1) This is an example of a student whose pronunciation is lacking, his fluency in pronouncing is also lacking, but he is creative in making videos.

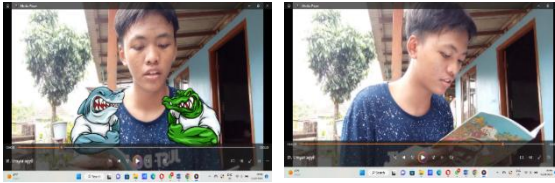
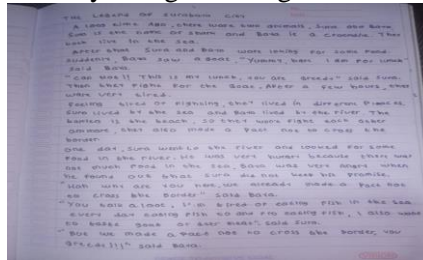Figure 4.1. Storytelling_The Legend of Surabaya city

Figure 4.2. Transcript_The Legend of Surabaya city

2) This is an example of a student whose pronunciation still has a few errors, the fluency in pronouncing is clear and good. But for making videos it is still not interesting.

The Ant and Grasshopper
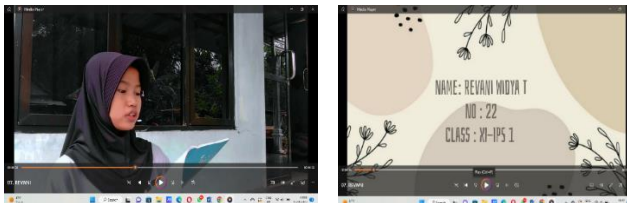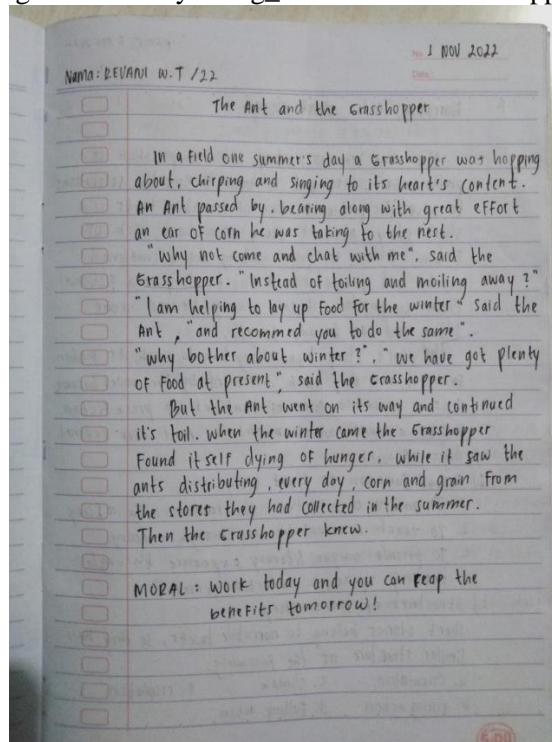

