i. If you already have a button image, please choose it from the tab Insert's Picture drop-down menu. You can use the buttons on the Insert tab or insert them through shapes if you wish to create your own

buttons using the given templates. The button produced with Button is the one seen below.

- j. Set the button and make it more attractive by altering the shape's color as desired.
- k. To combine every Slide Layer Create triggers for each created button.
- l. Each Slide Layer should be connected by changing each Button one at a time. By clicking Add Trigger, changing the Action section to Jump To Slide, the Slide to the next slide, selecting the created slide, changing the When column to User Clicks, and clicking Ok, you may accomplish this.
- m. Different types of assessments, including True/False, Multiple Choice, Multiple Response, Sequence Drag-and-Drop, Numeric, and more, can be made in the *Articulate Storyline 3* application medium. The Slide tab, which offers Graded Questions, Survey Questions, and Freeform Questions, is where you'll find these features. The Google form link can be used if you don't want to use this functionality.
- n. This application allows you to add any desired images, video, and audio to the media. How to choose the Video, Picture, or Audio section after clicking the Insert tab.

How to save and publish newly created files. *Articulate Storyline 3* files can be saved in three different methods, including:

- a. Publish your work in CD/EXE format so that you may access the results without an internet connection and without having to download anything

in order to open them. How to After choosing Publish from the Home tab, choose the CD, give it a name, and choose a folder to save the file in. Click Publish, wait for the process to be finished, then pick Open to view and launch the published results in CD/EXE format.

- b. You can upload e-learning utilizing the SCROM/LMS format if you plan to use the *Articulate Storyline 3* program media results for e-learning. How to Select the Publish option from the Home tab, choose the LMS, check that the name and folder are accurate, and then click Publish. When the publish results are opened, choose the ZIP folder to save the folder..
- c. If we're going to utilize it for learning online, we can create URLs and only distribute URL links that are accessible via smartphones or computers that also need an internet connection. How to If you have clicked Open folder, send the folder related to publish that was done via Google Drive, then create a new folder on Google Drive so that it makes it easier to search, send all published files to that folder, then click the Home tab, select publish, then select web, make sure the name and storage folder are correct, wait until the storage process is complete, Wait until all of the files have been uploaded, then set the folder so that anyone with the link can access it. Next, search Drive To Web and choose Host on Google Drive. Then, choose the account that was used to save the published file and permit Drive To Web to access it. Afterward, an admin panel will appear with a link to the folder on Google Drive. To find this link, search for the folder's name in the admin panel.

4. English Learning

To accomplish particular objectives, learning is a process that involves a sequence of teacher and student acts. This reciprocal interaction exists in the classroom. English is also utilized to learn information from numerous scientific disciplines. English is the language of choice for international communication, it can connect you up with people all over the world. English was listed as the first foreign language used in Indonesia by the Indonesian government. English is a foreign language that is taught in schools in Indonesia and is used for communication. Learning English entails acquiring the capacity to communicate effectively in English in a variety of contexts and under various conditions, as well as in ordinary situations encountered by students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021).

There are various uses for English today particularly in the areas of technology, business, politics, and education because English is used by the majority of nations in the globe, it is crucial to research it and should not be overlooked. In addition to serving as a tool for communication, English also facilitates social interaction in unfamiliar settings. This leads us to the conclusion that learning English is crucial for us in order to adapt to the growth of the current language, particularly in communication. English has been playing the main part in several sectors including medicine, engineering, education, etc. (Nishanthi, 2018).

Since comprehending English is essential for daily life, particularly in the domains of education, business, and technology, English is now a very important language. If teaching with efficient techniques enables students to master a variety of abilities, including speaking, writing, listening, and reading. In the realm of work, this kind of skill is quite valuable. This demonstrates how crucial English usage is in modern society.

C. Conceptual Framework

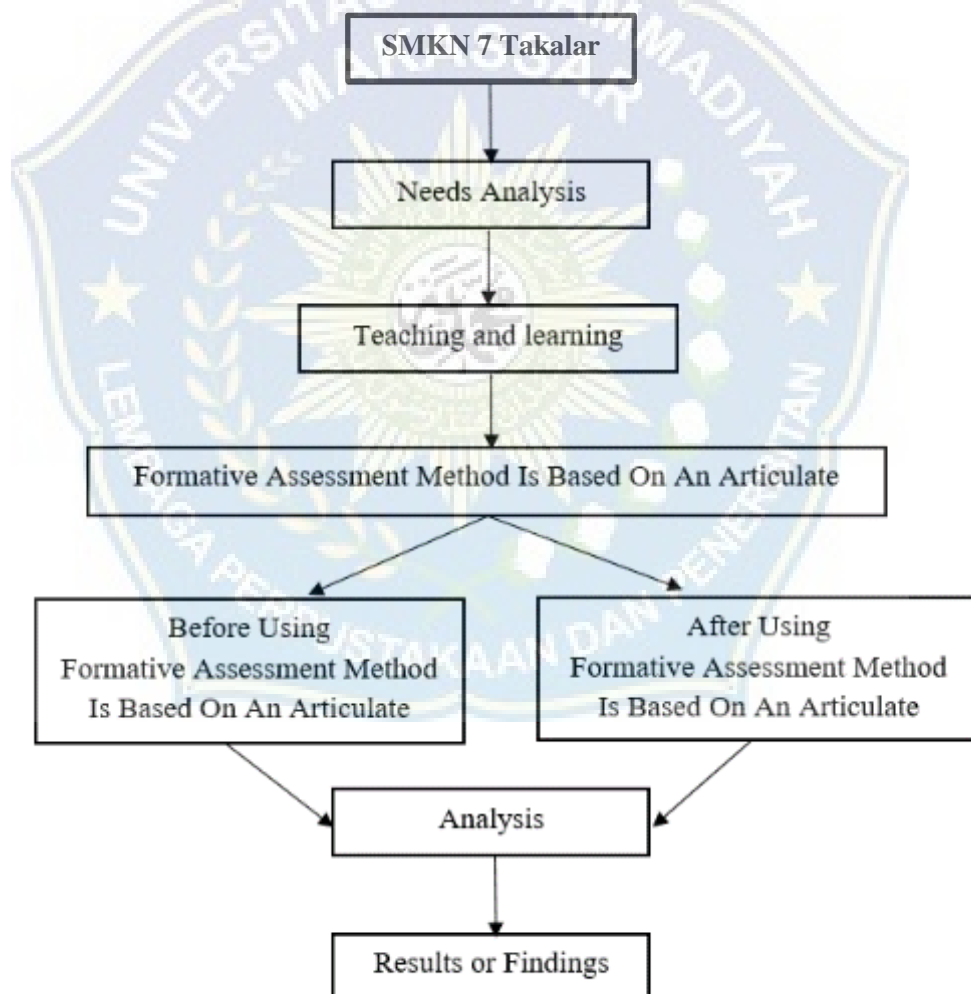


Figure 1. Conceptual Framework

A framework is a diagram that outlines the logical flow of a research. The relationship between theories or concepts that support research is the conceptual framework, which is employed as a guide when compiling systematic research. Researchers utilize the conceptual framework as a template to methodically describe the theory they employed for their studies. The problem in this research is about effectiveness of "Using *Articulate Storyline* can be effective For Formative English Language Assessment at SMKN 7 Takalar". So this research uses a quantitative descriptive approach in processing the data collected, by taking teachers as the sample of this research. Furthermore, namely analyzing needs, using *Articulate Storyline* For Formative English Language Assessment which is carried out in the same class.

A needs analysis is a preliminary examination that researchers use to choose the best course of action for ongoing research. The researcher employed the technique of direct observation at the school to carry out the needs analysis. In order to design a product that is regarded as appropriate and capable of resolving the difficulties identified during the initial research or requirements analysis, it is necessary to collect data in the form of problems. The goal of the analysis is to determine what requirements are necessary to address the issues that arise during educational and learning activities. After the research is carried out, the results can be known through analysis by using descriptive statistical analysis to process data into valid information that is easy to understand results and findings from quitioner and observation.

