

Analysis of the Implementation of Project Based Learning (PjBL) by Utilizing YouTube Media in Speaking Learning

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Abstract. This study aims to describe the speaking skills of class 2B students by applying PjBL and the use of youtube media. The research uses a qualitative descriptive approach. The data collection method consists of observation, interviews, and tests. The research subjects of the 2nd semester Accounting Study Program students were 21 students. The data analysis techniques include reduction, presentation, conclusion drawn, and verification. The results of the study stated that students' speaking skills were relatively good. Students are able to complete projects in theory and practice well. The value of speaking practice from linguistic and non-linguistic elements in good qualifications.

Keywords: Talk, Project Based Learning, Youtube

1 Introduction

Language skills are skills that must be quasi-acquired by everyone. This is because through language people are able to express ideas either orally or in writing. One of the language skills is speaking. Speaking has the meaning of conveying thoughts orally about what is thought in order for the other person to be able to understand. Whether or not a person's speaking skills are related to the way of thinking. Conveying wrong ideas or ideas will cause misunderstandings in communication. Speaking is a skill that will develop in a person after mastering listening and reading skills [1]. Speaking has to do with the vocabulary that a person has. Good speaking skills are not acquired by themselves but through the process. The process that will be passed includes practice, discussion, reading, and experience. Practice and practice will have a considerable influence to support a person's public speaking skills.

This research needs to more clearly articulate the core problems related to students' low speaking skills, such as lack of confidence, limited vocabulary, weakness in intonation, lack of practice, and the tendency of learning that is still teacher-centered. To establish the urgency of the research, the manuscript must show that the problem has a direct impact on students' academic presentation and communication skills. Furthermore, the justification that the Project-Based Learning (PjBL) model combined with YouTube is the right solution needs to be reinforced with the argument that PjBL

encourages students to play an active role as content creators, not just consumers, thus providing space for exploration, repetitive exercises, and authentic learning that is highly relevant to the development of speaking skills.

Students as prospective successors of the nation who have intellectuals are required to have good speaking skills. Speaking skills are not only needed in the lecture process such as presentations or discussions, but also in social life, society, and the world of work. In fact, students still feel embarrassed, doubtful, and unconfident when they have to speak in front of their friends in scientific forums. Lecturers must strive so that students' speaking skills can improve through various efforts. One of the efforts that can be made includes using a learning model that makes students feel comfortable. When students feel comfortable, they will be motivated to be able to speak well. Students must have a sense of confidence and good speaking skills. This is because of the responsibility that students have to be able to convey ideas [2]. Developing public speaking skills is a soft skill that is very important to prepare students for various personal and professional situations.

The discussion of the aspect of speaking skills in manuscripts needs to be supported theoretically by including the foundations of language acquisition, oral communication theory, and applied linguistic concepts. Self-confidence can be explained by the theory of speaking anxiety, vocabulary is associated with lexical development, intonation and expression based on prosodic and pragmatic theory, while the practice of speaking is explained through the theory of production practice and feedback. By linking these components to established theories, the manuscript will show that the research focus is not only descriptive, but also has a strong academic foothold in the fields of linguistics, language pedagogy, and communication.

The manuscript needs to explain more emphatically how the main characteristics of PjBL such as learning by doing, collaboration, guided inquiry, real product creation, and performance-based evaluation directly facilitate the development of speaking and public speaking skills. Scripting, presentation exercises, group discussions, video production, and final presentations are activities that naturally demand the use of spoken language. Therefore, PjBL is not only a learning context, but also an activity structure that encourages students to speak more often, be more aware of the quality of communication, and be more confident in appearing in public.

