Using Pecha Kucha Presentation in Teaching English Speaking: A Pre-Experimental Study on Islamic Senior High School Students

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Abstract

Due to the English speaking problems encountered by the students in terms of speaking skill components and psychological factors, Pecha Kucha Presentation was offered as a possible solution in teaching English Speaking. Therefore, the present study aimed at examining whether there is a significant difference in students' english speaking ability before and after being taught by using Pecha Kucha Presentation. This study employed a pre-experimental design which was one-group pretest- posttest design. The population in this study was 285 students at the tenth grade of MAN 3 Pekanbaru (Islamic Senior High School). One class was taken as the sample comprising 35 students. This study utilized pretest, treatment, and posttest for gathering the research data. Then, the collected data were statistically analyzed using a paired sample t-test on SPSS version 23. With reference to the analysis, the results showed a significant difference in students' English speaking ability before and after being taught by using Pecha Kucha Presentation. To conclude, the use of Pecha Kucha Presentation influences the students' English speaking ability significantly.

Keywords: *Pecha Kucha Presentation; Teaching English Speaking*

INTRODUCTION

In teaching and learning a language, speaking is a paramount skill that should be possessed by students in addition to reading, writing, as well as listening. Due to speaking as a linguistic art for communicating and interacting with people, it requires the ability of conveying thoughts, feelings, and emotions through communication spontaneously both in verbal and nonverbal forms. In order to be fluent in speaking a language, particularly in learning English, teachers have to play their roles to facilitate the students' learning for enhancing their ability in English communication skill. Practically, teachers employ a variety of speaking activities, strategies, techniques, method and approaches or ask their students to take public speaking courses, accept free offers to attend events, read rhetorical texts as often as possible and practice English speaking in front of the mirror. Since the activities during teaching and learning process in the classroom are critical for students' speaking development, therefore, those should be able to lead the students to remarkable progress of their learning in teaching and

learning process.[1]

Moreover, in teaching and learning activities, the teachers mainly focus on achieving particular objectives that have been planned previously. Teachers absolutely have organized their plans into systematic teaching for successful teaching and learning. Teaching is not an easy job.[2] In fact, in teaching speaking, some problems encountered by the students as found in preliminary study at one Islamic Senior High School are limited English vocabulary mastery and difficulty of pronouncing English words, negative perception of learning, boredom and laziness of learning, the difficulty of understanding the materials given, inability of delivering an oral presentation, shyness and less speaking confidence in delivering presentation. To solve the problems, consequently, teachers are required to create teaching and learning activities effectively. Particularly in teaching English speaking, teachers should create effective speaking activities focusing on fluency and accuracy. [3]

In accordance with the problems previously stated, one possible solution that can be offered to provide the students with an effective teaching activity is using Pecha Kucha Presentation in teaching English speaking. Pecha Kucha is an alternative way for developing English speaking ability in teaching speaking skill, which is a quick presentation form for a huge audience. It helps students become more powerful English speakers. The students become well-organized presenters by utilizing an image as the focal point and creating a visual link between concepts, and it assists the listeners understand what is being said.[4] In teaching and learning process, Pecha Kucha is also increasing in application as an alternate method for classroom presentation.[5] It is also supported by Alfaynie in her study that Pecha Kucha is as the technique used in presentation to solve students' speaking problem in front of the class. Moreover, it is a fast-paced presentation with Microsoft Office Power Point slides in a 20 × 20 size, which means there are 20 photos or images shown for 20 seconds each, for a total presentation time of 6 minutes and 40 seconds.[6] The images transit automatically when the time is specified in the PowerPoint's Advance Slide section, and the presenter talks along with the slides, carefully synchronizing his words to the images while still focusing on the topic and the audience.[7]

A number of previous studies in relation to using Pecha Kucha Presentation have been conducted, some of which were carried out overseas and others were in Indonesia. Most of the studies focused on university level such as the studies from Levin and

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[1] Dedy Wahyudi, "Improving Students' Speaking Skill through Semantic Mapping." *Almanar: English and Arabic Journal* 4, no. 1 (2012): 1-34.

