

The Use of Pecha Kucha Presentation Method in the Speaking for Informal Interaction Class

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Abstract

Pecha Kucha is a presentation method that requires students to submit 20 slides presentations with 20 seconds duration for each slide. Pecha Kucha offers a presentation that can improve effective communication skills and information delivery. Presentation activities using the Pecha Kucha method were carried out in the Speaking for Informal Interaction class. This study was designed with the aim of knowing students' perceptions of the Pecha Kucha presentation method who were studying Speaking for Informal Interaction. The sample of the study were the freshman year students of English Language and Literature Department, Faculty of Language and Arts, Universitas Negeri Padang. Researchers found out the students' perceptions of the effectiveness, advantages and disadvantages of using the Pecha Kucha presentation method in class through questionnaires and interviews. The results of this study is Pecha Kucha presentation method could be a new alternative of learning activity in the classroom especially in Speaking Class. Pecha Kucha also has some advantages that can be beneficial for students.

Keywords: *Pecha Kucha, presentation, speaking, freshman year students*

Introduction

The Speaking for Informal Interaction course is a compulsory subject of the Department of Language and English Literature, Padang State University. This course is taken by first year students. This course, formerly known as Speaking 1, offers a variety of different topics for each meeting. Students do several different activities during the lecture. They practice the ability to speak through conversation, discussion, classroom interviews, group presentations, and individual presentations.

The activities that are usually done by students in the class are aimed at making them fluent in speaking English. Students must continue practicing their speaking even though their English speaking skills are limited (Jack and Richards, 2008). The challenge for educators is to find strategies that can help students develop fluency, accuracy, and appropriateness of language use (Jack and Richards, 2008). In addition, most first-year students think speaking is the most challenging skill (Melendez, Zavala, and Mendez, 2014).

Therefore, as educators, lecturers should continue to try finding and introducing new strategies and methods in the classroom to help students develop their ability to speak English. The same activity that is carried out repeatedly can certainly make student interest in learning diminish. By introducing new strategies and methods in learning activities, it is expected that students' learning interest will remain strong.

The strategy introduced to students was Pecha Kucha presentation method. Pecha Kucha is a presentation method that has never been introduced in Speaking for Informal Interaction class and was considered able to help students improve their English speaking skills. Pecha Kucha promotes an active learning process (Madar, 2018). By introducing the Pecha Kucha method, students can improve their mastery of English (Zharkynbekova, Zhussupova, and Suleimenova, 2017).

Pecha Kucha was created by Astrid Klein and Mark Dytham in 2003. Pecha Kucha is derived from Japanese with the meaning of chit chat. The slides are made by using Microsoft Power Point applications or other similar applications. Pecha Kucha is a presentation method that requires students to focus on the message to be conveyed through a presentation slide that lasts 20 seconds each (Beyer, 2011). The focus of the presentation is on the visuals, not on slides full of text. Therefore, the presenter must focus and have sufficient knowledge of the topic. Lately, the Pecha Kucha method has become a popular choice for presenting assignments or projects in the academic world. Pecha Kucha was introduced as part of a series of multimodal teaching methods designed to enhance creative and innovative problem solving abilities and encourage students to speak spontaneous English (Tomsett and Shaw, 2014).

Students who use Pecha Kucha in presentations have higher presentation quality (Beyer, 2011). Another result finds out that Pecha Kucha is a new presentation method that is useful for students. Students spend more time practicing and the audience describes presentations that are given more fun than regular presentations [8]. Pecha Kucha can be an effective teaching technique that must be considered for inclusion in learning activities at the University level (Courtney, Bounds, Johnston, and Devine, 2010).

