EFL STUDENTS' EXPERIENCE IN LEARNING SPEAKING ENGLISH WITH PECHA KUCHA PRESENTATION ACTIVITY

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Abstract

Students' English speaking ability is one of the important skills for EFL students to master. In mastering these speaking skills, students are given innovative and creative learning methods in the classroom so that learning objectives are achieved. The learning method for speaking English that will be taught in this study is the Pecha Kucha presentation method. This article will discuss how the students experience while learning English speaking in the classroom by the teacher using a learning method with a presentation format called Pecha Kucha. In addition, the obstacles experienced by students while learning to speak English in the classroom will also be discussed in this study. Through narrative inquiry research, students' experiences will be told in depth so that research questions are reached. The important result of this research shows that students have several obstacles in speaking English in class such as fear of making mistakes, lack of vocabulary to nervousness. Students also have a positive response to the use of Pecha Kucha as a learning method in their English speaking class. Students also stated that they prefer the Pecha Kucha presentation format which focuses on the presenter rather than just reading the presentation slides as in the old presentation format. The interpretation of the results for this study will be more in-depth, complemented by student voices through questionnaires and semi-structured interviews.

Keywords: EFL Students, Speaking English, Experience, Pecha Kucha Presentation

INTRODUCTION

English subjects are subjects that involve students' abilities in speaking, listening, writing, and reading. The ability of students to master the four English skills is obtained from regular practice and through learning methods that are suitable for each student. Of the four English skills that must be mastered by students, speaking skill is believed to be the most difficult skill to master (Christie & Listyani, 2018). Learning speaking which requires more practice and direct practice in the classroom makes these skills difficult to master and rarely applied in the learning process in the classroom by the teacher. On the other hand, students also have pressure when learning and speaking a language that is not their mother tongue (Angelina, 2019). In the process of teaching in the classroom, students experience many obstacles. The factors experienced come from internal factors that come from the students themselves to external factors which are the environment where students learn. Internal factors that come from students include the fear of making mistakes in speaking, the attention of students who criticize a lot of friends, and the lack of student motivation in understanding the lesson (Leong & Ahmadi, 2017). Likewise, external factors which usually come from the learning media used the learning methods that the teacher conveys to the atmosphere of the students' classrooms can affect the student's learning process.

In conducting learning with students, teachers usually use a learning method to convey the subject matter in the classroom. In teaching English speaking, several methods can be used, such as roleplay, debate, and small group discussion methods (Kayi, 2006). However, this learning method has been widely used and seems boring. Teachers in this century are required to apply new creative and innovative learning methods and methods that can encourage active student participation in the student learning process in the classroom. Even so, the teacher also pays attention to the needs of students whether it is by the chosen learning method. In this way, it is hoped that by applying this innovative and creative learning method, student participation and interest in classroom learning will develop. (Solusia et al, 2019). The learning method has its form and purpose in achieving learning objectives. One of the innovative methods that can be used in the students' English-speaking learning process is the Pecha Kucha presentation method. The Pecha Kucha language comes from Japanese, which means "chit-chat", which is a unique method of delivering presentations using only pictures and graphics in it (Chikushi, Dytham & Klein, 2007). This presentation method requires the presenter to convey the material on the slide without text and only convey it verbally firmly and clearly. This Pecha Kucha presentation has a 20 x 20 presentation concept, where the number of presentation slides is only 20 slides with each slide only having 20 seconds for each slide with a total time of 6 minutes 40 seconds (Ruiz, 2016). Almost many people use this presentation format with Pecha Kucha in the learning process because it is flexible and free to convey material without the need to rely on text. The application of an effective presentation of the Pecha Kucha format means that all presentation structures and planning in delivering the material should be well-organized. (Nguyen, 2015). With good and correct implementation, this presentation method with Pecha Kucha can be well understood by the audience.

