

The Effect of Pecha Kucha Presentation in EFL Speaking Class

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Abstract: This study aimed at finding the significant differences in achievement between the students who are taught speaking by using the Pecha Kucha and those who are taught by using the Picture Series. This study was an experimental research which employed a quasi experimental design of two classes: one as the experimental A group taught using Pecha Kucha, and the other was the experiment B group taught using the Picture Series. Each class had 21 and 20 students. So the total number in the sample were 41 students in second semesters of English Education Department Faculty of Teacher Training and Education Lancang Kuning University. The instruments was a speaking test. The data from tests were analyzed by using the Statistical Package for the Social Sciences (SPSS). The result shows that Asym. Sig. (2-tailed) > Significant level that is $0.314 > 0,05$, so H_0 is accepted in which the students who were taught speaking through Pecha Kucha achieved a similar performance with the students who were taught speaking through Picture Series. This means that there is no significance difference in achievement between the students in both groups. Furthermore, the students were seen to be more active and creative in expressing their ideas.

Keywords: *Speaking, Pecha Kucha, Picture Series*

1. INTRODUCTION

Speaking is one of the important skills that we used to communicate and to understand each other in our daily activities. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. For instance in teaching and learning process in the classroom, teacher and students will speak with each other to make them understand.

Furthermore, it is stated in the curriculum 2013 that the students are expected to be able to speak English in the classroom along with their mother

language, they are also expected to be able to ask a question using English. However, some students appear to be passive in classroom and have lack of confidence and courage to speak up. In addition, as argued by Nunan in Halima (2016) the teachers have tried so many methods and tools to teach speaking and to increase students speaking skill, but they are still low in speaking because of the students are afraid to make mistake in grammar, pronunciation etc.

According to Utama et al, (2013) there are two aspects to be successful in the speaking skill; linguistics aspect and non-linguistics aspect. Grammar, word

order, pronunciation, comprehension of utterance, vocabulary, and fluency are the linguistics aspect. Non-linguistics aspect involves personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence. Unfortunately, in real condition it is still difficult for Indonesian students to practice their English ability in daily conversation even though they have been studying English for ten years in formal junior high school, senior high school and university due to they might get a good score of English in their report card but they cannot speak English fluently yet (Mustafa, 2015). It is the fact that many English as a Foreign Language (EFL) teachers complain about their speaking classes in which a considerable number of students are not responding actively in speaking exercises. Related to this case, it is necessary to identify the main factors affecting the students' participation.

Strategies in learning to speak English are one of the important factors to be recognized by students and it is also a part of speaking skill. These strategies should be developed in order to improve the students' ability in speaking English. The students should be able to recognize their weaknesses and their strength in choosing the suitable strategies for themselves. Each student is possible to have different strategy one to another. The strategies used by the students in learning to speak english will determine their ability in using english to communicate.

With regard to *Rancangan Pembelajaran Semester* (RPS), students at the second semesters of English Education Department Faculty of Teachers Training and Education Lancang Kuning University are targeted to be able to provide the students with the speaking topic for everyday life. But in fact, students still have a problem in speaking. Usually students get difficulties while speaking, because English as a Foreign

Language. Regarding the phenomenon which is usually found in teaching of English, especially in teaching speaking, the researcher intended to conduct the research of applying a teaching media in the speaking class.

Media is an important role in the teaching and learning to process. Media is used by teachers as facilitators or connectors in delivering materials to the students. Most media that teachers use is still less effective, because too much time. So that, the appropriate media of teaching and learning is needed to improve teacher's professionalism.

In computer-assisted language learning (CALL), technological tools are often used both as an end and as a means to an end (Levy and Stockwell, 2006). Microsoft PowerPoint is an example of the latter as it is commonly used in oral presentations in classrooms. However, many student presentations are often boring as students generally read from text-heavy PowerPoint slides. Such presentations do not assist students in developing their oral presentation skills. Some of the techniques considered that can cover these principles of teaching speaking with using power point are Pecha Kucha and Picture Series Technique.

