ABSTRACT

Rima Nabilah Nuzula 2025., **Optimizing Project-Based Assessment (PBA) In Developing Students' English Digital Fluency.** A thesis. English Education Department, Postgraduate Program, State Islamic University of Sunan Gunung Djati Bandung.

The integration of digital technology in ELT has shifted learning demands from digital literacy to English Digital Fluency (EDF), which emphasizes students' ability to create content, collaborate, and adapt critically in digital environments. However, classroom practices often indicate that students' use of technology remains largely oriented toward entertainment rather than meaningful academic purposes.

This study aims to explore how Project-Based Assessment (PBA) is applied by the teacher to support the development of students' English Digital Fluency (EDF) and how students' English Digital Fluency is reflected through English video project outcomes.

Employing a qualitative approach, this research involved eleventh-grade students and an English teacher at a private senior high school in Garut. Data were collected through the analysis of students' video projects as the primary data source, supported by semi-structured interviews and questionnaire. The video projects were analyzed using an adapted rubric focusing on content, delivery, and creativity, while interview and questionnaire data were used for triangulation.

The findings indicate that the teacher implemented PBA through systematic stages that engaged students in authentic digital tasks, allowing them to demonstrate English Digital Fluency (EDF) through coherent content production, effective collaboration, and virtual resilience. Formative assessment was integrated throughout the project process in the form of mentoring, feedback, and guided revision, enabling students to identify weaknesses and improve their work during learning. Through these processes, students were able to explore authentic issues, utilize credible digital resources, and produce creative and well-structured video projects. Although variations in digital confidence and technical proficiency were observed, most students successfully communicated their ideas clearly and meaningfully, reflecting their ability to critically create digital products.

In conclusion, PBA contributes to the development of students' English Digital Fluency by aligning assessment practices with authentic videotasks and formative learning support. This study recommends that English teachers implement PBA with explicit English Digital Fluency indicators and continuous formative feedback to support both the learning process and the evaluation of students' final products.

Keywords: Project-Based Assessment, English Digital Fluency, video-based assessment, EFL learning, English video projects.