Before the implementation of *Articulate Storylines* with the formative assessment method, English teachers at SMKN 7 Takalar rarely used interactive media with the formative assessment method. The researcher hopes that after implementing *Articulate Storyline* interactive media it can help teachers choose the right media, be more active in using interactive media and help teachers evaluate students. Especially for schools with this new innovation, it is hoped that it can become a reference in the use of media in the future.



CHAPTER III

RESEARCH METHOD

A research method is a process that researchers own and implement to gather information or data and conduct analyses on the data that has been gathered. The research method gives a general overview of the research design, outlining, among other things, the actions and procedures that must be followed, the duration of the research, the source of the data, and the methods used to collect, process, and analyze the data. Research method is a scientific procedure that collects data for a particular aim or use (Sugiyono, 2018). The advantage of the research method is that it makes it simpler for researchers to develop plans, specify procedures, and choose methodologies to be applied in their pursuit of data collection and analysis.

A. Research Design

This research employed quantitative research to examine the hypothesis using data obtained. Quantitative research is research with the aim of understanding the phenomenon of what is experienced by research subjects as a whole by means of descriptions in the form of words and language, in the specific context experienced and by utilizing various scientific methods (Lexy J. Moleong, 2018). This research is part of the descriptive analysis. Descriptive analysis is a research method by collecting data in accordance with the actual data then compiled, processed and analyzed to be able to provide an overview of the existing problems.

B. Research Variabel and Indicator

The variable is the characteristic or attribute of an individual or organization (Creswell, 2012). Which can be measured or observed which can vary between people and organizations studied. Variables are anything in any form that the researcher decides to research in order to gather knowledge about it and then develop conclusions.

1. The independent factors are sometimes referred to as stimulus, predictor, and antecedent. The independent variable is the variable that impacts or causes the dependent variable to change or emerge. *Articulate Storyline* for formative English assessment was the independent variables in this research.
2. The dependent variable, also known as the dependent variable, output, criteria, and consequent. The dependent variable is the one that is affected by or results from the independent variable. In this research, the dependent variable was teachers.

C. Population And Sample

a. Population

The population of this research was the teachers at SMKN 7 Takalar, which consist of 36 teachers.

b. Sample

They are English teachers at SMKN 7 Takalar consisting of 4 English teachers. The researcher used purposive sampling technique in determining the sample. The determination of the sample in this study was based on the consideration that in this study the focus was on English teachers, out of 36

teachers at SMKN 7 Takalar there were only 4 English teachers, so the determination used purposive sampling because not all teachers at SMKN 7 Takalar taught English.

D. Research Instrument

Research instruments are tools or facilities used by the researcher in collecting data to make their work easier and the results are better, more accurate, complete, and systematic so that they are easier to process (Suharsimi Arikunto, 2015). An instrument is a device used in research to gather information from a subject being investigated. The researcher used instruments in the form of questionnaire using likert scale to obtain data directly related to research.

Table 1. Research Questionnaire Before and After Application of Articulate Storyline

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.				
2	English teachers often use media with methods in conveying material and giving assignments to students.				
3	The English teacher feel interested in making learning media for each learning material.				
4	Designing instructional media take a long time and costs a lot.				
5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.				
6	The delivery of material using learning media with learning methods more effective and efficient.				

7	The English teacher use a variety of media and methods in teaching and learning.				
8	Students feel bored in the English learning process.				
9	The English learning material use media with methods so that students are more active in class.				
10	English learning material use media with methods that are easier to explain.				
11	Students feel bored in the English learning process.				
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.				
13	Students find it difficult to learn when the English learning process is in progress.				
14	The assignment feel difficult with learning media with learning methods.				
15	The English teacher find it difficult to provide an evaluation of the learning process.				
16	The English teacher have difficulty in choosing the type of question that is suitable for use.				
17	Students have difficulty answering questions from the teacher during the English learning process.				
18	The English teacher find it difficult to apply learning media with learning methods.				
19	The English teacher feel the benefits of using learning media with learning methods.				
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.				

Source : Likert Scale (Adapted)

Table 2. Questionnaire Research Statement Using Articulate Storyline For Formative English Language Assessment

No	Statement	Alternative Answers			
		1	2	3	4
1	Detailed and easy-to-understand media display				
2	The commands in the learning media program was simple and easy				
3	The use of text, images, animation, and audio in learning media.				
4	Learning media runs well or does not easily stop or crash during operation				
5	Learning media activate student responses (feedback)				
6	Students feel happy using learning media with the formative assessment method				
7	Students get new learning experiences after using learning media with the formative assessment method				
8	Students was motivated to learn English after using learning media with the formative assessment method				
9	The material presented was coherent and systematic				
10	Systematic clarity and material flow in the media				
11	Language suitability in the media				
12	Appropriateness of visual examples to clarify the decomposition of the material				
13	Learning media and learning methods according to the characteristics of students				
14	Questions on learning media according to the English material				

15	Ease of evaluation of learning with the formative assessment method				
16	The suitability of learning media with the method applied				
17	Ease of use for teachers and students				
18	Can be used individually and in groups				
19	Arouse curiosity in English learning				
20	Supporting English learning and teaching				

Source : Likert Scale (Adapted)

Table 3. Statement Research Questionnaire for Teachers After Implementing Articulate Storyline

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline				
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching				
3	More motivated to make learning media after using Articulate Storyline				
4	Media output in accordance with the expectations and learning objectives				
5	It was easier to deliver English learning material				
6	Media designed in accordance with English learning materials				
7	The English learning material was more varied and motivating				
8	The depth of the selection of English learning materials				
9	Space and time are not limited				
10	Use of media and methods in the English learning process more efficiently				

11	Utilization of media and methods according to student characteristics				
12	Generates motivation to learn English learning				
13	It was easier to deliver English material using Articulate Storyline for formative English assessment				
14	Students and teachers are more active in the English learning process				
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied				
16	The existence of feedback both inside and outside the learning process				
17	Implementing methods and assignments was easier with the Articulate Storyline app				
18	The method used was suitable with the Articulae Storyline				
19	Media that was designed according to the goals and achievements targeted by the assessment				
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment				

Source : Likert Scale (Adapted)

E. Procedure of Data Collection

The research procedure consists of the actions used to collect data in order to answer the questions posed in this research. The research was carried out in stages, the first step to be carried out by the research is to make observations, discuss the research that would be carried out at SMKN 7 Takalar school with the principal and teachers, after that the researcher gave a research questionnaire before using the Articulate Storyline for formative English assessment to find out

the data before its implementation. Conducting training on the use of articulate storylines for teachers who would be used as research samples. Furthermore, the researcher made direct observations in class to obtain research data when the teaching and learning process took place from the use of the articulate storyline formative assessment method then distribute questionnaires to the teacher when learning has been completed. Finally in the last stage of this research, the researcher collected all of the data from the research results, determined the success of the research data obtained during the research, and was able to draw conclusions.

F. Data Analysis

Data analysis is a step in quantitative research that occurs after all data has been collected from all sources. Data analysis operations include grouping data based on variables from all respondents, presenting data for each variable analyzed, and completing computations to test hypotheses that have been provided (Sugiyono, 2010). Descriptive statistics are used in quantitative research data analysis approaches. Descriptive statistics are statistics that are used to identify data by summarizing or describing the data as it has been collected without the intention of drawing widely accepted conclusions or making broad generalizations (Sugiyono, 2018).

1. Descriptive Statistical Analysis

Descriptive analysis is the activity of searching for and compiling quantitative data obtained from the results of using research instruments such as questionnaires, interviews, documentation, fields, and so on, which are

arranged in a systematic manner with data that can be translated to obtain an easily understood conclusion by oneself and others.