[2] Ida Bagus Nyoman Mantra et al, "Teaching and Learning Strategies Practiced By Language Teachers to Actively Engage Their Students in Learning." *International Journal of Applied Science and Sustainable Development* 2, no. 2 (2020): 15–21.

[3] Penny Ur, *Course in Language Teaching* (Cambridge: Cambridge University Press, 1996); H. Douglas Brown, *Teaching by Principle: An Active Approach to Language Pedagogy* (New Jersey: Eaglewood Cliffs: Prentice Hall Regents, 1994).

[4] Allisa Miller, "Improving Student Presentations: Pecha Kucha and Just Plain Power Point." *Teaching of Psychology* 38, no. 2 (2011): 122–126.

[5] Ridzky Firmansyah Fahmi and Ida Widia, "Pecha Kucha Technique in Developing Students' Speaking Skills of a Foreign Language." Atlantis Press, (2021): 10.2991/assehr.k.210427.071.

[6] Axelfa Trie Aprilia Alfaynie, "The Influence of Using Pecha-Kucha Technique towards Students' Speaking Ability." (Unpublished Undergraduate Thesis: UIN Raden Intan Lampung, 2021).

[7] Ramualdo A. Mabuan, "Developing Esl/Efl Learners? Public Speaking Skills through Pecha Kucha Presentations." *English Review: Journal of English Education* 6, no. 1 (2017): 1-10.

Peterson;[8] Murugaiah;[9] Widyaningrum;[10] Al-Tonsi;[11] Mabuan;[12] Coskun;[13] Colombi;[14] Madar;[15] Solmaz;[16] Rokhaniyah;[17] Angelina;[18] Faliyanti and Ratih;[19] Rahayu;[20] Garini and Suryaman;[21] and only one study was carried out in high school level by Arniatika especially in Public Senior High School.[22] Since the limited studies were carried out in senior high school level, particularly in the context of Islamic Senior High School, this study is, therefore, necessary. This present study investigated the difference in students' speaking ability before and after being taught using Pecha Kucha Presentation. In this case, this study was carried out at MAN 3 Pekanbaru (Islamic Senior High School) due to the students' speaking problems faced in the school.

METHOD

This study employed a pre-experimental design which was one-group pretest-posttest design. It involved one group which was pretested, exposed a treatment and posttested.[23] This study was conducted at MAN 3 Pekanbaru in academic year 2022/2023. One class, X MIA 2, was taken as the sample comprising 35 students. In collecting the data, the researcher used speaking test, which was assessed based on speaking scoring rubric.[24] There were five components assessed, namely pronunciation, grammar, vocabulary, fluency and comprehension. The test was divided into two types, the pretest and posttest. The pretest was administered to describe the students' speaking

8 Michael A. Levin and Lori T Peterson,"Use of Pecha Kucha in Marketing Students' Presentations." *Marketing Education Review* 23, no. 1 (2013): 59–64.

9 Puvaneswary Murugaiah, "Pecha Kucha Style Powerpoint Presentation: An Innovative Call Approach to Developing Oral Presentation Skills of Tertiary Students." *Eric: Institute of Education Sciences.* 16, no. 1 (2016): 88-104.

10 Lulut Widyaningrum, "Pecha Kucha : A Way to Develop Presentation Skill." Vision: Journal for Language and Foreign Language Learning 5, no. 1 (2016): 57-73.

11 Hager Gamal Ahmed Labib Al-Tonsi, "Effectiveness of Pecha Kucha in Developing Student Teachers' Presentation Skills." CDELT Occasional Paper in the Development of English Education 61, (2016): 111-158.

12 Mabuan, "Developing Esl/Efl Learners? Public Speaking Skills through Pecha Kucha Presentations," 1-10.

13 Abdullah Coskun, "The Effect of Pecha Kucha Presentations on Students' English Public Speaking Anxiety." *PRPFILE: Issues in Teachers' Professional Development* 19, no.1 (2017): 11–22.