According to [3] In general, students have difficulty expressing opinions, participating in discussions, and drafting writing. One of the factors causing it is a learning approach that focuses on lecturers. Students do not yet have a fun collaboration space and are actively involved in developing speaking skills. Therefore, discussions and project grants are needed to develop their potential. [4] stated that the Project Based Learning (PjBL) model will involve students to play an active role in completing projects contextually. Students will try to explore problems, find solutions, and present results in front of peers. [5] said that PjBL is a learning model that provides opportunities for students to work for a certain period of time in order to be able to produce real products so that they can improve their ability to think critically, solve problems, and collaborate. Language learning through PjBL can be implemented through various projects, including speaking practice. Through this method, students are not only required to master word selection, intonation techniques, expression, and even be directly involved

through practice. Practice activities will force them to practice repeatedly, work together on the theme, give suggestions, and correct mistakes. The activity is in accordance with the language learning objectives that emphasize real communication skills [6].

Education does not only have the task of imparting knowledge, but rather the process of developing a way of thinking critically, creatively, and being able to collaborate as needed. Technological advances have brought major changes in life starting from how to interact, communicate, study, work, and so on. Various digital platforms, including social media, have become inseparable. The existence of digital platforms brings logical consequences in life, such as fake news (hoax), cyberbullying, and digital dependence. Therefore, the introduction of digital literacy is very important in the world of education. This is because social media can strengthen the role of students in maximizing their potential. Through digital literacy, all users must actively contribute to creating a positive digital ecosystem, not just users. Lecturers and students are increasingly having easy access to various media, as well as learning materials. Teaching methods that are usually applied previously can be combined with digital methods and media that suit learning needs.

The development of technology has caused the popularity of social media among young people to be unstoppable. The proper use of social media among students can be used as a space to share information, discuss, and learn. The use of social media for educational purposes, especially through PjBL, is able to create a dynamic and comfortable atmosphere for students. They can access the internet anytime and anywhere so that the learning process can go well. The learning process does not only take place in the classroom and is centered on the material from the lecturer. The merger between PjBL and social media has the goal of creating a learning process that is able to develop students' skills and potential. In this context, you tube is used as a learning medium. Youtube is a video-sharing service available on Google. Users can watch videos and share videos for free. Youtube is a form of the development of internet technology from "read only web" to "read write web", which provides reading resources for other users. This condition causes youtube to become one of the practical social media and has a large audience. This is due to the level of practicality and ease of access [7], [8].

Literacy skills and skills to utilize technology are very important in today's digital era. These two aspects must be mastered in order to be able to face future challenges. The demands of 21st-century education must balance between academic abilities followed by critical thinking skills, communication, ability to collaborate, and creativity or have high creativity. Meanwhile, digital literacy skills include being able to search, understand, evaluate, and utilize digital information properly. The characteristics of education in the 21st century consist of being creative, innovative, able to think critically, and utilizing technology-based media to combine knowledge [9], [10]. PjBL is a learning method that provides space for students to complete projects to solve problems in learning activities. The existence of digital-based PjBL allows students to interact with digital technology that meets real-world needs [11]. According to the goals of learning Indonesian, it is hoped that students will be able to communicate well, correctly, and effectively. Students are able to communicate in writing and orally, especially in academic contexts. Through Indonesian courses, students are expected to be able to master

the use, spelling, grammar, rules, and use of the Indonesian language in accordance with the text.

Explicitly identifies research gaps in previous studies on speaking skills, the application of Project-Based Learning, and the use of social media such as YouTube as a learning medium. The explanation should emphasize that many previous studies have only highlighted improving speaking skills through conventional methods or the use of technology as an additional tool, rather than as an integrated, content-production-oriented learning experience. In addition, research on PjBL generally focuses on physical products or written projects, not digital projects that combine students' creativity in making videos. By showing these gaps, the manuscript can articulate an element of the novelty of this research, namely the integration of PjBL with YouTube content production to improve the ability to speak authentically and multimodally.

The learning method that is able to answer these problems is Project Based Learning (PjBL) [12]. The emphasis on the PjBL method is the active involvement of students to complete the given project by having a connection with daily life. The existence of PjBL not only provides knowledge in theory but also increases skills, creativity, and confidence [6]. The application of PjBL to speaking materials can provide opportunities for students to practice speaking in various events, both formal and semi-formal so that they will hone their public speaking skills [13], [14]. This research has a very strong relationship with the demands of the industrial world with the soft skills that graduates must have, including the ability to speak. Therefore, the study was conducted to describe speaking skills with the application of PjBl and utilizing Youtube social media.