2. Non Parametric Statistics

Non-parametric statistics are tests that do not require any parameter assumptions for the population being tested or in simple language this test does not depend on the population. In non-parametric statistical tests, no parameters are used and no distribution must be known. This causes non-parametric statistical tests also known as distribution-free methods. This research using the Mann Whitney test due to interval or ratio data, the distribution is not normal. The Mann-Whitney test is a non-parametric test which is an alternative to the t-test (parametric test). The α value used is usually 5% (0.05).

The basis for making a decision for the non-parametric Mann Whitney test is as follows:

- a. If the Asymp.Sig. (2-tailed) > 0.05 , then H_1 is not rejected
- b. If the Asymp.Sig. (2-tailed) < 0.05 , then H_0 is rejected

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This research aims to describe using articulate storyline for formative English Language assessment at SMKN 7 Takalar, the samples used were four English teachers. The implementation of the articulate storyline for formative English Language assessment is carried out by means of training and direct application in class, the training is carried out so that English teachers can design and create learning media from the Articulate Storyline application where the results of this test will be the first step for English teachers at SMKN 7 Takalar to create media that will be used in the classroom. During the training, the researchers used several tools and media to help the training run smoothly, including 1 laptop, 2 cell phones, 1 LCD projector, 4 PCs and stationery. Implementation in class is carried out after the training where the teacher has completed media that is adapted to the material to be taught to students by using tools in the form of laptops, LCD projectors, smartphones and writing instruments.

To get results from using the articulate storyline for formative English Language assessment the teacher directs students to install the media that has been made onto each student's smartphone so they can view material and work on assignments individually or in groups, where the results of assignments can be printed or sent online via whatsapp group and email. Meanwhile the researcher made observations during the temporary learning process and was

ready to give the English teacher a questionnaire after the lesson was finished to find out the use of the articulate storyline for formative English Language assessment at SMK7 Takalar.

The data from this research were obtained from questionnaires, so the data obtained is as follows:

1. Data Description

The description of the data that presented from the results of this research is to provide a general description of the using articulate storyline for formative english assessment obtained in the field. The data presented is in the form of raw data which is processed using descriptive statistical techniques. As for what is presented in the description of this data is the frequency distribution presented per indicator along with the percentage of frequency and score acquisition.

Based on the title and formulation of the research problem, this research consists of one independent variable and one dependent variable, which includes data regarding articulate storyline for formative english assessment (X) and Teachers (Y). The samples taken in this research were 4 English teachers. The description of each variable based on the results of distributing the questionnaires is explained as follows.

The formula used to calculate the Likert questionnaire tabulation data is as follows :

Min score = minimal likert score x lots of questions/statements

Max score = maximal likert score x lots of questions/statements

Interval = $\frac{\text{min score} - \text{max score}}{\text{likert scale}}$

Σ score = total score (likert)

% score = $\frac{\text{total score (likert)}}{\text{max score}} \times 100$

Mean = $\frac{\text{value amount}}{\text{lots of data}}$

After doing calculations using the interval formula to get the results of the Likert scale assessment category, an interval scale of 15 is obtained from these results, then grouping the value categories by means of Min Score + Interval scale so that 35 is obtained so the lowest category is at 20-35 which if it is percentized is $35 / 15 * 100$ gets 44% low scores get 0%-44%, the calculation logic is the same to get the next category. For more details, the results can be seen in the table below.

Table 4. Data Interval

Intervals	Category
82%-100%	Very good
64%-81%	Good
45%-63%	Low
0%-44%	Very low

Source: Interval Calculation Results
(Sudjana, 2017)

a. Description of Data Variable X (Articulate Storyline for formative English assessment)

Based on raw data for variable X collected from the results of distributing questionnaires to 4 respondents, with a total of 20 instrument questions with a scale of 4 answer choices, it can be seen the percentage score of each indicator:

Table 5. Description of Data Variable X (Articulate Storyline)

No	Indicator	Σ Score	% Score
1	The use and design of learning media	52	65%
2	Students' attitudes towards the use of Articulate Storyline for formative English assessment	55	69%
3	Mastery of subject matter	54	68%
4	Evaluation uses Articulate Storyline for formative English assessment	57	71%
5	Benefits of using Articulate Storyline for formative English assessment	55	69%
Mean		55	68%

Source: Attachment Data Questionnaire Results Variable X

From the results of the data collection it is known that the average score obtained on the results of the distribution of the questionnaire is (68%) where the highest score (71%) is on the "Evaluation" indicator, and the lowest score (65%) is on the "Media use and design" indicator. learning". Based on these data, it can be interpreted that the use of storyline articulation for formative English assessment has a positive impact on teachers, and most teachers already have an understanding of designing instructional media and when implementing it. However, it still requires habituation for the design and implementation because the lowest score lies on this indicator (65%) but this

is still in a good category referring to (Table 4. Data Interval), therefore teachers should be more active in learning to update their knowledge. The highest indicator lies in the evaluation (71%) of this result which is very good because the articulate storyline is indeed suitable for use in designing questions due to the many features provided in this application so that learning is more varied and fun. Based on these data, it can be interpreted that the use of storyline articulation for formative English assessment has a positive impact on teachers, and most teachers already have an understanding of designing instructional media and when implementing it with an overall score of an average score of 68% indicating that the use of storyline articulation to assess formative English included in the good category Regarding the score percentage rating scale can be seen in the (Table 4. Data Interval).

b. Description of Data Variable Y (Teachers)

No	Indicator	Σ Score	% Score
1	Application of Learning Media	60	75%
2	Mastery of Subject Matter	56	70%
3	Class management	53	66%
4	Teacher Communication With Students	54	68%
5	Evaluation given	58	73%
Mean		56	70%

Based on raw data for variable Y collected from the results of distributing questionnaires to 4 respondents, with a total of 20 instrument questions with answer choices on a scale of 4, it can be seen that the percentage score of each indicator:

Table 6. Description of Data Variable Y (English Teachers)

Source: Appendix Data of Variable Y Questionnaire Results

From the results of data collection it is known that the average score obtained on the results of the distribution of questionnaires is (70%) where the highest score acquisition (75%) is on the indicator "Application of Learning Media", and the lowest score (66%) is on the indicator "Class Management". Based on these data it can be interpreted that the level of teacher performance in using articulated storylines for formative assessment of English is in the good category, it would be nice if this score could be maintained because given the very rapid development of technology that requires teachers to be able to utilize more advanced media. While the lowest score obtained on the "Class Management" indicator is still in the good category when referring to the Category Interval table (Table 4. Data Interval). This shows that there are still some things that need to be fixed so that the teaching and learning atmosphere can be even better for both the teacher and the students themselves so that good feedback is created in the learning process. Overall, with an average score of (70%) it shows that the level of teacher performance in using articulate storyline for formative english language assessment is included in the very good category. Regarding the score percentage rating scale can be seen in (Table 4. Data Interval).

2. Normality Test

The normality test is one of the requirements analysis tests. What is meant by requirements here are the requirements that must be met so that the

analysis can be carried out, both for the purpose of predicting and for the purposes of testing hypotheses. This test was carried out with the aim of knowing whether the population is normally distributed or not. The data normality test in this research used the Kolmogorov Smirnov method, with a significance level used as a rule for accepting or rejecting tests on whether or not a data distribution is normal, namely $\alpha = 0.05$. To simplify calculations in testing the normality of the X and Y variable data in this research, the researchers used the SPSS 25 software, but still referred to the Kolmogorov-Smirnov test standard.

Table 7. Kolmogorov-Smirnov Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		4
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.38020580
Most Extreme Differences	Absolute	.238
	Positive	.238
	Negative	-.180
Test Statistic		.238
Asymp. Sig. (2-tailed)		. ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. Significance can not be computed because sum of case weights is less than 5.		

Source: SPSS 25

The results of the normality test for data quitioner with the Kolmogorov-Smirnov test at the 95% level of confidence the significance can

not be computed because the sum of case weights is less than 5 because ratio data, the distribution is not normal. Therefore the researcher used the Mann-Whitney test to test the hypothesis of this research to find out the average comparison of changes before and after using articulate storyline for formative english assessment.