In the learning process, especially speaking English, the presentation method using the Pecha Kucha format is very easy to apply in the classroom. This Pecha Kucha presentation can be applied in the classroom to students individually or in groups. The main purpose of the Pecha Kucha presentation method applied in the classroom is how students can speak and deliver their presentation material in English without relying on the text to encourage students to speak more firmly and clearly. As stated by Madar (2018) Pecha Kucha is a learning activity that encourages the activeness of the learning process in the classroom. Therefore, the application of the Pecha Kucha presentation method in the learning process this time is to encourage students' ability in speaking English with the help of pictures and graphics in the Pecha Kucha presentation. Students are given activities that require them to use the target language to interact in groups to learn collaboratively between students (Ruiz, 2016). The use of the Pecha Kucha presentation method in learning English speaking has its advantages and disadvantages. The advantage of this method is that it allows students to think critically in delivering their presentations. In addition, the application of this method also puts pressure on students to be able to speak English with clear intonation and pronunciation (Nguyen, 2015). In addition, the improvement in the quality of presentations delivered by students is also an advantage in the application of the Pecha Kucha method in the learning process (Beyer, 2011). The advantages of presentations with the Pecha Kucha format compared to the old presentation methods are effectiveness and efficiency. Where the Pecha Kucha presentation has 20 seconds for each slide with a total time of 6 minutes and 40 seconds to deliver the presentation so that the presentation can be delivered concisely but clearly. As stated by Ryan (2012) The visual elements of photos and graphics on each slide as well as the fast-paced movement of this presentation style are a perfect way to make the material easier for listeners to understand. Meanwhile, the old presentation method that uses more text on the slides makes the presentation unattractive and takes a long time to deliver the material, so often the audience still doesn't get the results of delivering the material.

The use of Pecha Kucha in everyday life has previously been applied as in a previous study by Tomsett & Shaw (2014) which applied the Pecha Kucha presentation method in business classes to students. They concluded that this method was an innovative way of encouraging the oral presentation skills of business students in delivering class material related to business theory courses. The application of the Pecha Kucha method is also concluded as providing opportunities for students to participate in innovative classroom activities. Previous research on the application of Pecha Kucha into speaking learning was also conducted by Ruiz (2016) who stated in his research that the use of Pecha Kucha presentation in Spanish classes was that students enjoyed the presentation. They answered that the use of Pecha Kucha in presentations was a unique and fun way. The presentation with Pecha Kucha is more attractive than visuals, clearer in the delivery of the material, and consistent and structured than the old presentation model. Even so, students still have to practice a lot because of the limited time given by this Pecha Kucha presentation format.

The application of the Pecha Kucha presentation method in learning English speaking is also carried out in Indonesia. Previous research was conducted by Solusia et al., (2019) who stated that Pecha Kucha presentations required a lot of practice in preparing their presentations compared to the old presentation method. In addition, according to them, Pecha Kucha's presentation is less interesting as an English-speaking lesson than acting with English dialogue. However, they also concluded that this Pecha Kucha presentation would be an alternative speaking learning tool and have many advantages for students. In this study, students' experiences in learning to speak English using the Pecha Kucha Presentation method in the classroom will be the main topic discussed. The learning experience of the students here will be a reference for the use of new methods in learning speaking in English subjects in the future. Thus, the use of learning methods in the classroom will be more diverse and innovative according to the needs of students. Therefore, the purpose of this study is to provide students with experiences about innovative learning methods and how students speak about their experiences while learning to use the Pecha Kucha Presentation method in English-speaking classes.

METHOD

This study uses an inquiry research study. Research that aims to find a story from a group or individual from the experience that has been done. From the experiences that have been done by the participants, later the researcher will interpret the voices and stories of the participants into this study. The respondents of this study were State Vocational High School students in the North Jakarta city area who had experienced and used the Pecha Kucha method as a method of learning English speaking in their classrooms. Data were collected from the use of questionnaires and semi-structured interviews with 15 students as respondents in this study. The questionnaire consists of closed questions consisting of 18 questions. The questionnaire was made to find out how students feel and opinion after using the Pecha Kucha presentation activity in learning English speaking in this class. Meanwhile, interviews were used to provide a more in-depth explanation and description of the results of the questionnaires that students had previously answered. Interviews were conducted face-to-face in the classroom to students as research respondents. An instrument is a tool to measure and record data collected through interviews, questionnaires, observations, and tests. With the research instruments used, the results of the research will be better, more accurate, and regularly systematic (Creswell, 2012). The data collected will later become the results of the research concluded by the researcher. The instruments used by the researcher in this study were questionnaires and semi-structured