Pecha Kucha is an innovative and creative PowerPoint presentation format that can help to overcome this. In this study, the researcher offers Pecha Kucha speaking materials that can facilitate the student to share their responses fluently and accurately. Klein and Dytham in Mahesti (2010) stated that as the founder of Pecha Kucha presentation method state that Pecha Kucha is simple presentation format where speaker has to create 20 slides and has to deliver each slide in 20 second and the presentation is going to finish in 6 minutes and 40 second. It helps a speaker who are using Pecha Kucha presentation delivers the meaning of their

presentation quickly and precisely so the audience can get the content well. Then, it can facilitate the speaker to be more creative in terms of speaking in order to grab the audiences' attention.

Especially in terms of learning and teaching English as a foreign/second language (EFL/ESL), the Pecha Kucha presentation style offers many opportunities. First of all, it has been pointed out that Pecha Kucha improves students' speaking and oral presentation skills (Nguyen, 2015; Shiobara, 2015). The Pecha Kucha presentation format is also believed to pave the way for English language students to think about the linguistic, paralinguistic, as well as technological dimensions of the presentation (Artyushina et al., 2010).

Likewise, (Baker, 2014) that the presenters can achieve the automaticity and speak more confidently as a result of the Pecha Kucha experience as such presentations necessitate a lot of rehearsal for the presenter to properly manage the allocated time. An added benefit of integrating Pecha Kuchas into the language classroom is leading students to improve their information and communications technology (ICT) skills (Mabuan, 2016).

On the other hand, Ryan (2012) revealed that using Pecha Kucha can help EFL students improve their pronunciation by enabling them to produce natural speech to keep up with the tempo of the presentation style. Last but not least, as Michaud (2015) emphasizes, Pecha Kuchas provide EFL students with an opportunity to be creative and to make presentations on topics they are passionate about. In a study conducted by Zharkynbekova (2017) with the title *Exploring Pecha Kucha in EFL Learners' Public Speaking Performance*, it finds that there is an increase in speaking score using Pecha Kucha presentation. This study

recommended that EFL students need to be familiarized and trained with the use of PechaKucha technology into their EFL teaching.

In a study, Picture Series is also one of the strategies that can help in learning speaking. Picture Series can stimulate students to talk. It also gives them an opportunity to speak in pairs or in group discussions. Bailey (2005) says that pictures provide something to talk about. They can take the focus off the language learners and put it on the picture being discussed. In addition, Schwartz (2000) states that pictures are great incentives for language production and can be used in many ways in the classroom. Based on Nugroho, et al (2015) with the title *The Use of Picture Series in Improving Students' Speaking Recount Text Skill*, there are significant differences of students' speaking ability after being taught by using picture series. Regarding the three picture series given, the picture series from google image is the most effective in improving speaking ability. It means that for both strategies have an ability to improve speaking skills.

Based on the Pre-Test, the score for speaking test in second semester of English Education Department Faculty of Teacher Training and Education Lancang Kuning University is 66,07. It means that the score is poor. In accordance with the explain above, the objectives of this study are to find out if there is any significant difference in the results obtained by the students who are taught speaking by using Pecha Kucha from those who are taught by using the Picture Series.

2. METHOD

The study was an experimental research. Experimental research refers the traditional approach of conducting quantitative research; Creswell (2005). It categorizes as a quasi-experimental

research design. This research conducted in the difference classes (experimental A class and experimental B class). In the experiment A class the researcher gave a treatment by using Pecha Kucha in teaching speaking, while in experimental B class, the researcher gave a treatment by using Picture Series. Based on pre-test score, experiment A (Pecha Kucha) conducted in class 2.1. and experiment B (Picture Series) conducted in class 2.2. The treatment gave in experimental class purpose to compare whether it gave more significant difference on students' score in speaking test (Creswell, 2005).

After giving the score, the researchers input their score into Excel bar. Then, the researchers counted the input score using t-test: two-sample assuming unequal variances using SPSS 24. Next, the researchers noted the mean of pre-test and post-test. After that, she counted t Stat (p value < 0.05) to state whether students taught using Pecha Kucha achieve better than the students who are taught not using Pecha Kucha in the second semesters of FKIP Universitas Lancang Kuning.