14 Anna Gadd Colombi, "The Impact of Pecha Kucha Presentations in the Assessment of a Translation Studies Unit at The University of Western Australia." *IAFOR Journal of Education* 5, no. 3 (2017): 67-85.

15 Poonam Madar, "Assessing the student: the Pecha Kucha approach." *New Vistas* 3, no. 2 (2018): 4-10.

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17 Hesti Rokhaniyah, "Exploring Pecha Kucha in EFL learners' speaking fluency." *Journal on English as a Foreign Language.* 9, no. 2 (2019): 147-162.

18 Patricia Angelina, "Improving Indonesian EFL Students' Speaking Skill through Pecha Kucha." *LLT Journal* 22, no. 1 (2019): 148–162.

19 Eva Faliyanti and Devi May Ratih, "The Effectiveness of Using Pecha Kucha Technique to Promote Students' Speaking Skill." *Intesive Journal* 4, no. 1 (2021): 37-50.

20 Famala Eka Sanhadi Rahayu, "Lexical Complexity of Students' Oral Performance on Pecha Kucha." *PAROLE: Journal of Linguistics and Education* 11, no. 2 (2021): 189-195.

21 Widya Garini and Maman Suryaman, *"EFL Students' Experience in Learning Speaking English with Pecha Kucha Presentation." Professional Journal of English Education* 5, no. 5 (2022): 967-975.

22 Selvirda Arniatika, "Improving Speaking Performance through Pecha Kucha Presentation Method among the Tenth Graders of SMA Muhamaddiyah Pekalongan East Lampung." *Pedagogy Journal of English Language Teaching* 6, no. 2 (2019): 129-140.

23 L.R. Gay and Peter Airasian, *Educational Research: Competencies and Analysis and Application.* (6th ed) (Upper Sader River, New Jersey:Prentice Hall, 2000).

24 Arthur Hughes, *Testing for Language Learner.* Second Edition (Cambridge: Cambridge University, 2003).

ability before giving the treatment or implementing Pecha Kucha Presentation and the posttest was carried out to obtain students' speaking ability after the treatment. Two raters were assigned to score the result of both pretest and posttest based on the scoring rubric given. Next, the scores were categorized into level of category adopted from Sampelolo.[25]. The categories of score interval are 85-100 (excellent level), 75-84 (good level), 50-74 (moderate level), 25-49 (poor level), and 0-24 (very poor level). To differentiate the students' result of speaking English before and after being taught using Pecha Kucha Presentation, Paired sample t-test was utilized. A paired-sample t-test (also referred to as repeated measures) is used when you have only one group of people (or companies, or machines etc.) and you collect data from them on two different occasions or under two different conditions.[26]

RESULT AND DISCUSSION

The purpose of this current study was to examine if there is significant difference in the students' English speaking ability before and after being taught using Pecha Kucha Presentation. The data were taken from 35 students as sample in this research. To answer the research question, some steps were carried out. First, the students' English speaking ability was tested before the experiment was conducted or called pretest. Second, after the treatment, the test of speaking ability was given or called posttest. Last, the results of pretest and post-test were compared to see means difference. Those are described as in the following.

1. The students' English speaking ability in Pretest

The students' English speaking ability before exposing a treatment by implementing Pecha Kucha Presentation was obtained from the pretest administered. The scores are displayed in the table below:

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[25] Rigel Sampelolo, Perdy Karuru, and Theresyam Kabanga, "Hybrid Clil-Based Speaking Model Designed and Developed by Considering Students' Learning Style toward Students Speaking Performance." *Journal of English Language Teaching and Applied Linguistics* 4, no. 4 (2022): 06-13.

[26] Julie Pallant, *SPSS Survival Manual 4th edition* (Crows Nest: Allen and Unwin, 2010).