3. Hypothesis Testing

Table 8. Mann-Whitney Test Result

zTest Statistics^a	
	Results
Mann-Whitney U	.000
Wilcoxon W	10.000
Z	-2.323
Asymp. Sig. (2-tailed)	.020
Exact Sig. [2*(1-tailed Sig.)]	.029 ^b
a. Grouping Variable: Application	
b. Not corrected for ties.	

This test was conducted to determine whether there was a significant difference between before and after using articulate storyline for formative english assessment. The results of the Mann-Whitney test can be seen in the following table.

The results of the data analysis are stated as follows:

- a. Asymp Value, Sig. (2-tailed) <0.05 concluded that there was a significant difference before using Articulate Storyline for formative English assessment and after using it.

- b. Asymp Value, Sig. (2-tailed) >0.05 concluded that there was no significant difference before using Articulate Storyline for formative English assessment and after using it.

From the calculation of the hypothesis test, the value of asymp.Sig (2-tailed) is $0.020 <0.05$, which means that H_1 is accepted and H_0 is rejected. Thus it can be concluded that there is a significant difference between before using articulate storyline for formative English assessment and after using it.

B. Discussion

After making initial observations at the school, the researcher met the principal and English teachers at SMKN 7 Takalar to discuss this research and determine the time and place for the Articulate Storyline training. Training on making interactive learning media was held on July 24, 2023. This training consisted of 2 sessions, the first session lasted 60 minutes and the second session lasted 50 minutes. Before the training begins the researcher distributes questionnaires and prepares rooms and supporting media for the smooth running of the training. The details of the first session were the initial 5 minutes of introduction and explanation of the purpose of this study, then the researcher explained the appearance of the articulate storyline after that the researcher made examples of learning media which were followed by the training participants (4 English teachers). Then continued after resting for 1 hour, then in the second session the training focused more on how to extract or output from an articulate storyline. Researchers explain and practice how to make the media design that has been made into an application that can be

operated on a smartphone or PC. A week later, on July 31, 2023, the English teacher began to apply the articulate storyline in class. here the researcher made direct observations in class to see the use of the articulate storyline, after class ended the researcher gave the English teacher a questionnaire to obtain research data regarding the use of the articulate storyline in class.

Based on several opinions that are relevant to this research, learning media is anything that can convey or channel messages from a learning source in a planned manner, so that a supportive learning environment occurs where the recipient can carry out the learning process efficiently and effectively (Arsyad A, 2020). This is in accordance with the findings of researchers where the use of media can help create a more enjoyable learning atmosphere and have a positive impact when teaching and learning is in progress. According to the opinion of the expert further argues articulate storyline is software to help build interactive learning materials (Arwanda Priankalia, 2020). Based on this opinion, the researcher found the use of articulate storylines to be very helpful in compiling material and assignments because the features provided by this application were very varied. Furthermore, according to an article written by (Admin, 2022). formative assessment is an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. From the findings of the researcher, the evaluation carried out by the teacher is easier by using this method because it can be applied throughout the learning process.

Based on (Table 4. Data Interval) these results are very good, when viewed from several indicators from the questionnaire these results show very satisfying results such as the use of media that motivates students to learn, feedback between students and teachers is well established, classroom management efficiency and real benefits from use the articulate storyline for formative English assessment is very good to be applied in the learning process because it can help students and teachers, this media can also be applied to other subjects by looking at the suitability of the material to be taught.

The use articulate storyline for formative English assessment in teaching and learning activities can be used as an alternative to overcome educational problems such as the lack of use of interactive media in supporting learning to make it more motivating and interesting. Teachers are more assisted in conveying learning material so that using articulate storyline for formative English assessment which is implemented properly and correctly can improve teacher performance and learning objectives. From the results of the descriptive analysis obtained, it turns out to be sufficient to support the theory that has been put forward in the theoretical research section, namely formative assessment theory, media theory, and English learning theory. Thus it can be concluded that using articulate storyline for formative english assessment have a very good results to use in learning at SMKN 7 Takalar.

It would be nice if its use could be applied to all subjects that need it because with the right media and methods it can be sure to provide great

benefits and can help teachers and students when carrying out teaching and learning activities both in class and outside the classroom. These results can be seen from the average acquisition of data analysis from questionnaires that have been distributed, which shows in the very good range (68%-93%).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that:

The use of articulated storylines for formative English assessment is significantly effective for English teachers at SMKN 7 Takalar, this can be seen from the results of the variable indicators which show descriptive statistical results, namely (68%) for variable X and variable Y with a score of (70%) which shows the results above average namely good, the results of this calculation are based on calculating the intervals from the lowest score and the highest score that can be achieved from the questionnaire that has been distributed to 4 samples of English teachers. The results of calculations before and after the use of articulated storylines for formative English assessments show very positive results, namely around 48% for before implementation and 93% after application to the teaching and learning process, this indicates very good results so that students and teachers are more active when conveying, receiving material and when giving or doing assignments when the teaching and learning process is taking place in class.

Based on the results of this study, it can be concluded that the use of articulated storylines for formative English assessment has a positive impact on both English teachers and students of SMKN 7 Takalar.

B. Suggestion

The researcher would like to give some suggestions related to this research especially for English teachers, students, and other researchers. The researcher hopes that these suggestions would be a beneficial contribution for the all.

1. For English teachers

For English teachers to be able to apply learning methods or media if necessary because with ordinary methods (lectures) or conventional methods when students are bored in receiving learning and can assist teachers in designing and selecting suitable media.

2. For school

Through this research it is hoped that it will be able to provide information and input to improve the quality of learning, teacher quality, and ultimately school quality, making a valuable contribution in efforts to improve learning so that it can support learning targets and the expected absorption of students.

3. For other researchers

For future researchers, it is hoped that this research can provide a reference for future researchers to conduct research in the field of developing multimedia learning or solving problems in learning.

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APPENDICES

APPENDICES A (Learning Media)

ENGLISH XI GRADES

Date / Time	Student Score	Passing Score	Result
14/08/2023 2:36 pm	20	20	Fail

ENGLISH XI GRADES

#	Question	Correct Answer	Student Answer	Result	Points Awarded
1	Read and Write	Example 1 -> Culture 1 -> 4 Example 2 -> Culture 1 -> 5 Example 3 -> Culture 3 -> 8 Example 4 -> Culture 6 -> 7 Example 5 -> Culture 1 -> 8 Example 6 -> Culture 1 -> 8	Example 1 -> Culture 1 -> 4 Example 2 -> Culture 1 -> 5 Example 3 -> Culture 3 -> 8 Example 4 -> Culture 6 -> 7 Example 5 -> Culture 1 -> 8 Example 6 -> Culture 1 -> 8	Incorrect	0
2	Put the underlined sentences to be	Some students in school do not get punishment. Because the rules are to be. They always do not follow. Going to my family's success. I can be successful. I can be a night. I could not sleep on that night. Because of the school rules.	Can not come late to school because of a punishment. Because the rules are to be. I can be successful. Going to my family's success. I can be successful. The rules are to be. I could not sleep on that night. Because of the school rules.	Incorrect	0
3	Complete the sentence below with using the correct signal words!	because	and	Incorrect	0
4	My father is coming late, so he is busy with his work	because	so	Correct	20

APPENDICES B (Data Scores)

1. Data Tabulation

Table B.1 Var X (Articulate Storyline)