2 Method

This study uses a qualitative descriptive approach to analyze the application of based project learning (PjBL). Data collection methods include observation, interviews, and tests. Observations were made to observe students' speaking skills in front of peers through the given projects and the ability to work together. The interview was conducted to find out the level of motivation for the implementation of PjBL and the use of youtube in the learning process. The test is in the form of speaking practice to measure the skill of conveying ideas and ideas.

If the study is empirical, the manuscript needs to explain in more detail the research design, participant characteristics, data collection methods, and analysis procedures used so that they are aligned with the research objectives. A more structured description of the number of participants, background of initial abilities, sampling techniques, speaking skill assessment instruments, and video product assessment mechanisms will provide methodological transparency. In addition, data analysis procedures whether qualitative, quantitative, or mixed should be directly linked to the measured speech skills indicators. The clarity of this methodology will confirm that the research findings are valid and replicable.

The observation process aims to get a direct picture of the speaking skills that students have in completing the project. In addition, observation is used to determine the ability to work together in a group to complete a given project. Interviews were

conducted through unstructured techniques to find out the factors that affect the motivation for implementing PjBL and the use of youtube in completing projects. Meanwhile, the speaking practice test will be carried out through a structured assessment. Descriptive statistical analysis will be used to measure the results achieved by each student.

The subject of this research is a student in the second semester of accounting study class 2B which totals 21 students. Data analysis techniques adopted from Miles, Huberman, and Saldana. The steps for data analysis include reduction, distribution, conclusion drawn, and verification [15]. Data analysis is carried out to collect information, present research findings, and identify research objects.

Data reduction was obtained through data collection in the form of observations, interviews, and tests. The data obtained will be summarized and arranged in a structured manner. In the presentation of data, the descriptive narrative is in the form of a summary of the research findings of each data collection technique. The data will be supplemented with excerpts of research results as support for the data that has been obtained. The conclusion and verification stage was carried out by analyzing the relationship between the implementation of PjBL and the use of youtube media. The assessment elements are in the form of motivation for the implementation of PjBL and youtube, speaking skills, and the ability to work together. The findings will be re-verified to ensure that the interpretation is correct. Through this step, simulation can be made supported by data from research findings.

3 Result and Discussion

This research was conducted to describe the speaking skills of 2nd semester students in the Indonesian language course. So far, there have been many obstacles experienced when students practice speaking in daily life and lecture processes. The results of the application of the Based Learning Model (PjBL) with youtube media in in-person learning include four stages, namely:

3.1 Planning Stage

At this stage, it is divided into 6 groups. Each group will discuss to design and create a framework. The group leader will lead the discussion to determine the completion of the given project.

3.2 Planning Stage

Students begin to determine how to design processes to achieve maximum results. The design includes the selection of materials from youtube media to obtain information about the completion of the project. The group will observe various examples of people speaking formally and semi-formally. Through the results of observations, they will discuss answering questions from the given project.

3.3 Implementation Stage

Students make observations through social media, namely youtube which is observed to obtain information, conduct continuous evaluations, and reflect on the preparation of products as a result of the project carried out. Observations include linguistic aspects in the form of word choice, sentence structure, and fluency. Meanwhile, non-linguistic aspects include expression, gestures, and intonation. The information obtained will be reported in writing to each group. While individual projects are in the form of direct speaking practice. Each student will practice with group friends to correct each other. Each group member will advance the practice of speaking in front of the class in a loud manner. The lecturer will lead the course of practical activities.

3.4 Results reporting stage

The results of the project are in the form of written reports in the form of materials or theories related to speaking scenarios. Practice projects in the form of speaking in front of the class individually to measure the success rate of a given project.

The detailed activities for the implementation of PjBL with youtube media are explained as follows.

Students do planning.