Table 1. Students' Pretest Scores

No	Student (S)	Pretest Rater 1	Pretest Rater 2	Final Score
1	S 1	36	56	46
2	S 2	27	50	39
3	S 3	33	50	42
4	S 4	36	56	46
5	S 5	36	50	43
6	S 6	33	50	42
7	S 7	30	56	43
8	S 8	27	56	41
9	S 9	27	50	39
10	S 10	36	50	43
11	S 11	27	47	37
12	S 12	36	42	39
13	S 13	36	36	36
14	S 14	33	50	42
15	S 15	33	50	42
16	S 16	27	44	36
17	S 17	33	50	42
18	S 18	36	50	43
19	S 19	36	44	40
20	S 20	36	50	43
21	S 21	27	50	39
22	S 22	36	56	46
23	S 23	27	36	32
24	S 24	24	47	36
25	S 25	36	30	33
26	S 26	27	36	32
27	S 27	27	56	41
28	S 28	33	47	40
29	S 29	36	36	36
30	S 30	27	36	32
31	S 31	36	50	43
32	S 32	27	42	34
33	S 33	36	36	36
34	S 34	33	42	37
35	S 35	30	36	33
	Total	**1116**	**1623**	**1374**
	Mean	**31.88**	**46.37**	**39.25**

Table 1 above shows the score of students' pretest assessed by two raters. The result of pretest from rater 1 and rater 2 was calculated in order to gather the final score of each student. It was found that the mean score of students' pretest from rater 1 was 31.8 and the mean score from rater 2 was 46.37. After calculating the scores from both

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raters, the mean score was 39.25. It can be revealed that the mean score is in poor category level. To calculate the percentage of each score obtained by students, the table of frequency of final score pretest is presented.

Table 2. Frequency of Final Score Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	3	8.6	8.6	8.6
	33	2	5.7	5.7	14.3
	34	1	2.9	2.9	17.1
	36	5	14.3	14.3	31.4
	37	2	5.7	5.7	37.1
	39	4	11.4	11.4	48.6
	40	2	5.7	5.7	54.3
	41	2	5.7	5.7	60.0
	42	5	14.3	14.3	74.3
	43	6	17.1	17.1	91.4
	46	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

In relation to the table for frequency of final score pretest above, the findings reveal the percentage of students obtaining the scores. It can be described that three students got score 32, two students obtained 33, one student gained 34, five students reached score 36, two students got 37, four students gained 39, two students obtained score 40, two students got score 41, five students obtained score 42, six students reached score 43, and three students got 46. It means the lowest score was 32 and the highest score 46. To see the category level based on score interval, the table of students' score pretest precentage is exposed.

Table 3. Category Level of Pretest Scores

No	Category	Score Interval	Frequency	Percentage
1	Excellent	85-100	0	0%
2	Good	75-84	0	0%
3	Moderate	50-74	0	0%
4	Poor	25-49	35	100%
5	Very Poor	0-24	0	0%
	Total		35	100%

Table 3 shows that 100 % of students gained the scores of poor category level ranged 25 to 49 in English speaking ability before being taught using Pecha Kucha Presentation. No score was categorized into excellent, good, and moderate level category. It means the students' English speaking ability before the treatment necessarily requires solution.

2. The students' English speaking ability in Posttest

The students' English speaking ability after implementing Pecha Kucha Presentation was obtained from the posttest carried out at the school. The scores are presented in the following table.

Table 4. Students' Posttest Scores

| No | Student | Posttest | | |
		Rater 1	Rater 2	Final Score
1	S 1	36	72	54
2	S 2	42	61	52
3	S 3	42	67	54
4	S 4	33	72	53
5	S 5	45	67	56
6	S 6	42	67	54
7	S 7	36	72	54
8	S 8	36	61	49
9	S 9	36	67	51
10	S 10	33	72	53
11	S 11	45	67	56
12	S 12	36	67	51
13	S 13	33	61	47
14	S 14	36	67	51
15	S 15	36	67	51
16	S 16	42	61	52
17	S 17	45	61	53
18	S 18	24	72	48
19	S 19	36	67	51
20	S 20	33	67	50
21	S 21	33	67	50
22	S 22	33	72	53
23	S 23	42	61	52
24	S 24	42	72	57
25	S 25	42	61	52
26	S 26	27	72	50
27	S 27	36	72	54
28	S 28	36	72	54
29	S 29	36	61	49
30	S 30	36	67	51
31	S 31	36	67	51
32	S 32	45	67	56
33	S 33	36	67	51
34	S 34	45	67	56
35	S 35	42	67	54
	Total	**1314**	**2347**	**1830**
	Mean	**37.54**	**67.05**	**52.28**