Students majoring in business successfully achieve learning outcomes that are demonstrated through their ability to explain the subject matter concisely and clearly through creative English presentations (Swathipatnaik and Davidson, 2016). The majority of business students prefer Pecha Kucha over the traditional format (Swathipatnaik and Davidson, 2016). Pecha Kucha helps increase the level of student confidence for future presentations. Pecha Kucha is also considered attractive, concise, faster, and most importantly helps reduce the level of dependence on slides full of text. Pecha Kucha is more effective compared to the usual presentation method when applied by engineering students (Christianson and Payne, 2011). Students successfully produce interesting presentations and improve their presentation skills. In psychology students, it was found that students prefer to use the Pecha Kucha presentation method because it is more attractive to the audience (Beyer, Gaze, and Lazicki, 2012).

Method

The research method used is descriptive qualitative. This type of descriptive qualitative research is used in order to obtain information about students' perceptions on the use of the Pecha Kucha presentation method comprehensively and in depth and. Qualitative research methods aim to understand the phenomena about what is experienced by research subjects holistically, and by means of descriptions in the form of words and languages, in a special natural context and by utilizing various scientific methods (Moleong, 2007). This type of research approach is descriptive. Descriptive research is research that tries to tell the solution of an existing problem based on data.

The informants in this study were 60 freshman year students of English Language and Literature Department, Faculty of Language and Arts, who took the Speaking for Informal Interaction class at Universitas Negeri Padang. The informant provided the data information by answering questions in the questionnaire and interview.

Data collection methods used in the form of questionnaires and interviews. The questionnaire used was a closed questionnaire whose answers were provided, so that the respondents only had to choose and answer directly (Sugiyono, 2008). The questionnaire used in this research was using Likert Scale. Meanwhile, the interviews were done to gather information for research purposes between the interviewer and the respondent or interviewee. The information would complement the result of the questionnaire (Akbar dan Usman, 2008).

Qualitative data analysis is inductive, which the analysis were based on data obtained. Data would be processed through qualitative techniques designed by Miles and Huberman. Data analysis consists of three activities that occur simultaneously: data reduction, data presentation, drawing conclusions/ verification. The data analysis design can be illustrated as follows:

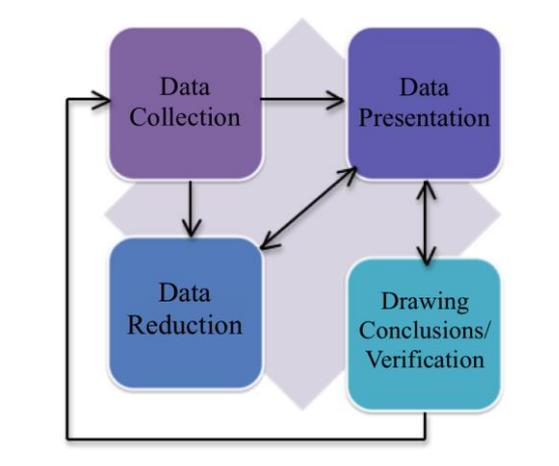


Figure 1. The data analysis design

Results and Discussion

The results of the questionnaire on the students' perceptions of the use of the Pecha Kucha presentation method in the Speaking for formal interaction subject are explained below:

1. **Most of the students do not know what Pecha Kucha is before attending the class.**
95% of students stated that they did not know what Pecha Kucha was and 5% of students stated that they knew what Pecha Kucha was before attending lectures.
2. **At first, most of the students think that using Pecha Kucha method in presentation is going to be easy.**
93.33% of students thought that the Pecha Kucha presentation method was easy to do and 6.67% of students thought that the Pecha Kucha presentation method was not easy.
3. **The students think that they need a lot of practice before doing a presentation using the Pecha Kucha method.**
95% of students answered that they needed to practice a lot before doing a presentation using the Pecha Kucha method, 5% of students answered undecided.
4. **Practicing at least 3 times before presentation is necessary.**
91.7% of students answered that they needed to practice at least 3 times before doing a presentation using the Pecha Kucha method and 8.3% of students answered that they did not need to practice at least 3 times before doing a presentation using the Pecha Kucha method.
5. **Students think that Pecha Kucha can be an alternative learning activity in the classroom other than acting out a dialogue, doing a mini presentation, or having discussion.**
95% of students thought that Pecha Kucha could be an alternative learning activity in the classroom other than acting out a dialogue, doing mini presentation, or having discussion and 5% of students answered undecided
6. **Most of the students think that Pecha Kucha is not as interesting as acting out a dialog in the classroom.**
70% of students answered that Pecha Kucha was not more interesting than Acting Out a Dialogue and 30% of students answered that Pecha Kucha was more interesting than Acting Out a Dialog
7. **Students think that Pecha Kucha is as interesting as having a discussion in the classroom.**
55% of students answered that Pecha Kucha was more interesting than having discussion and 45% of students answered that Pecha Kucha was not more interesting than having discussion
8. **Students think that Pecha Kucha is as interesting as doing a mini presentation.**
43.3% of students thought that Pecha Kucha was more interesting than doing mini presentation, 31.7% of students thought that Pecha Kucha was not more interesting than doing mini presentation and 25% of students answered undecided.
9. **At first, the students think that the presentation time of 20 seconds per slide is too short and insufficient.**
95% of students answered that at first, the students thought the presentation time of 20 seconds each slide was too short and insufficient and 5% of students answered that at first, the students thought the presentation time of 20 seconds each slide was enough.
10. **Most of the students think that after practicing and understand the strategy, 20 seconds is enough to explain each slide of the presentation**
60% of students answered that after practicing and understand the strategy, 20 seconds was enough to explain each slide of the presentation and 40% of students answered that even after practicing and understand the strategy, 20 seconds was not enough to explain each slide presentation.
11. **The students agree that the short presentation time force them to limit the number of points delivered on each slide**
All of the students agree that the short presentation time forced them to limit the number of points delivered on each slide.
12. **The students believe that Pecha Kucha has more advantages than disadvantages.**
93% of students answered that Pecha Kucha had more advantages than disadvantages and 7% of students answered that Pecha Kucha had more disadvantages than advantages

13. Most of the students think that Pecha Kucha cannot be used to other courses/ classes they have taken.

76.7% of students thought that Pecha Kucha presentation method could not be used to other courses/ classes they had taken, 15% of students answered undecided and 8.3% of students thought that the Pecha Kucha presentation method could be used to other courses/classes they had taken.

14. The majority of students think that Pecha Kucha can be used to the other courses/ classes that they have not taken.

80% of students think that Pecha Kucha presentation method can be used to other courses/ classes they have not taken, 15% of students think that Pecha Kucha presentation method cannot be used to other courses/ classes they have not taken, and 5% of students answered undecided.

The Advantages of Pecha Kucha Presentation Method

1. The presentation is well planned.
2. Pecha Kucha encourages students to practice more before a presentation.
3. The information explained is clear and straight to the point due to the limited time of presentation.
4. The audience pay more attention with the 20 seconds per slide presentation.
5. The presentation slide is more appealing since the use of sentences is very minimal with more graphic/ pictures.
6. Pecha Kucha helps the students focus only on the key points while the normal presentation with no time limit sometimes allow them to talk out of the key points.
7. Pecha Kucha presentation promotes discussion at the end of the presentation session.
8. Presentation helps students in improving their skills in presentation.

Conclusions

Pecha Kucha is a new approach in doing a presentation in the classroom. It is a foreign concept to the students because they usually do not have the time limit in presenting their ideas in a PowerPoint presentation. Therefore, it is necessary to introduce, get to know, and practice a lot in the classroom. The challenge of using Pecha Kucha in the classroom of freshman year students is that the students thought that the limited time would limit them in presenting their ideas. This initial thought is later debunked.

Practice is the key point in Pecha Kucha presentation. Students are required to map the points for each slide to fit the 20 seconds per slide format. Besides, the visually attractive slides is another important factor in Pecha Kucha presentation. The use of graphics and pictures is highly encourage and paragraph is not recommended in the presentation.

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