Figure 4.3. Storytelling_The Ant and Grasshopper

Figure 4.4. Transcript_Ant and Grasshopper

3) This is an example of a student whose pronunciation is good, his fluency in speaking is clear and good. creativity in the video is good but less interesting.of a student whose pronunciation still has a few errors, the fluency in pronouncing is clear and good. But for making videos it is still not interesting.
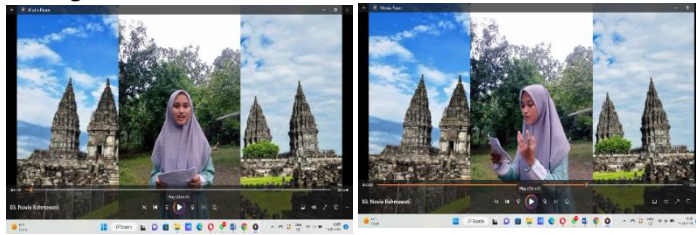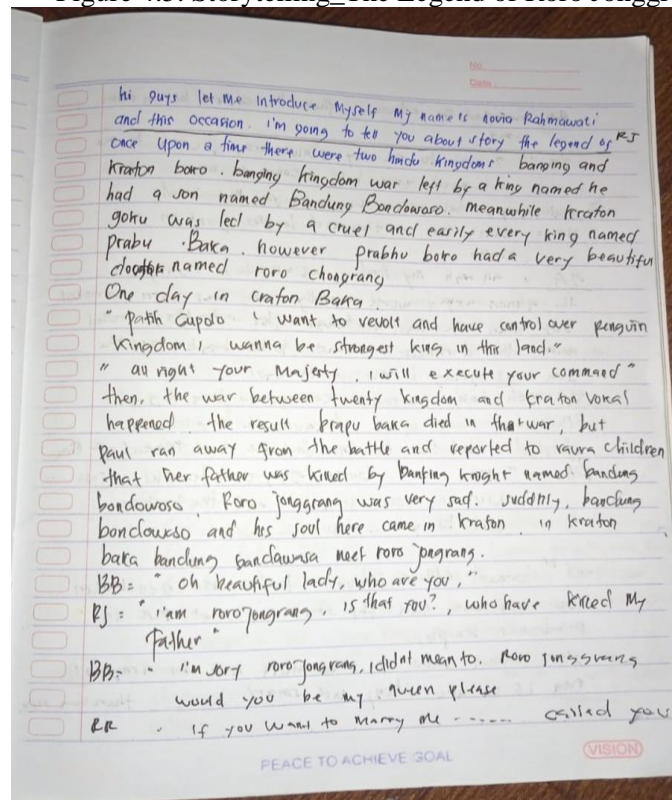

Figure 4.5. Storytelling_The Legend of Roro Jonggrang

Figure 4.6. Transcript_ The Legend of Roro Jonggrang

Table 4.2. Observation result 2nd interviewee

No.	Observation	Yes	No
	Barker (1993), designing authentic assessment		
1.	Building team		
2.	Determining the purpose of the authentic assessment		
3.	Specifying objectives		
4.	Conducting professional development on authentic assessment		
5.	Collecting examples of authentic assessment		
6.	Adapting the existing authentic assessment or developing a new one		
7.	Trying out the assessment, and		
8.	Reviewing the assessment		
	Gotlieb (1995), portfolio assessment		
1.	The teacher should explain to the students that portfolio will give benefits for both teacher and students		
2.	Together with the students, the teacher decides the samples of portfolio tasks		
3.	The tasks are collected and organized into a special folder		
4.	Every task is identified based on the date of submission so that the teacher can track the students' progress during a given time		
5.	The teacher determines the criteria of scoring with students		
6.	The teacher may ask students to check their own work and at the same time help them how to assess and improve the task		
7.	If the students get a low score on the assessment, the teacher may give them opportunity to improve their works within a particular time		
8.	Finally, each of student work is collected into one file as the portfolio assessment archive.		
	O'Malley and Pierce (1996), persiapan penilaian speaking		
1.	Identifying purpose		
2.	Planning for assessment		
3.	Developing scoring procedures		
4.	Setting standard		
5.	Selecting assessment activities, and		
6.	Recording information.		
	Thomas (2000), five key components of effective PBL		
1.	Embedded in the curriculum		
2.	Organized around driving questions that lead students to encounter central concepts or principles		
3.	Focused on a constructive investigation that involves inquiry and knowledge building		
4.	Student-driven and managed, and		
5.	Focused on authentic, real-world problems.		

FORMAT REVISI SKRIPSI

Name	: Natasya Hadi Permatasari
NIM	: 195300052
Program Studi	: English Education Department
Tanggal Ujian Skripsi	: 14 Februari 2023
Judul Skripsi	: Autentic Assessment on Project Based Learning (PJBL) For Speaking Skills Using Digital Storytelling of English Teachers in Senior High School
Penguji I	: Dr. Endang Mastuti Rahayu, M. Pd.
Penguji II	: Dr. Nunung Nurjati, S.E., M.Pd.

No	Materi Revisi	Penguji I	Penguji II
1	Title of thesis (digital storytelling change speaking skills)		
2	Abstract (max 250 words)		
3	Chapter 1 (research question just 1, limitation of the study)		

Batas waktu revisi proposal : 2 (dua) minggu terhitung dari waktu ujian skripsi

Dosen Penguji I

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