The researchers analyzed the final data using descriptive statistics. Descriptive statistics is a method of data analysis to summarize and to organize the amount of numerical data (Mertler, 2009). Therefore, the T-test is will take from the results which were conducted before and after the students present by using Pecha Kucha as media in teaching process. Test of normality aims to determine whether the distribution of responses has a normal distribution or not.

3. FINDING AND DISCUSSION

This chapter present the description of data analysis. Those are findings discussion. This study was conducted on the second semester students of English Education Department Faculty of Teacher Training and Education Lancang Kuning University. Two classes from second semester students of English Education Department Faculty were taken as the sample in this study. One class (2.1) was chosen as the experimental A group which was taught speaking by using Pecha Kucha, whereas, another class (2.2) was the experimental B group which was taught speaking by Picture Series. Each class had 21 and 20 students. So the total number in the sample was 41 students. This is one research question that should be answered in this chapter. There was "Is there any significant difference in achievement between the students who are taught speaking by using the Pecha Kucha from those who are taught by using the Pictures Series Technique amongst the second semesters of English Education Department Faculty of Teacher Training and Education Lancang Kuning University?" and the result of the pre-test can be seen in the Table 1.

Table 1. *Descriptive Statistic of Pre-test Score*

Class	N	Min. score	Max. score	Average
Pecha Kucha	21	56	73	67,3
Picture Series	20	54	81	66,7

Refers to table 1 above, it shows that minimum score on the test of experiment A group (Pecha Kucha) was 56 and experiment B group (Picture Series) was 73. Maximum score on experiment A group (Pecha Kucha) was

73. It was lower than Picture Series that got 81. From the average score, experiment A (Pecha Kucha) got 67.3 and experiment B (Picture Series) got 66.3. it means that experiment A group (Pecha Kucha) had better speaking ability than experiment B group (Picture Series).

After getting the data comparasion of pre-test Pecha Kucha and Picture Series class, researcher continued to calculate normality test, homogeneity test and continuity test of pre-test data by using parametric test or U-Mann Whitney test. T-test can be used if the data is normal and homogenous, while data is not normal or not homogenous, the the data was calculated by using nonparametric namely U- Mann Whitney.

The aims of normality test is to see whether the data is distributed normally or not. Normality test is a requirement in parametric testing. To get the normality test results can use the Kolmogoro-Smirnove formula (KS-21). The result of normality test of pre-test of both classes can be seen on the following table:

Table 2. Normality Test of Pre Test

Asymp.Si g. (2- tailed)	(Significa nt Level)	Hypothes is	Distributi on
0,373	0.05	Accept H_1	Normal

From the table 2 above, it shows normality test that the data was normal. The data in Asymp. Sig. (2-tailed) was 0,373 with significant level was 0.05, if the data value of Asymp. Sig. (2-tailed) $0,373 > 0.05$, it means that the distribution of data was normal.

Next calculation of pre-test of both classes was homogeneity test. To determine the homogeneity of the sample, it can be compared with the value of Base on Trimed Mean with a level of 0.05. In analyzing the data, this homogeneity test was calculated by Levene Formula. The result of homogeneity test of pre-test of

both classes can be seen in the following table:

Table 3. Homogeneity of Pre Test

Test of Homogeneity of Variances			
Pre test			
Levene Statistic	df1	df2	Sig.
.831	1	39	.368

Refers to table 3, homogeneity test of pre-test gained value of Based on trimmed mean that was 0,368 with significant level 0.05. It means that pre-test data both the classes were from the homogenous variance.

The next test is T-test. The requirements of the T-test are normally distributed and homogeneous data. The test that considered was Asymp. Sig. (2-tailed) that was compared with significant level 0.05, when the data value of Asymp. Sig. (2-tailed) < 0.05 , so that the data is differed significant, but if the data value of Asymp. Sig. (2-tailed) > 0.05 . It is not differed significant. The result of t-test of pre-test can be seen in the table below:

Table 4. T-test Result of Pre-Test

Asymp .Sig. (2- tailed)	a (signifi cant Level)	Hypo thesis	Distribu tion
0,797	0.05	Accep t H_0	No Significa nce Differen ce

Based on the output above, the Sig. Levene's Test for Equality of Variances is $0.368 > 0.05$, it means that the data variance between experiment A and experiment B is homogeneous or the same. So that the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal variances assumed" table.