With reference to table 4 above, the results of students' posttest were rated by two raters. The results of posttest from rater 1 and rater 2 were calculated for obtaining the final score of each student. It was found that the mean score of students' posttest from

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rater 1 was 37.54 and the mean score from rater 2 was 67.05. After calculating the scores from both raters, the mean score was 52.28. It can be revealed that the mean score is in moderate category level. To calculate the percentage of each score obtained by students, the table of frequency of final score posttest is displayed.

Table 5. Frequency of Final Score Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	2.9	2.9	2.9
	48	1	2.9	2.9	5.7
	49	2	5.7	5.7	11.4
	50	3	8.6	8.6	20.0
	51	8	22.9	22.9	42.9
	52	4	11.4	11.4	54.3
	53	4	11.4	11.4	65.7
	54	7	20.0	20.0	85.7
	56	4	11.4	11.4	97.1
	57	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Pertaining to table 5 for frequency of final score posttest, the findings show the percentage of students obtaining the scores. It can be explained that one student got score 47, one student obtained score 48, two students gained score 49, three students reached score 50, eight students got score 51, four students gained score 52, four students obtained score 53, seven students got score 54, four students obtained score 56, and one student reached score 57. It means the lowest score was 47 and the highest score 57. To see the category level based on score interval, the table of students' score posttest percentage is shown.

Table 6. Category Level of Posttest Scores

No	Category	Score Interval	Frequency	Percentage
1	Excellent	85-100	0	0%
2	Good	75-84	0	0%
3	Moderate	50-74	31	88.57%
4	Poor	25-49	4	11.43%
5	Very Poor	0-24	0	0%
	Total		35	100%

In table 6, it was obtained that 88.57% of students gained the scores of moderate category level ranged 50 to 74 and 4% of them reached poor category level ranged 25 to 49 in English speaking ability after being taught using Pecha Kucha Presentation. No score was categorized into excellent, and good level category. It means that if it is compared to pretest scores, the students' English speaking ability after the treatment is better improved.

3. The difference between students' English speaking ability in Pretest and Posttest

To examine if there is significant difference in the students' English speaking ability before and after being taught by using Pecha Kucha Presentation, t-test was used. However, in order to make sure if it uses parametric or non parametric analysis, it is required to test if the data are normally distributed. The normality test is displayed below.

Table 7. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.144	35	.062	.937	35	.046
Posttest	.132	35	.129	.968	35	.381

According to table 7, the output of normality test as presented on Shapiro-Wilk shows that sig. is .046. It is greater than 0.05. From the result of analysis, it reveals that the data are normally distributed. Therefore, Paired Sample t-test was employed to test if there is significant difference or not. The output of Paired Sample t-test analysis is displayed as follows:

Table 8. Paired Samples t-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-13.09857	4.66840	.78910	-14.70222	-11.49492	-16.599	34	.000

From table 8 above, it shows that the value of sig. (2-tailed) $0.000 < 0.05$ which indicates there is a significant difference between means of pretest and posttest of the students' speaking ability after the treatment given. H_a is accepted because $0.000 < 0.05$. It means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is 0.000. Thus, finding shows the significant difference in the students' English speaking ability before and after being taught using Pecha Kucha Presentation. It can be concluded that the students' English speaking ability after exposing the treatment or implementing Pecha Kucha Presentation is better than before the treatment.

The findings of the study generally support theories and previous studies. Firstly, the students' English speaking ability before being taught using Pecha Kucha Presentation or pretest score was at poor category level. It means that the students' English speaking ability before treatment given was necessary to be concerned. This is in line with the previous study conducted by Garini and Suryaman that a number of variables made students challenging to speak English.[27]

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[27] Garini and Suryaman, "EFL Students' Experience in Learning Speaking English with Pecha Kucha Presentation." 967-975.