Planning activities at this stage are joint discussion activities with group members to complete the given project. The problem given is in the form of creating a practical scenario of speaking for formal and semi-formal needs. The lecturer gave an example of a video speaking through youtube media. Through the youtube media seen, students can determine the flow of the scenario, the type of formal and semi-formal speaking, as well as good speaking skills. Lecturers provide material stimulus on speaking through exposure. The lecturer also gave examples of speaking directly.

This stage will require students to actively seek information through different youtubes to increase understanding. All group members made observations from the seen yotube media. Each group will prepare a question if there is something that is not understood from the talking activity that is seen. Questions can be directed to members of one group, another group, or lecturer. From this activity, the level of motivation of each student in understanding the material will be known. At this stage, each group can complete a written project in the form of a talking scenario. From the scenarios that have been created, they can apply independently. Group tasks in the form of talking scenarios will be delivered in turn.

Students do the design.

Each group member already has to determine the material for practice at this stage. All questions that have been collected related to poorly understood material are discussed in this activity. Each student is free to express their opinion regarding the material that has been studied. Lecturers act as facilitators of this activity. Students begin to

deduce good speaking techniques and how to create speaking scenarios before practical activities are carried out.

At this stage, students will also discuss determining the theme of speaking practice. All members of the group will have opinions with each other according to their interests. Based on the theme that has been chosen, they will look for suitable material. Each member will re-explore good speaking techniques and how to deliver them according to the theme taken. At this stage, each person will work independently to prepare material for speaking practice.

Each member will practice speaking in front of their peers. Group members will give each other feedback. This activity is intended to explore speaking skills. Students will feel free and not nervous when studying with their peers. They will be actively involved in giving each other advice on the shortcomings of the activities of talking friends, either technical or material.

Students look more comfortable during practice talking to friends. They can joke with each other when something goes wrong. Fear and reluctance slowly disappear as they get used to expressing their opinions.

Implementation stage.

Students will take turns practicing speaking in front of their friends. They will advance in the order that has been agreed. It can be seen that students are managing their emotions when nervousness comes. They try to convey spoken material in clear, intonation, and easy-to-understand language for listeners. Don't forget that they use gestures or gestures that support the content of the conversation.

The practical activities are quite interesting because every time they are finished, there will be suggestions from other group friends. The practice went quite smoothly and looked nervous only experienced by students who appeared early. Other students are quite ready and focused on the material that has been prepared. Giving advice every time you finish performing also provides motivation to be able to practice speaking well.

The results of speaking practice are as follows.

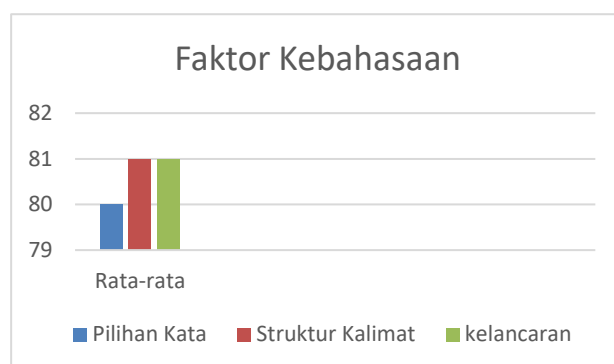


Table 1. Language Factor

Based on the table above, it can be seen that the linguistic aspects of the students are good. The linguistic aspects that are mastered include:

Word selection or diction.

In terms of word selection or diction, they are able to choose the right word according to the theme taken. The average score reached 80. For example, taking the theme of Indonesia's economic condition, "The preparation of the 2025 State Budget will be focused on the development of Human Resources (HR)". "The government will provide incentives for citizens who obedient to pay taxes so that the real sector can grow". When taking the economic theme, they are able to determine matters related to the economy such as the state budget and the real sector. Not a financial plan but the term used appropriately. In addition, the real sector is a sector that is able to produce goods and services, not the actual sector. They are able to choose specific words during practice so as to avoid ambiguity. The selected words are also tailored to the audience.