NO Question		AN	TF	MJ	RN	Indicator Score	
						Σ Score	% Score
1	Indicator 1	4	3	4	3	52	65
2		3	4	3	4		
3		3	2	3	2		
4		4	3	3	4		
5	Indicator 2	2	4	4	3	55	69
6		3	4	3	4		
7		3	4	4	4		
8		3	4	4	2		
9	Indicator 3	3	4	4	4	54	68
10		2	3	4	3		
11		3	2	4	4		
12		3	3	4	4		
13	Indicator 4	3	4	3	4	57	71
14		4	4	4	4		
15		4	2	3	3		
16		3	4	4	4		
17	Indicator 5	4	4	3	3	55	69
18		3	4	4	2		
19		3	3	4	4		
20		3	4	4	3		
Σ Score		63	69	73	68	Mean	68
% Score		79	86	91	85	Mean	85

Table B.2 Var Y (English Teachers)

NO Question		AN	TF	MJ	RN	Indicator Score	
						Σ Score	% Score
1	Indicator 1	4	4	4	3	60	75
2		4	3	4	4		
3		3	4	4	4		
4		4	3	4	4		
5	Indicator 2	2	4	4	3	56	70
6		3	4	4	4		
7		4	4	3	3		

8		3	3	4	4		
9	Indicator 3	3	4	4	4	53	66
10		2	3	4	3		
11		4	2	3	4		
12		2	3	4	4		
13	Indicator 4	3	4	3	4	54	68
14		2	4	4	4		
15		4	3	4	2		
16		4	2	4	3		
17	Indicator 5	4	4	3	4	58	73
18		4	2	4	4		
19		4	3	4	3		
20		3	4	4	4		
∑ Score		66	67	76	72	Mean	70
% Score		83	84	95	90	Mean	88

*Table B.3 Before Use Of Articulated Storylines
For Formative English Assessment*

No	AN	TF	MJ	RN	Mean
1	1	3	2	1	1.75
2	2	2	2	2	2
3	2	1	3	2	2
4	2	2	3	2	2.25
5	2	2	2	3	2.25
6	1	2	2	2	1.75
7	2	2	3	1	2
8	1	2	2	2	1.75
9	2	2	1	1	1.5
10	2	3	2	2	2.25
11	2	2	3	1	2
12	1	3	2	2	2
13	2	2	1	2	1.75
14	1	2	3	2	2
15	2	3	1	2	2
16	1	1	1	2	1.25
17	2	3	3	1	2.25
18	3	2	2	2	2.25
19	1	2	1	1	1.25
20	2	2	2	2	2

Σ Score	34	43	41	35	38
% Score	43	54	51	44	48

*Table B.4 After Use Of Articulated Storylines
For Formative English Assessment*

No	AN	TF	MJ	RN	Mean
1	4	3	4	3	3.5
2	3	4	3	4	3.5
3	3	4	4	4	3.75
4	4	4	4	4	4
5	4	4	4	3	3.75
6	3	4	3	4	3.5
7	3	4	4	4	3.75
8	4	4	4	4	4
9	3	4	4	4	3.75
10	4	3	4	3	3.5
11	3	4	4	4	3.75
12	3	4	4	4	3.75
13	4	4	3	4	3.75
14	4	4	4	4	4
15	4	4	3	3	3.5
16	3	4	4	4	3.75
17	4	4	4	3	3.75
18	3	4	4	4	3.75
19	4	4	4	4	4
20	3	4	4	3	3.5
Σ Score	70	78	76	74	75
% Score	88	98	95	93	93

2. Variable Score

Table B.5 Score Variable X and Y

Name	Score var X	Score var Y
AN	63	67
TF	69	68
MJ	73	76
RN	68	72
	341	351

X : Articulate Articulate Storyline For Formative English Assessment

Y : English Teacher

3. Before And After The Implementation Of Articulate Storyline For Formative English Assessment

Table B.6 Score Before and After Use Of Articulated Storylines For Formative English Assessment

Name	Before	After
AN	34	70
TF	43	78
MJ	41	76
RN	35	73
	191	371

Before and After Using Articulate Storyline For Formative English Assessment

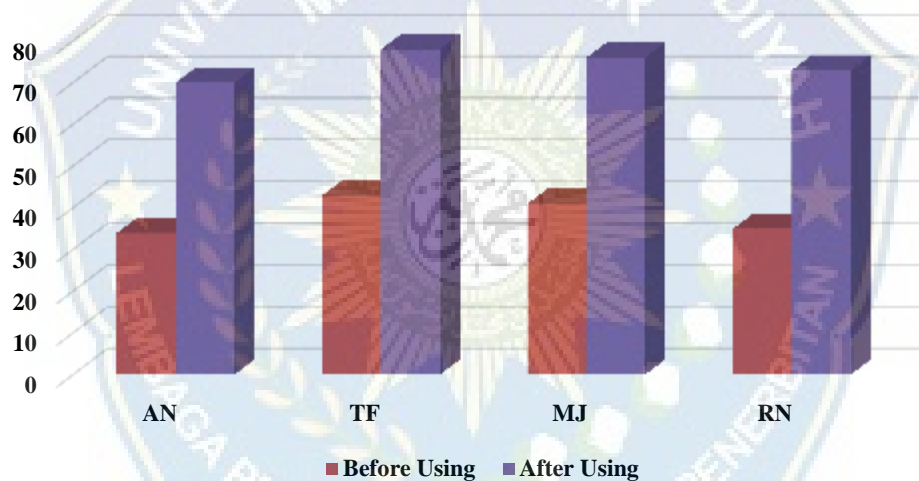


Figure B.1 Diagram percentage sample before and after using articulate storyline for formative english assessments

APPENDICES C (Questionnaire)

RESEARCH QUESTIONNAIRE (Variable X)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:

4 = Very good	2 = Less good
3 = Good	1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identify

1. Name : Marjanda
2. NIP : 19860102022211017
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	Detailed and easy-to-understand media display				✓
2	The commands in the learning media program was simple and easy			✓	
3	The use of text, images, animation, and audio in learning media.			✓	
4	Learning media runs well or does not easily stop or crash during operation			✓	
5	Learning media activate student responses (feedback)				✓

6	Students feel happy using learning media with the formative assessment method			✓
7	Students get new learning experiences after using learning media with the formative assessment method			✓
8	Students was motivated to learn English after using learning media with the formative assessment method			✓
9	The material presented was coherent and systematic			✓
10	Systematic clarity and material flow in the media			✓
11	Language suitability in the media			✓
12	Appropriateness of visual examples to clarify the decomposition of the material			✓
13	Learning media and learning methods according to the characteristics of students			✓
14	Questions on learning media according to the English material			✓
15	Ease of evaluation of learning with the formative assessment method			✓
16	The suitability of learning media with the method applied			✓
17	Ease of use for teachers and students			✓
18	Can be used individually and in groups			✓
19	Arouse curiosity in English learning			✓
20	Supporting English learning and teaching			✓

RESEARCH QUESTIONNAIRE (Variable X)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : A-SH ARIANA -S-PA
2. NIP : 19-89-89-172022212025
3. Subject of Study : BAHASA INDONESIA
4. Date : SENIN 31 JULI 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	Detailed and easy-to-understand media display			✓	
2	The commands in the learning media program was simple and easy				✓
3	The use of text, images, animation, and audio in learning media	✓			
4	Learning media runs well or does not easily stop or crash during operation				✓
5	Learning media activate student responses (feedback)	✓			

6	Students feel happy using learning media with the formative assessment method				✓
7	Students get new learning experiences after using learning media with the formative assessment method				✓
8	Students was motivated to learn English after using learning media with the formative assessment method	✓			
9	The material presented was coherent and systematic				✓
10	Systematic clarity and material flow in the media	✓			
11	Language suitability in the media				✓
12	Appropriateness of visual examples to clarify the decomposition of the material				✓
13	Learning media and learning methods according to the characteristics of students				✓
14	Questions on learning media according to the English material				✓
15	Ease of evaluation of learning with the formative assessment method				✓
16	The suitability of learning media with the method applied				✓
17	Ease of use for teachers and students				✓
18	Can be used individually and in groups	✓			
19	Arouse curiosity in English learning				✓
20	Supporting English learning and teaching				✓