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig. (2-tailed) of $0.797 > 0.05$, so as the basis for decision making in the independent sample t test, it can be concluded that H_0 is accepted and H_a is rejected. Thus it can be concluded that there is no significant (real) difference between the average speaking results of the students in experimental group A and experiment B.

Furthermore, from the output table above, it is known that the value of "Mean Difference" is $-.39286$. This value shows the difference between the average student learning outcomes in Experiment A with the average student learning outcomes in Experiment B or $65.8571 - 66.2500 = -.39286$ and the difference between these differences is -3.46616 to 2.68045 (95% Confidence Interval of the Difference Lower Upper). Based on the data that been collected, experiment class and control class were getting the post-test data in the following table:

Table 5. *Descriptive Statistic of Post-Test Score*

Class	N	Min. score	Max. score	Average
Pecha Kucha	21	63	83	74
Picture Series	20	61	85	71

As the table 4.5 shows, the minimum score and the average score of post-test on Pecha Kucha class was getting higher than Picture Series class. The minimum score for Pecha Kucha class was 63 while the Picture Series class was 61. The maximum score on Pecha Kucha class was 83, it was lower than score gained by Picture Series 85, moreover, the average of the post-test was 74. The conclusion of the table above is the post-test score of the Pecha Kucha was higher than Picture Series after giving some treatments.

While, the students' score after giving treatment in speaking skill to each indicators such as content (accent, grammar, vocabulary, fluency, comprehension), can be seen in this following table :

Table 4. 6 *The Assesment on Speaking Test*

Pecha Kucha		Picture Series	
Assesment	(%)	Assesment	(%)
Accent	65,05	Accent	63,35
Grammar	74,3	Grammar	71
Vocab	79	Vocab	72,3
Fluency	80	Fluency	72,6
Comprehension	79,3	Comprehension	75,7

Based on the table above, the results show that the assessment of each aspect shows that there are not too significant differences between the Pecha Kucha class and the Picture Series. where, the accent results obtained 65.05%, Grammar 47.35%, Vocabulary 79%. fluency 80% and the last is Comprehension 79.35%. and the highest is fluency. This shows that using Pecha Kucha increased the scores of the students in all six speaking skills (grammar, vocabulary, fluency, comprehensibility and accent) significantly for the experimental group. This means that the students' speaking ability has improved after they were taught speaking by using Pecha Kucha.

Pertaining to the post-test data was gained Pecha Kucha and Picture Series classes, the next calculation was normality test, homogeneity test. Those tests were one of qualification for continuing test. The data had normal and homogenous distribution; it was continued by using t-test. For the data which was not normal and homogenous, U-Mann Whitney was a next testing after test normality and homogeneity completely done, and data was not normal and homogenous. It used calculation nonparametric.

In this research, the purpose of normality test was to know the distribution data whether normal or not and the test is to determinate the next test, using parametric statistic or nonparametric. The normality test in this research used a formula of Kolmogorov Smirnov (KS-21). The result of normality test of post-test can be seen from the following table:

Table 7. Normality Test of Post Test

Asymp Sig. (2- tailed)	(Signi ficant Level)	Hypo thesis	Distri bution
0,436	0.05	Accept H ₁	Normal

On the table 7, the normality test on post-test in Pecha Kucha class and Picture Series class had normal distribution. The result for Asmp. Sig. (2-tailed) is 0,436. It compared with significant level 0.05. Asymp. Sig. (2-tailed) $0,436 > 0.05$. It means that data was normal.