They are able to choose words with a formal atmosphere. The words used are standard words such as, "you" not "you", "I" not "me", when they greet participants or audiences. For example, in the sentence "I, as the moderator, will lead the discussion today." Students have been able to choose a standard word that usually uses the word "me" when talking casually with friends. "Please submit any suggestions or questions to the presenter". The choice of the word "you" in a formal situation is very appropriate because it is to respect the person present at the time of the event. In a relaxed atmosphere they use the word "you".

During practice, there are also obstacles in the choice of words or diction. The rampant use of slang makes it difficult for students to determine and "udah" rather than "already", "explain" instead of "explained", for example in the sentence "As explained earlier". The mistake occurred not intentionally but an element of habit. They are used to using informal variety so that they have difficulty adjusting when the atmosphere changes formally. Another obstacle occurs when they forget the order of the next sentence. This condition is overcome by choosing less standard words to be able to continue with the next material. Sentences that are too long also make it difficult for them to remember so that the conversation is finished immediately.

According to [16] it is clear that language and grammar acquisition is not only learned but must also be understood and practiced repeatedly according to the context. Therefore, lecturers have a role to train students to get used to choosing the right words for their needs. Word choice has to do with experience. This experience will shape students' knowledge to overcome conflicts independently. Therefore, the activity of expressing opinions or speaking must often be done to explore the natural choice of words due to habit. The more diction you have, the more difficulty you have in speaking, the more fluent it will be.

Word selection is an inseparable part of the learning process, especially language learning. The habituation of choosing standard words in class will shape students' knowledge and form habituation patterns considering the rampant use of slang today.

Through a diverse understanding of diction, students will easily develop other language skills such as writing and reading [17].

Sentence Structure.

The sentence structure used is related to the understanding of the content of the information. Based on the results of observations when practicing speaking, most of the sentence structures are according to the rules. The average score reached 81. They compose words in sentences that are easy to understand. They use examples on youtube to minimize errors. They learn to understand the content of the manuscript so that the sentence structure is quite good.

Sentence strictness errors are found due to daily communication habits. Some students are still found to use inappropriate sentence structures when speaking. Informal language habits and the absence of corrections. According to [18] Speaking activities can help build interaction with the surrounding community. Project learning will get students used to practicing thinking and composing ideas before speaking. The provision of projects and the use of social media will accustom students to understand what they want to convey so that sentence preparation becomes structured. In addition, it will also make them accustomed to thinking critically about every situation they face and dare to express their opinions. Based on the theory of language acquisition, sentence structure is not enough to be learned but must go through repeated practice [19]. Therefore, lecturers can provide various examples or models of speaking with the right sentence structure through various media. This can improve sentence structure and apply it in life.

Sentence structure errors are found when using ineffective sentences. Some students tend to use long and long-winded sentences but are not focused. For example, "In uncertain economic conditions, there are a lot of problems faced by our society". The inaccuracy of the subject and predicate, "because the price of fuel has increased, it has become increasingly difficult for the community." It should be more difficult for the community because fuel prices are rising". The use of inappropriate sentences is also caused by linguistic factors, namely the relationship with the meaning being discussed [20].

Smooth.

The results of the observation can be found if the fluency of speech is good enough. They were seen to have prepared the material and practiced seriously so that the average score reached 81. The practice process with group mates helps them to correct each other and correct mistakes so that they speak fluently. Practice opportunities with peers also help increase the frequency of speaking. This has an impact on spontaneity when forgetting text. Students who are ready and confident can improvise so that mistakes can be overcome and not obvious. The results of making observations on youtube are quite helpful in increasing confidence. Thus, fluency in speaking can be done because of spontaneity.

On the other hand, the obstacle from the fluency aspect is lack of confidence and forgetting the text. They will stop in the middle of a sentence. For confident students, they will try to improvise by continuing the next sentence or throwing questions to the

participants. For students who lack confidence, they will stop, repeat sentences, or even use the word "eee..." while remembering the next sentence. This is according to the opinion [21] which states that affective, namely confidence and motivation will be the key to the success of language acquisition. For students who are still experiencing this, space, appreciation, and a positive attitude are needed to improve speaking skills.

Another indicator of speaking practice is non-linguistic factors described as follows.