RESEARCH QUESTIONNAIRE (Variable X)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Aan Indrayadi S.Pd
2. NIP :
3. Subject of Study : Bahasa Inggris
4. Date : Senin 31 Juli 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	Detailed and easy-to-understand media display				✓
2	The commands in the learning media program was simple and easy			✓	
3	The use of text, images, animation, and audio in learning media			✓	
4	Learning media runs well or does not easily stop or crash during operation				✓
5	Learning media activate student responses (feedback)	✓			

6	Students feel happy using learning media with the formative assessment method		✓
7	Students get new learning experiences after using learning media with the formative assessment method		✓
8	Students was motivated to learn English after using learning media with the formative assessment method		✓
9	The material presented was coherent and systematic		✓
10	Systematic clarity and material flow in the media	✓	
11	Language suitability in the media		✓
12	Appropriateness of visual examples to clarify the decomposition of the material		✓
13	Learning media and learning methods according to the characteristics of students		✓
14	Questions on learning media according to the English material		✓
15	Ease of evaluation of learning with the formative assessment method		✓
16	The suitability of learning media with the method applied		✓
17	Ease of use for teachers and students		✓
18	Can be used individually and in groups		✓
19	Arouse curiosity in English learning		✓
20	Supporting English learning and teaching		✓

RESEARCH QUESTIONNAIRE (Variable X)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:

4 = Very good	2 = Less good
3 = Good	1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Taufan. F.pd.
2. NIP : 157309072015081001
3. Subject of Study : Bahasa Inggris
4. Date : Sabtu, 01 Agustus 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	Detailed and easy-to-understand media display			✓	
2	The commands in the learning media program was simple and easy				✓
3	The use of text, images, animation, and audio in learning media.	✓			
4	Learning media runs well or does not easily stop or crash during operation			✓	
5	Learning media activate student responses (feedback)				✓

6	Students feel happy using learning media with the formative assessment method				✓
7	Students get new learning experiences after using learning media with the formative assessment method				✓
8	Students was motivated to learn English after using learning media with the formative assessment method				✓
9	The material presented was coherent and systematic				✓
10	Systematic clarity and material flow in the media			✓	
11	Language suitability in the media	✓			
12	Appropriateness of visual examples to clarify the decomposition of the material			✓	
13	Learning media and learning methods according to the characteristics of students				✓
14	Questions on learning media according to the English material				✓
15	Ease of evaluation of learning with the formative assessment method	✓			
16	The suitability of learning media with the method applied				✓
17	Ease of use for teachers and students				✓
18	Can be used individually and in groups				✓
19	Arouse curiosity in English learning			✓	
20	Supporting English learning and teaching				✓

Figure C.1 Variable X (Articulate Storyline)

RESEARCH QUESTIONNAIRE (Variable Y)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : A. SRI ARDIANA, S. Pd
2. NIP : 19 89 19 17 2022 21 2025
3. Subject of Study : BAHASA INDONESIA
4. Date : JENIN 31 JULI 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline			✓	
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching				✓
3	More motivated to make learning media after using Articulate Storyline				✓

4	Media output in accordance with the expectations and learning objectives			✓
5	It was easier to deliver English learning material		✓	
6	Media designed in accordance with English learning materials		✓	✓
7	The English learning material was more varied and motivating		✓	
8	The depth of the selection of English learning materials			✓
9	Space and time are not limited			✓
10	Use of media and methods in the English learning process more efficiently		✓	
11	Utilization of media and methods according to student characteristics			✓
12	Generates motivation to learn English learning			✓
13	It was easier to deliver English material using Articulate Storyline for formative English assessment			✓
14	Students and teachers are more active in the English learning process			✓
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied	✓		
16	The existence of feedback both inside and outside the learning process		✓	
17	Implementing methods and assignments was easier with the Articulate Storyline app			✓
18	The method used was suitable with the Articulae Storyline			✓
19	Media that was designed according to the goals and achievements targeted by the assessment		✓	
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment			✓

RESEARCH QUESTIONNAIRE (Variable Y)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Marjanda
2. NIP : 199601102020211017
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline				✓
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching				✓
3	More motivated to make learning media after using Articulate Storyline				✓

4	Media output in accordance with the expectations and learning objectives				✓
5	It was easier to deliver English learning material				✓
6	Media designed in accordance with English learning materials				✓
7	The English learning material was more varied and motivating			✓	
8	The depth of the selection of English learning materials				✓
9	Space and time are not limited				✓
10	Use of media and methods in the English learning process more efficiently				✓
11	Utilization of media and methods according to student characteristics				✓
12	Generates motivation to learn English learning				✓
13	It was easier to deliver English material using Articulate Storyline for formative English assessment				✓
14	Students and teachers are more active in the English learning process				✓
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied				✓
16	The existence of feedback both inside and outside the learning process				✓
17	Implementing methods and assignments was easier with the Articulate Storyline app				✓
18	The method used was suitable with the Articulae Storyline				✓
19	Media that was designed according to the goals and achievements targeted by the assessment				✓
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment				✓

RESEARCH QUESTIONNAIRE (Variable Y)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name *Aan Indrayadi S.Pd*
2. NIP
3. Subject of Study *Bahasa Inggris*
4. Date *Senin 31 Juni 2023*

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline				✓
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching				✓
3	More motivated to make learning media after using Articulate Storyline			✓	

4	Media output in accordance with the expectations and learning objectives			✓
5	It was easier to deliver English learning material	✓		
6	Media designed in accordance with English learning materials		✓	
7	The English learning material was more varied and motivating			✓
8	The depth of the selection of English learning materials		✓	
9	Space and time are not limited		✓	
10	Use of media and methods in the English learning process more efficiently	✓		
11	Utilization of media and methods according to student characteristics			✓
12	Generates motivation to learn English learning	✓		
13	It was easier to deliver English material using Articulate Storyline for formative English assessment			✓
14	Students and teachers are more active in the English learning process	✓		
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied			✓
16	The existence of feedback both inside and outside the learning process			✓
17	Implementing methods and assignments was easier with the Articulate Storyline app			✓
18	The method used was suitable with the Articulae Storyline			✓
19	Media that was designed according to the goals and achievements targeted by the assessment			✓
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment	✓		

RESEARCH QUESTIONNAIRE (Variable Y)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Marjanda
2. NIP : 199601102020211017
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline				✓
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching				✓
3	More motivated to make learning media after using Articulate Storyline				✓

4	Media output in accordance with the expectations and learning objectives				✓
5	It was easier to deliver English learning material				✓
6	Media designed in accordance with English learning materials				✓
7	The English learning material was more varied and motivating			✓	
8	The depth of the selection of English learning materials				✓
9	Space and time are not limited				✓
10	Use of media and methods in the English learning process more efficiently				✓
11	Utilization of media and methods according to student characteristics				✓
12	Generates motivation to learn English learning				✓
13	It was easier to deliver English material using Articulate Storyline for formative English assessment				✓
14	Students and teachers are more active in the English learning process				✓
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied				✓
16	The existence of feedback both inside and outside the learning process				✓
17	Implementing methods and assignments was easier with the Articulate Storyline app				✓
18	The method used was suitable with the Articulae Storyline				✓
19	Media that was designed according to the goals and achievements targeted by the assessment				✓
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment				✓

RESEARCH QUESTIONNAIRE (Variable Y)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire statement carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Taufan. F.pd.
2. NIP : 157309072015081001
3. Subject of Study : Bahasa Inggris
4. Date : Sabtu, 01 Agustus 2023

III. Statement Table

No	Statement	Alternative Answers			
		1	2	3	4
1	It was easier to design learning media by using Articulate Storyline				✓
2	Articulate storyline for formative English language assessment was easy to apply in learning and teaching			✓	
3	More motivated to make learning media after using Articulate Storyline				✓