The next test is Homogeneity test. The purpose is to know the homogeneity of the sample. If the conclusion shows homogenous, so the data could be continued by using parametric statistic. On the analysis of homogeneity test, it used Leavene test. Based on result of post-test gained by both classes, the result of homogeneity test as follow:

Table 8. Homogeneity Test of Post-test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.271	1	39	.606

Refers to table above, the value of trimmed was 0,606 with level significant 0.05. Based on the trimmed mean data was higher than level significant 0.05. It concluded the post-test data on experimental A and experiment B class were homogenous variance because

trimmed mean is $0,606 > 0.05$. It means that the data was homogenous.

Since the data was normal and homogenous, so the data could be calculated by using parametric. Here, the data calculated by T-test. T-test Asym. Sig. (2-tailed) was compared with significant level 0.05, when data value of Asym. Sig. (2-tailed) < 0.05 , so the data is differed significant. The result of t-test on post-test can be seen in the table below:

Table 9. T-test Result of Post-test

Asym. Sig. (2- tailed)	(Signi ficant Level)	Hypo thesis	Distri bution
0,314	0.05	Accept H ₀	Homogen

Based on the output above, the Sig. Levene's Test for Equality of Variances is $0.606 > 0.05$, it means that the data variance between experiment A and experiment B is homogeneous or the same. So that the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal variances assumed" table.

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig. (2-tailed) of $0.314 > 0.05$, so as the basis for decision making in the independent sample t test, it can be concluded that H₀ is accepted and H_a is rejected. Thus it can be concluded that there is no significant (real) difference between the average speaking results of the students in experimental group A and experiment B.

Furthermore, from the output table above, it is known that the value of "Mean Difference" is 1.76905. This value shows the difference between the average student learning outcomes in Experiment A with the average student learning outcomes in Experiment B or $72,6190 - 70,8500 = 1.76905$ and the difference between these differences is -1.74161 to 5.30369 (95%

Confidence Interval of the Difference Lower Upper).

Table 10. *Gain and N-Gain Pecha Kucha and Picture Series*

Class	Min N- Gain (%)	Max N- Gain (%)	Average N-Gain (%)	Category
Pecha Kucha	8,10	45,16	20,18	Not Effective
Picture Series	2,94	35,48	13,98	Not Effective

Based on the results of the calculation of the N-gain score test above, it shows that the average N-gain score for experimental class A (Pecha Kucha) is 20.18%, which is in the ineffective category. With an N-gain score of at least 8.1% and a maximum of 45.16%. Meanwhile, the average N-gain score for experimental class B (Picture Series) is 13.98%, which is in the ineffective category. With an N-gain score of at least 2.94% and a maximum of 35.48%.

Thus, it can be concluded that the use of the Pecha Kucha method is not effective for improving learning outcomes in the speaking class in second semesters at Lancang Kuning University FKIP. Meanwhile, the use of the Picture Series is not effective in improving learning outcomes in the speaking class in second semesters of the FKIP Lancang Kuning University.

From the pre-test scores of both groups (the experimental A and the experimental B group), it can be concluded that the students in both groups had similar ability in speaking. This can be seen from the results of the independent t-test analysis of the pre-test scores from the experimental and the experiment B groups, that Asymp. Sig. (2-tailed) > significant level that is 0,797 > 0,05. This means that there is no significant difference in ability between

the students in the experimental group and those in the experiment B group.

While in the post-test, the results from the independent t-test show that the the experimental A and the experimental B group groups had similar ability in speaking. The Asymp. Sig. (2-tailed) > significant level. That means that H_0 is accepted. This indicates that there is no significant difference in the ability post-test between the experimental A and the experiment B groups. The experimental A group performed better than the experiment B group. But, This means that there is no significant difference in ability between the students in the experimental A group and those in the experiment B group.

This happens because of some lack of factors in the preparation of students' presentations. Many students are not confident to present the presentation in front of the class, because the presentation time is only 6 minutes. And also the students must have a clear pronunciation. Supported from research conducted by Coskun (2017), that many students are still worried because of being a perception when going to start a percentage. Preparation to speak is mostly become the factors affect the speaking ability, the students need to prepare what they have to say and if they do not have preparation about the related topic, they are not accustomed to speak English spontaneously because they need time to remember the word by word to speak. So it makes they did not able to speak fluently (Hia, et al., 2016).