interviews in obtaining data from research respondents. Questions in the questionnaire and direct interviews with respondents used Indonesian which would later make it easier for respondents to answer questions. Data analysis is carried out to interpret the data that has been collected into an understandable result. Data analysis according to Braun & Clarke (2006) consists of 6 steps: Familiarization of data, Initial Coding, Generating Themes, Validity, and Reliability of Themes, Defining and Naming Themes, Interpretation and Reporting the data. The data to be analyzed by the researcher is data collected from the results of questionnaire answers and semi-structured interviews directly to research participants. To improve the accuracy of the data collected, the researcher will examine the data and verify the comprehensive data as well as feedback from the interpretation of the data in the presentation and construction of the data to the credibility of the data (Widodo, 2014).

RESULTS AND DISCUSSION

Results

The results of this study will be presented and interpreted in this section in a clear and easy-to-understand. The results presented are related to this research question which finds out how the students experience doing the Pecha Kucha presentation activity as an English speaking activity in the classroom. The discussion is delivered from the results of the interpretation of the data that has been collected in the table and sentences that come from the instrument data, namely the results of answers from questionnaires and direct interviews.

Student Experience in Learning Speaking English

Table 1 shows that of the 5 questions asked, the highest percentage was question number 1 which asked about students' ability and fluency in mastering English. As many as 92.9% stated that they were neutral or could not explain whether they were fluent or good at English. Usually, the people who choose the neutral option are people who are at the intermediate level, which means that they have an average ability that can be said to be not good at speaking but is not capable of speaking English either. The remaining 7.1% chose not to agree if their English skills were said to be fluent and clever. In addition, students also chose neutral as the most answered choice with 71.4% when asked about whether students can speak English in class or outside of class in daily life. The remaining 28.6% answered that they did not agree because they still stumbled to speak English inside and outside of school like in their daily lives at home.

R : (My speaking ability in English can be said to have deficiencies in the pronunciation of words, intonation, and also nervousness or stammering when pronouncing sentences in English both inside and outside the classroom. However, in theory my understanding is better than speaking directly)

Furthermore, in the question asked about how the teacher delivered English speaking lessons in class, the percentage of 53.3% agreed that the teacher taught English speaking skills in the classroom, which means that students have learned how students should speak English in class. The remaining 20% disagreed. Because some of them stated that there were several classes whose teachers did not teach English speaking skills in class. 26.7% stated that they were neutral in that they did not know what the teacher was teaching for English speaking skills. Furthermore, students feel excited and enthusiastic about participating in English lessons in

class with a percentage of 53.3% agreeing with it. The remaining 46.7% feel they are neutral or normal with learning English in the classroom.

R : (I feel excited when learning English when the subject presented by the teacher is interesting and not boring. In addition, the teacher's delivery in teaching is very important because it makes students in the class feel interesting and challenging like when there are games or discussions)

Table 1. Students' Questionnare

No	Questions	SA	A	N	D	SD
1.	You are very fluent and good at mastering English language skills			86.7%	13.3%	
2.	You are very good at speaking English in class and outside of class			66.7%	33.3%	
3.	The teacher teaches English speaking lessons in the classroom	20%	53.3%	6.7%	20%	
4.	I am very excited and enthusiastic about paying attention to the teacher in teaching English speaking in the classroom		53.3%	46.7%		
5.	I have a comfortable way of learning English, especially speaking skills	13.3%	53.3%	26.7%	6.7%	

The next results are listed in table 2. Regarding the difficulties experienced by students in English. It shows that 40% do not agree that they are not confident and have fears when speaking English in class. That is, they have the courage and confidence in what they convey in front of the class. However, 26.7% agree that they are not confident and afraid because they have to speak English in front of the class. Furthermore, when asked if they were afraid of anything when speaking English in front of their fellow teachers in the class, they answered 46.7% neutral, and the remaining 26.7% agreed that there was something they were afraid of. In the interview, most of them answered that they were afraid of being wrong in their delivery, and criticism from friends and teachers was the main factor for those who answered that they were afraid and not confident when speaking English in front of the class.