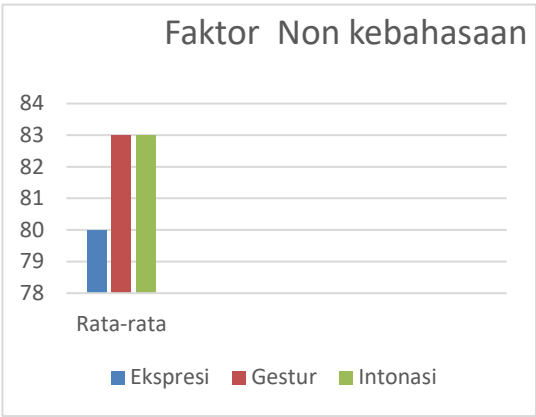


Table 2. Non-Controversy Factors

Expression

Expression is closely related to speech. Expressions are a cue in conveying opinions, thoughts, or feelings. Based on the table above, students are able to express themselves according to the content of the material. The average score achieved is 80. Students are able to display expressions according to what is discussed. They will smile when greeting the participants who attend, the expression will change to serious when language the material to be delivered. The ability to adapt expressions to the material will help participants understand the content they want to convey. However, there are still some students who experience expression problems. Students who feel less confident will have difficulty expressing their expressions tend to be flat and stiff. Expression disorders are also caused when concentration is divided. During the practice of speaking, suddenly a friend sneezes so that concentration is slightly damaged and has an impact on inappropriate expressions.

Gesture

Gesture is a gesture that supports or clarifies a verbal message. The results of the observation showed that students were able to adjust the content of the material with gestures with an average score of 83. The gestures made also varied according to needs. They added gesture references through youtube media that were observed with group friends. The gestures that are widely used during practice are hands, head gestures, and

gestures. For example, using hand gestures to show large amounts when discussing economic conditions in Indonesia. The hand will point to the LCD layer when explaining or presenting a material, Gestures will appear naturally when a person understands the content of the material or message being conveyed. During the practice of speaking, gestures are still found that are not in accordance with the content of the material. For example, there are students who give presentations and always point to the LCD constantly. This condition will impair concentration because monotonous hand movements do not match the content. It is also known that there are students whose feet are not steady. They only grow on one leg and the other leg is bent. This indicates that they are still unprepared and lack confidence during practice. The most annoying moves are the additional moves that aren't needed. In the middle of it, there are those who play bolpoint, moving their legs continuously. This shows that there is still nervousness.

Intonation

Intonation is the high, low pitch or sound when a person speaks. The table shows that the students' intonation during practice is diverse with an average score of 83. The intonation used will reflect the expression, the emphasis on meaning, what the material is conveyed from. In general, students are able to determine the intonation according to the message conveyed. Students look confident with some material so that the high and low tones are reflected in practice. Practice activities with peers also play a role in practicing the use of intonation. In addition, the existence of videos on youtube is a real example for them when speaking. It should be that when speaking, the intonation is not monotonous. This must be adjusted to the situation or message of the content of the conversation. There should be an emphasis on the words that are considered important from the talk.

Mistakes were found when you wanted to flirt with the participants, the intonation should have gone up but instead went down. For example, in the sentence, "Can you estimate how the Indonesian economy will be in the next year?". Due to inappropriate intonation, participants also did not answer. Because the intonation is flat, it seems confusing, it is in the form of a question or statement from the presenter. The error found was that there was no emphasis on the word that was considered important. So that no matter how good the material seems ordinary and less interesting. [22] stated that in linguistics and language learning, the accuracy of intonation is very important because it is related to meaning and emotions. Improper use of intonation results in errors in understanding the content of the conversation.

Results Reporting Stage.

The results of the speaking practice were closed with the delivery of conclusions. Each group is welcome to provide responses from the other group's views. Responses can be suggestions or corrections from speaking activities. The reporting activities were quite interesting because all groups actively participated. In this activity, interviews were also conducted with students about the projects given. The interview was conducted to find out the response from the implementation of PjBL and the use of youtube media.