Competing with the time and not having words on slides might give rise to anxiety for some students but the anxiety Pecha Kucha causes can be considered as facilitative anxiety rather than debilitating anxiety (Scovel, 1978). It is true that Pecha Kucha presentation format might result in some tension but this tension can be associated with what Brown

(2000) refers to as “just enough tension” to achieve a task. Therefore, facilitative anxiety is regarded as a good motivator that can keep the presenter alert and prevent the speaker from relaxing entirely. Similarly, in Bailey’s (1983) study, facilitative anxiety is thought to be one of the keys to success in language learning. Although the highly controlled nature of Pecha Kucha might seem to be a source of presentation anxiety, some students in the study carried out by Lucas and Rawlins (2015) stated that it is more convenient to prepare a Pecha Kucha than to plan a flexible five- to seven-minute presentation.

In the process of teaching and learning speaking in the experimental B group, it could be seen that the students enjoyed learning speaking using Picture Series. The atmosphere in the speaking classroom became more conducive and interesting. So the students were more comfortable and confident in producing sentences. They became more active and creative than before. This is relevant to the statement of Bailey (2005) that pictures can promote creative and critical thinking and can be used in many ways by different teachers for various lessons. They are not tied to any particular teaching method, class size, or proficiency level. The same photograph can evoke many different kinds of language use in different contexts. Moreover, by using Picture Series, the students can be more creative and have more fun in learning, especially in learning speaking. Harmer (2007) also states that pictures can also be used for creative language use, whether they are in a book or on cue card, flashcards or even are wall pictures.

In addition, pictures can make meanings clearer. The California High School Speech Association’s Curriculum Committee (2004) states that a great deal of our conversation takes place in sight of the objects about which we are speaking.

Seeing an actual object can clarify meanings for the audience. Therefore, the materials given by the teacher were more easily comprehended by the students in this research.

The data from the students’ scores for each speaking sub-skill shows that for each speaking sub-skill the results from the pre-test were seen to improve in the post test results. This is based on the average scores for each speaking sub skill in the post tests. The students in the experimental A group had better scores in speaking in grammar, vocabulary, fluency, comprehensibility and accent. In addition, the accent results obtained 65.05%, Grammar 47.35%, Vocabulary 79%, fluency 80% and the last is Comprehension 79.35%. and the highest is fluency. So, it can be concluded that using Pecha Kucha improved all five speaking skills (accent, grammar, vocabulary, fluency, and comprehensibility) significantly for the experimental A group. This means that the pronunciation, grammar, vocabulary, fluency, comprehensibility and tasks are better taught by using Pecha Kucha.

The use of Pecha Kucha and Picture Series in the teaching learning process was easily understandable and went very well. The students were attentive and became actively involved in the learning process. They both built good interactions during the teaching learning process by using Pecha Kucha and Picture Series. This technique helped the students to be braver to speak up and express their ideas so they more creative and more motivated in learning speaking. However, in this study the researcher conducted research in the second semester. the results obtained, these two methods are not effective because this method should be used for English levels above intermediates. Meanwhile, for second semester students, their English level is only at the beginner level. It is

recommended for further researchers to research in the fifth semester and above so that the results obtained are better.

4. CONCLUSION

Pecha Kucha and Picture Series are a communicative techniques that can be applied in teaching and learning speaking. There was not a significant difference in achievement between the students who were taught speaking using Pecha Kucha from those who were taught by using Picture Series from the second semester students of English Education Department Faculty. This was proved by the t-test results on the post-tests for both the experimental and the control groups.

Besides, the students who were taught by using Pecha Kucha performed better in each of the sub-skills of speaking (accent, grammar, vocabulary, fluency, and comprehensibility). This result was based on the average scores for each of the speaking sub-skill in the speaking assessments, where the students got higher average scores on each of the post-tests. So, it can be concluded that the five speaking sub-skills are better taught by using Pecha Kucha. Furthermore, this technique was seen to increase the motivation of the students to learn speaking, so they became more active and participated more in the speaking activities in the classroom.

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