R : (Usually, I'm afraid of being misunderstood in English, which makes me nervous and doesn't feel confident when speaking in front of the class through presentations. When my delivery is wrong, the material delivered through the presentation also becomes chaotic and imperfect, not to mention there is criticism from friends and teachers.)

Furthermore, students were asked whether when learning to speak English in the classroom the teacher gave the students a time limit to deliver their presentations in class. 73.3% stated neutral, which was clarified in interviews that they were usually only given time according to students' abilities in delivering their respective presentation materials. However, there are some moments where speaking learning in class is given a time limit which ultimately affects students' ability to deliver their presentation material. Students become more rushed and imperfect in delivering the material for each slide in the presentation. With a percentage of 46.7% of students agree with the time limitation affecting students' English speaking ability in front of the class.

Table 2. Students' Questionnare

No	Questions	SA	A	N	D	SD
6.	I have a fear and lack of confidence in speaking English in class	6.7%	26.7%	26.7%	40%	
7.	There's something I'm afraid of in speaking English in front of friends and teachers in class		26.7%	46.7%	26.7%	
8.	When learning to speak English in class the teacher gives a time limit to students	6.7%	20%	73.3%		
9.	The time limit given by the teacher in doing English speaking in class affects the students' ability to do it		46.7%	53.3%		
10.	Other English skills such as Writing, Reading, Listening and Vocabulary affect students' ability to speak English in class	26.7%	40%	33.3%		

Students' Experience in Learning Speaking English with Pecha Kucha Presentation Activity

The next result focuses on students' experiences in using the Pecha Kucha method as an English speaking activity in the classroom through presentation activities. The theme of this presentation is conveying the same topic to students. In table 3 it is shown that 40% of students choose neutral, which is followed by the results of interviews that they are not familiar or feel unfamiliar with this Pecha Kucha method. They claimed to have never heard of this method at all while they were studying English. Furthermore, students answered agreed with a percentage of 46.7% that the Pecha Kucha presentation method was good enough in conveying its presentation material to the audience even though it only contained pictures and graphics. The rest chose neutral because they felt the method still confused the presenter as the sender of the material. In terms of advantages and disadvantages, 53.3% of students answered that this Pecha Kucha presentation has sufficient advantages for students when using it in the classroom. For example, students can prepare presentation materials well because they only contain pictures on each slide. In addition, students also admitted with a percentage of 60% that the Pecha Kucha method was better than the old presentation method which relied on pictures and sentences in one presentation slide. In the preparation needed to make Pecha Kucha presentations, students also stated that 46.7% did not agree that the preparation required was more difficult than preparing presentations using the old method. This means that students feel that the preparation needed to make Pecha Kucha presentations is easier because it only contains pictures that support the sentences delivered by students as presenters.

R : (I think this Pecha Kucha presentation is very innovative and interesting because each slide only contains pictures or graphics where this presentation only focuses on the presenter as the sender of the material, not just the reader of the material in power point as in the old method that has often been used by students at school.)

Table 3. Students' Questionnare

No	Questions	SA	A	N	D	SD
11.	You feel familiar with this Pecha Kucha presentation method		20%	40%	33.3%	
12.	Pecha Kucha presentation method which only contains pictures and graphics on the slides is good enough to convey the presentation material	6.7%	46.7%	46.7%		
13.	Students have the advantage of doing Pecha Kucha presentations in class	13.3%	53.3%	33.3%		
14.	This Pecha Kucha presentation method has advantages and disadvantages compared to the old presentation method	26.7%	60%	13.3%		
15.	The preparation required in preparing a presentation with the Pecha Kucha method is more difficult and takes more time than the old presentation method	46.7%	13.3%	33.3%		6.7%
16.	After presenting with the Pecha Kucha method, I feel that my presentation is better than using the old presentation method	6.7%	46.7%	40%	6.7%	
17	Pecha Kucha presentation method helps students improve their English speaking skills as well as students' presentation performances in class	20%	46.7%	33.3%		
18	I feel happy and more comfortable using this Pecha Kucha presentation method compared to the old presentation method	6.7%	40%	53.3%		

In addition, students also stated 46.7% that their presentation skills were also better after using Pecha Kucha compared to the old presentation method. When compared to the old method, 46.7% of students chose to agree that the presentation with the Pecha Kucha format helped them in improving their presentation skills and their courage to speak English in front of the class. Thus, they stated that they preferred the Pecha Kucha presentation over the old presentation method and 40% agreed with this.