4	Media output in accordance with the expectations and learning objectives			✓	
5	It was easier to deliver English learning material				✓
6	Media designed in accordance with English learning materials				✓
7	The English learning material was more varied and motivating				✓
8	The depth of the selection of English learning materials			✓	
9	Space and time are not limited				✓
10	Use of media and methods in the English learning process more efficiently				✓
11	Utilization of media and methods according to student characteristics	✓			
12	Generates motivation to learn English learning				✓
13	It was easier to deliver English material using Articulate Storyline for formative English assessment				✓
14	Students and teachers are more active in the English learning process				✓
15	Students can easily answer questions from using Articulate Storyline for the formative English assessment that was applied				✓
16	The existence of feedback both inside and outside the learning process	✓			
17	Implementing methods and assignments was easier with the Articulate Storyline app				✓
18	The method used was suitable with the Articulae Storyline	✓			
19	Media that was designed according to the goals and achievements targeted by the assessment				✓
20	Evaluation becomes easier and more efficient by using Articulate Storyline for formative English assessment				✓

Figure C.2 Variable Y (English Teacher)

RESEARCH QUESTIONNAIRE (Before Use / After-Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Aan Indrayadi, S.Pd
2. NIP
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.	√			
2	English teachers often use media with methods in conveying material and giving assignments to students.		√		
3	The English teacher feel interested in making learning media for each learning material.		√		
4	Designing instructional media take a long time and costs a lot.		√		

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.	✓		
6	The delivery of material using learning media with learning methods more effective and efficient.	✓		
7	The English teacher use a variety of media and methods in teaching and learning.	✓		
8	Students feel bored in the English learning process.	✓		
9	The English learning material use media with methods so that students are more active in class.	✓		
10	English learning material use media with methods that are easier to explain.	✓		
11	Students feel bored in the English learning process.	✓		
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.	✓		
13	Students find it difficult to learn when the English learning process is in progress.	✓		
14	The assignment feel difficult with learning media with learning methods.	✓		
15	The English teacher find it difficult to provide an evaluation of the learning process.	✓		
16	The English teacher have difficulty in choosing the type of question that is suitable for use.	✓		
17	Students have difficulty answering questions from the teacher during the English learning process.	✓		
18	The English teacher find it difficult to apply learning media with learning methods.		✓	
19	The English teacher feel the benefits of using learning media with learning methods.	✓		
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.	✓		

RESEARCH QUESTIONNAIRE (Before Use / After-Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Marjuanda
2. NIP : 19960110202211017
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2022

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.		√		
2	English teachers often use media with methods in conveying material and giving assignments to students.		√		
3	The English teacher feel interested in making learning media for each learning material.			√	
4	Designing instructional media take a long time and costs a lot.			√	

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.	✓		
6	The delivery of material using learning media with learning methods more effective and efficient.	✓		
7	The English teacher use a variety of media and methods in teaching and learning.		✓	
8	Students feel bored in the English learning process.	✓		
9	The English learning material use media with methods so that students are more active in class.	✓		
10	English learning material use media with methods that are easier to explain.	✓		
11	Students feel bored in the English learning process.		✓	
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.	✓		
13	Students find it difficult to learn when the English learning process is in progress.	✓		
14	The assignment feel difficult with learning media with learning methods.			✓
15	The English teacher find it difficult to provide an evaluation of the learning process.	✓		
16	The English teacher have difficulty in choosing the type of question that is suitable for use.	✓		
17	Students have difficulty answering questions from the teacher during the English learning process.			✓
18	The English teacher find it difficult to apply learning media with learning methods.		✓	
19	The English teacher feel the benefits of using learning media with learning methods.	✓		
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.	✓		

RESEARCH QUESTIONNAIRE (Before Use / After-Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : A. SH. ASRIANA .S. Pd
2. NIP : 09 09 17 2022 21 2025
3. Subject of Study : BAHASA INDONESIA
4. Date : SENIN 31 JULI 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.	√			
2	English teachers often use media with methods in conveying material and giving assignments to students.		√		
3	The English teacher feel interested in making learning media for each learning material.		√		
4	Designing instructional media take a long time and costs a lot.		√		

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.	✓	
6	The delivery of material using learning media with learning methods more effective and efficient.	✓	
7	The English teacher use a variety of media and methods in teaching and learning.	✓	
8	Students feel bored in the English learning process.	✓	
9	The English learning material use media with methods so that students are more active in class.	✓	
10	English learning material use media with methods that are easier to explain.	✓	
11	Students feel bored in the English learning process.	✓	
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.	✓	
13	Students find it difficult to learn when the English learning process is in progress.	✓	
14	The assignment feel difficult with learning media with learning methods.	✓	
15	The English teacher find it difficult to provide an evaluation of the learning process.	✓	
16	The English teacher have difficulty in choosing the type of question that is suitable for use.	✓	
17	Students have difficulty answering questions from the teacher during the English learning process.	✓	
18	The English teacher find it difficult to apply learning media with learning methods.	✓	
19	The English teacher feel the benefits of using learning media with learning methods.	✓	
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.	✓	

RESEARCH QUESTIONNAIRE (Before Use / After-Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Taufan, S.pd.
2. NIP : 157309072015081001
3. Subject of Study : Bahasa Inggris
4. Date : Sabtu, 01 Agustus 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.			✓	
2	English teachers often use media with methods in conveying material and giving assignments to students.		✓		
3	The English teacher feel interested in making learning media for each learning material.	✓			
4	Designing instructional media take a long time and costs a lot.		✓		

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.	✓	
6	The delivery of material using learning media with learning methods more effective and efficient.	✓	
7	The English teacher use a variety of media and methods in teaching and learning.	✓	
8	Students feel bored in the English learning process.	✓	
9	The English learning material use media with methods so that students are more active in class.	✓	
10	English learning material use media with methods that are easier to explain.	✓	✓
11	Students feel bored in the English learning process.	✓	
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.		✓
13	Students find it difficult to learn when the English learning process is in progress.	✓	
14	The assignment feel difficult with learning media with learning methods.	✓	
15	The English teacher find it difficult to provide an evaluation of the learning process.		✓
16	The English teacher have difficulty in choosing the type of question that is suitable for use.	✓	
17	Students have difficulty answering questions from the teacher during the English learning process.		✓
18	The English teacher find it difficult to apply learning media with learning methods.	✓	
19	The English teacher feel the benefits of using learning media with learning methods.	✓	
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.	✓	

Figure C.3 Before Use Articulate Storyline For Formative English Language Assessment

RESEARCH QUESTIONNAIRE (Before-Use / After Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Aan Indrayadi, S.Pd
2. NIP :
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.				✓
2	English teachers often use media with methods in conveying material and giving assignments to students.			✓	
3	The English teacher feel interested in making learning media for each learning material.			✓	
4	Designing instructional media take a long time and costs a lot.				✓

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.			✓
6	The delivery of material using learning media with learning methods more effective and efficient.		✓	
7	The English teacher use a variety of media and methods in teaching and learning.		✓	
8	Students feel bored in the English learning process.			✓
9	The English learning material use media with methods so that students are more active in class.		✓	
10	English learning material use media with methods that are easier to explain.			✓
11	Students feel bored in the English learning process.		✓	
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.			✓
13	Students find it difficult to learn when the English learning process is in progress.			✓
14	The assignment feel difficult with learning media with learning methods.			✓
15	The English teacher find it difficult to provide an evaluation of the learning process.			✓
16	The English teacher have difficulty in choosing the type of question that is suitable for use.		✓	
17	Students have difficulty answering questions from the teacher during the English learning process.			✓
18	The English teacher find it difficult to apply learning media with learning methods.		✓	
19	The English teacher feel the benefits of using learning media with learning methods.			✓
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.		✓	

RESEARCH QUESTIONNAIRE (Before-Use / After Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Marjuanda
2. NIP : 19960110202211017
3. Subject of Study : Bahasa Inggris
4. Date : Senin, 31 Juli 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.				✓
2	English teachers often use media with methods in conveying material and giving assignments to students.			✓	
3	The English teacher feel interested in making learning media for each learning material.				✓
4	Designing instructional media take a long time and costs a lot.				✓