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Second, the students' speaking ability after being taught using Pecha Kucha Presentation was at moderate level of category. It means that students' speaking ability have better improvement after being taught using Pecha Kucha Presentation or posttest if compared the students' English speaking ability in pretest. This finding is supported by the previous studies from Murugaiah that Pecha Kucha enhances the development of second language (L2) oral presentation skills;[28] Widyaningrum that Pecha Kucha can develop students' explaining skill, performance and comprehension;[29] Al-Tonsi that Pecha Kucha gives a huge effect size in developing English majors' presentation skills and makes students enjoyed using in their presentations;[30] Mabuan that Pecha Kucha develops students' competence and confidence while presenting in the language classroom; [31] Coskun that Pecha Kucha is a creative revision in which the EFL learners assists the members of the class to deliver their thoughts on the given topic;[32] Colombi that Pecha Kucha style can improve presenting skills and English speaking skills in general;[33] Madar that Pecha Kucha encourages the activeness of the learning process in the classroom;[34] Solmaz that Pucha Kucha is the technique's potential and reports a high rate of intention to integrate it into their future language teaching pedagogies;[35] Rokhaniyah that Pecha Kucha assists the learners to enhance their speaking fluency and creating the effective class climate;[36] Angelina that Pecha Kucha leads the students to focus more on the key information, which means better content knowledge;[37] Faliyanti and Ratih that experimental group using Pecha Kucha is better than the control group without using it;[38] Rahayu that Pecha Kucha improves speaking presentation;[39] Arniatika that Pecha Kucha is successful a method. [40]

Moreover, the implementation of Pecha Kucha Presentation in learning English speaking results in better improvement in students' English speaking ability, which reveals the significant difference in students' English speaking ability of pretest and posttest. The strengths of learning speaking through Pecha Kucha Presentation are that the students are very enthusiastic, motivated and interested in speaking class.

CONCLUSION

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[28] Murugaiah, "Pecha Kucha Style Powerpoint Presentation: An Innovative Call Approach to Developing Oral Presentation Skills of Tertiary Students." 88-104.
[29] Widyaningrum, "Pecha Kucha : A Way to Develop Presentation Skill."57-73.
[30] Al-Tonsi, "Effectiveness of Pecha Kucha in Developing Student Teachers' Presentation Skills." 111-158.
[31] Mabuan, "Developing Esl/Efl Learners? Public Speaking Skills through Pecha Kucha Presentations," 1-10.
[32] Coskun, "The Effect of Pecha Kucha Presentations on Students' English Public Speaking Anxiety." 11–22.
[33] Colombi, "The Impact of Pecha Kucha Presentations in the Assessment of a Translation Studies Unit at The University of Western Australia." 67-85.
[34] Madar, "Assessing the student: the Pecha Kucha approach." 4-10.
[35] Solmaz, "Developing EFL Learners' Speaking and Oral Presentation Skills through Pecha Kucha Presentation Teachnique." 542-565.
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[37] Angelina, "Improving Indonesian EFL Students' Speaking Skill through Pecha Kucha." 148–162.
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[39] Rahayu, "Lexical Complexity of Students' Oral Performance on Pecha Kucha." 189-195.
[40] Arniatika, "Improving Speaking Performance through Pecha Kucha Presentation Method among the Tenth Graders of SMA Muhamaddiyah Pekalongan East Lampung." 129-140.

With reference to the result of study and discussion, some conclusions are taken that majority of the students' English speaking ability before being taught using Pecha Kucha Presentation or pretest is in poor level of category, while in posttest most of the students' English speaking ability after being taught using Pecha Kucha presentation is categorized into moderate level. It reveals that posttest result is higher than pretest or the result of pretest is lower than posttest. The significant difference in the students' English speaking ability of pretest and posttest, therefore, recommends English teachers to use Pecha Kucha Presentation in providing students with English speaking activities during English teaching and learning process in order to make them enthusiastic, motivated and interested in English class.

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