R : (I prefer the Pecha Kucha method over the old method because, in my opinion, the preparation of the Pecha Kucha material is more efficient from the time of preparation to the time of presentation. Honestly, I'm more focused on memorizing the material that I have to convey rather than having to make a powerpoint that has a lot of things in it.

Discussion

From the overall results described previously, it can be concluded that students have a negative response to their English skills, especially English speaking skills. They think they still have a lot to learn about speaking skills in front of the class using English. Some of them stated that the reason why their ability was not enough was the lack of speaking practice when learning English, factors themselves such as fear of being misunderstood, nervous, and shy to lack of vocabulary knowledge. The fears experienced by students such as the fear of skill deficits due to lack of practice and the fear of seeking information make students unable to remember the

material or knowledge they previously learned (Woodrow, 2006). However, they put more emphasis on their fear of delivering presentation material in front of the class. When they are not fluent in speaking English, they are afraid that their delivery will be wrong and not understood by the audience. Not to mention the criticism from friends and teachers who sometimes make their self-confidence decrease. In addition, they also admitted that other English skills such as listening, reading, writing, and vocabulary also influenced them to speak English well. Therefore, they agree that speaking skills need other English skills so that they can do well. As Indrianty (2016) said that one of the main factors that hinder students' fluency in speaking English is the lack of vocabulary knowledge, one of which is when presenting in front of the class.

In their experience using the Pecha Kucha presentation method, students stated that this method was very fun and gave students its own 'challenging'. They shared the experience through interviews explaining why they felt it caught their attention. One of the reasons is the presentation format which only contains pictures or graphics on each slide, making them have sufficient preparation in delivering the material. In addition, the 'challenging' part is where they have to race against time on each slide to deliver the presentation material in just 6 minutes and 40 seconds. However, some students also stated that the time limit also made them nervous, and stammered in presentations. In addition, time restrictions also prevent them from discussing the topics presented in depth because several ideas have detailed explanations (Mabuan, 2017). The advantage that some students feel after using Pecha Kucha is that they can prepare presentations more readily and maturely instead of just focusing on the beauty of the presentation slides, the only drawback with Pecha Kucha is the limited time. This activity also encourages students to talk more than just reading presentation slides (Murugaiah 2016). However, from all that, the students in this study stated that they preferred the presentation method with Pecha Kucha compared to the old presentation method that was often used.

CONCLUSION

This study aims to find out the experiences of students learning English speaking in the classroom and also learning speaking using the Pecha Kucha presentation method. The results of what the researchers got from this study were that several factors made it difficult for students to speak English, namely lack of vocabulary knowledge, fear of being wrong in delivering material, criticism from friends and teachers being nervous about speaking in front of many people. In the process of learning English speaking using the Pecha Kucha presentation format, students experience both fun and challenging experiences. In a presentation with a total of 20 slides containing only pictures, students must be ready to deliver the material to the audience within a time limit of only 20 seconds for each slide. That's what makes it challenging for students where they have to be ready for the material instead of making presentations with beautiful edits. The advantages that students get include training students' abilities in preparing material carefully so that students can speak English more readily. The disadvantage of this Pecha Kucha method compared to the old presentation method is that it only lies in the time limit given for the presentation. However, students prefer the presentation format with Pecha Kucha compared to the old format. The reason is that Pecha Kucha is more attractive and time efficient from presentation preparation to presentation time. In addition, this method also trains students in speaking English well. So it was concluded that students had positive experiences and responses to speaking activities in the classroom using the Pecha Kucha presentation method.

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