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.			✓
6	The delivery of material using learning media with learning methods more effective and efficient.		✓	
7	The English teacher use a variety of media and methods in teaching and learning.			✓
8	Students feel bored in the English learning process.			✓
9	The English learning material use media with methods so that students are more active in class.			✓
10	English learning material use media with methods that are easier to explain.			✓
11	Students feel bored in the English learning process.			✓
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.			✓
13	Students find it difficult to learn when the English learning process is in progress.			✓
14	The assignment feel difficult with learning media with learning methods.			✓
15	The English teacher find it difficult to provide an evaluation of the learning process.			✓
16	The English teacher have difficulty in choosing the type of question that is suitable for use.			✓
17	Students have difficulty answering questions from the teacher during the English learning process.			✓
18	The English teacher find it difficult to apply learning media with learning methods.			✓
19	The English teacher feel the benefits of using learning media with learning methods.			✓
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.			✓

RESEARCH QUESTIONNAIRE (Before-Use / After Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

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 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : A. SH. ASRIANA .S. Pd
2. NIP : 09 09 17 2022 21 2025
3. Subject of Study : BAHASA INDONESIA
4. Date : SENIN 31 JULI 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.			✓	
2	English teachers often use media with methods in conveying material and giving assignments to students.				✓
3	The English teacher feel interested in making learning media for each learning material.				✓
4	Designing instructional media take a long time and costs a lot.				✓

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.		✓
6	The delivery of material using learning media with learning methods more effective and efficient.		✓
7	The English teacher use a variety of media and methods in teaching and learning.		✓
8	Students feel bored in the English learning process.		✓
9	The English learning material use media with methods so that students are more active in class.		✓
10	English learning material use media with methods that are easier to explain.	✓	
11	Students feel bored in the English learning process.		✓
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.		✓
13	Students find it difficult to learn when the English learning process is in progress.		✓
14	The assignment feel difficult with learning media with learning methods.		✓
15	The English teacher find it difficult to provide an evaluation of the learning process.	✓	
16	The English teacher have difficulty in choosing the type of question that is suitable for use.		✓
17	Students have difficulty answering questions from the teacher during the English learning process.	✓	
18	The English teacher find it difficult to apply learning media with learning methods.		✓
19	The English teacher feel the benefits of using learning media with learning methods.		✓
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.	✓	

RESEARCH QUESTIONNAIRE (Before-Use / After Use)
USING ARTICULATE STORYLINE FOR FORMATIVE
ENGLISH LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR

I. Instructions for completing the questionnaire

1. Complete your identity first.
2. Read this questionnaire question carefully and thoroughly.
3. Choose one of the alternative answers provided by giving a tick (√), with the following information:
 4 = Very good 2 = Less good
 3 = Good 1 = Bad
4. Fill in this questionnaire honestly, correctly, seriously and precisely.
5. Have fun working on it and I thank you for your participation.

II. Identity

1. Name : Taufan. Firda
2. NIP : 157309072015081001
3. Subject of Study : Bahasa Inggris
4. Date : Sabtu, 01 Agustus 2023

III. Statement Table

No	Statements	Alternative Answers			
		1	2	3	4
1	English teachers often use interactive multimedia in the learning process combined with learning methods.			✓	
2	English teachers often use media with methods in conveying material and giving assignments to students.				✓
3	The English teacher feel interested in making learning media for each learning material.				✓
4	Designing instructional media take a long time and costs a lot.				✓

5	The English teacher have difficulty designing multimedia-based learning media and using learning methods.				✓
6	The delivery of material using learning media with learning methods more effective and efficient.				✓
7	The English teacher use a variety of media and methods in teaching and learning.				✓
8	Students feel bored in the English learning process.				✓
9	The English learning material use media with methods so that students are more active in class.				✓
10	English learning material use media with methods that are easier to explain.		✓		
11	Students feel bored in the English learning process.				✓
12	Students feel enthusiastic about participating in English learning when using learning media with learning methods.				✓
13	Students find it difficult to learn when the English learning process is in progress.				✓
14	The assignment feel difficult with learning media with learning methods.				✓
15	The English teacher find it difficult to provide an evaluation of the learning process.				✓
16	The English teacher have difficulty in choosing the type of question that is suitable for use.				✓
17	Students have difficulty answering questions from the teacher during the English learning process.				✓
18	The English teacher find it difficult to apply learning media with learning methods.				✓
19	The English teacher feel the benefits of using learning media with learning methods.				✓
20	Students become more diligent in English learning and doing assignments when using learning media with learning methods.				✓

Figure C.4 After Use Articulate Storyline For Formative English Language Assessment

APPENDICES D (Activity Documentation)**Figure D.1 Articulate Storyline Training Documentation**



Figure D.2 Application of Learning Media in Classroom

APPENDICES E (Documents)


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 No. Stambuk : **10535-1114719**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

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 NBM 101 7716



06-23



PEMERINTAH PROVINSI SULAWESI SELATAN
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Yang bertanda tangan dibawah ini adalah Kepala UPT SMKN 7 Takalar :

Nama : SUNARDI, S.Pd
 NIP : 19701117 200312 1 008
 Pangkat/Golongan : Pembina Tk. I / IV b
 Jabatan : Kepala UPT

Menerangkan bahwa

Nama : Sriwidharti, R.
 Nomor Pokok : 105351114719
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Benar telah mengadakan penelitian di SMK Negeri 7 Takalar pada tanggal 26 Juli – 08 Agustus 2023 dalam rangka penyusunan skripsi dengan judul penelitian : "Using Articulture Stroryline For Formative English Language Assessment of SMKN 7 Takalar".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Takalar, 08 Agustus 2023



SUNARDI, S.Pd.
 NIP. 19701117 200312 1 008

BerAKHLAK

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melayani
bangsa

Sipakatau





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KONTROL PELAKSANAAN PENELITIAN

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NIM : 10130101745
Judul Penelitian : Using Authentic Materials for Formative English Language Assessment of Senior 7 Tahapan.
Tanggal Ujian Proposal : 02 Juni 2015
Tempat Ujian Penelitian : SPMN 7 Takalar

No	Hari/tanggal	Kegiatan Penelitian	News Ginasterkati	Prof. Ginasterkati
1	10/06/2015	Observation	Ya, S.Pd	Y
2	10/06/2015	Learning Media learning for teacher	Ya, S.Pd	Y
3	10/06/2015	Observation of the application of learning media in class	Ya, S.Pd	Y
4	10/06/2015	Character of the application of learning media in class	Ya, S.Pd	Y
5				
6				



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Takalar, 02 Agustus 2015

Ketua Program Studi,
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Nama : Sriwidharti.R
Nim : 105351114719
Program Studi : Pendidikan Bahasa Inggris

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Web: pp.muhammadiyah.ac.id

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LETTER OF ACCEPTANCE

0811/BG-FKIP/LOA/B/VIII/1445/2023

Dear SRIWIDHARTI R

It is our pleasure to inform you that, after reviewing your paper:

**USING ARTICULATE STORYLINE FOR FORMATIVE ENGLISH
LANGUAGE ASSESSMENT OF SMKN 7 TAKALAR**

The manuscript ID: 1048

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
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Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umni Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



Sriwidharti.R born in Takalar on 17 August 2001. She is an youngest. Her Father's name is Rafiuddin and her Mother's name is Saharia. She started his education at Al-Ikhlas kindergarten and graduated in 2007. Then continued her education at SDN Inpres Kaballokang and graduated in 2013. After that, she continued his education at SMPN 2 GALUT and graduated in 2016. Then continued her education at SMKN 7 Takalar and graduated in 2019. At the same time, she registered as a student at University Muhammadiyah Makassar and majored in English Education. She completed her education in 2023 with the thesis title **"Using Articulate Storyline for formative English Language Assessment of SMKN 7 Takalar."**