- Researcher : Lecture activities look crowded with students who are quite active.
 What do you think?
 Student 1 : Yes, I am also happier and more enthusiastic
 Lecturer : Can you tell me why it's easier?
 Student 1 : Because we are given the freedom to study independently and practice together with friends, there is a correction. Learning together is also fun rather than practicing alone because we feel free to express ourselves and not be supervised.

The results of the interview above show that there is a positive response to the implementation of PjBL with the practical method. This indicates that students play an active role in the learning process. Students feel comfortable learning with group friends.

- Researcher : How do you think the giving of the speaking project works?
 Student 2 : Interesting. Because from the beginning we are trained to explore knowledge through youtube media. Usually we look at youtube for other things and this is used for the learning process. So there is something different.
 Researcher : Is this activity more fun than the previous learning process?
 Student 2 : yes, it's a lot of fun. Because there is a week to compete and be the best.
 Researcher : If the understanding of the material is better, is it more understandable or is it confusing?
 Student 2 : Understand better, because usually only an explanation from the lecturer. Now we are plus digging from other sources and discussing with friends if you don't know. That's more interesting.

The results of the second interview also showed that the implementation of PJBL received a good response. Mahassiwa independently and in groups understand the material and prepare well for practice. They train with the spirit of curry and there is motivation to be the best.

It is necessary to more clearly link the development of speaking skills through the PjBL approach and the use of YouTube with 21st century competency strengthening. The completion of a video project requires students to communicate effectively, collaborate in the production process, demonstrate creativity in content development, and apply critical thinking when designing messages or editing videos. By showing this linkage, the manuscript not only displays learning outcomes in the form of improved speaking skills, but also shows that this learning model supports transversal competencies that are indispensable in the context of language learning and higher education today.

This research needs to integrate digital literacy as an essential part of learning, not just as a mere use of technology. The script should emphasize that the process of creating YouTube videos develops digital skills such as information retrieval, digital scripting, editing, audio-visual management, and content publishing. All of these skills not only support the delivery of material, but also form multimodal communication skills that are relevant to 21st-century speaking skills. Thus, digital literacy is not just a support tool, but a learning component that runs in parallel with the development of students' speaking skills.

The selection of YouTube as a learning platform needs to be explained pedagogically by emphasizing its advantages over other digital media. YouTube allows students to produce and publish videos, provide self-paced practice spaces, provide authentic communicative examples, and build motivation for having a real audience. The comments and analytics features also give students the opportunity to receive natural feedback from the public. This advantage is not fully possessed by other platforms such as WhatsApp, Google Classroom, or PowerPoint, so the justification for using YouTube as the main medium must be explained so that readers understand the academic reasons behind choosing these platforms.

4 Conclusion

Based on the results of the study, it shows that the speaking skills of students in the 2nd semester of the Accounting Study Program in the Indonesian subject are relatively good. Students are able to understand and practice speaking techniques well. Theoretical and practical skills are obtained through the provision of Project Based Learning with youtube media. Students feel given the freedom to study with their peers. They can also learn how to speak through youtube media. Independence and responsibility are formed by the existence of a given project. The speaking practice carried out shows that the average value of linguistic and non-linguistic aspects is relatively good. The linguistic aspects include word selection, sentence structure, and fluency. Meanwhile, non-linguistic factors include expression, gestures, and intonation. Although the average score is good, some obstacles were found during practice. These obstacles include the use of words that are not appropriate, sentence preparation that is not precise, and not fluent. Other obstacles are monotonous expression, gestures that do not match the rest of the material, and flat intonation. This research needs to articulate the implications of research more strongly for lecturers, curriculum designers, and higher education institutions. Based on the findings, PjBL based on YouTube content production can be used as a learning model that encourages activeness, improves communication skills, and expands students' digital literacy. Curriculum designers may consider the integration of digital projects in speaking or communication courses, while educational institutions may facilitate media production training as part of graduate competencies. The implications conveyed must be based on study evidence, not just general recommendations, so that the research contribution feels real and applicable.

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