



STUDENTS' ATTITUDES AND CHALLENGES TOWARDS PECHA-KUCHA PRESENTATION TECNIQUE IN TEACHING ENGLISH INTRODUCTION ONLINE

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Abstract

Recent decades Pecha Kucha has gained its acknowledgement as one of the language teaching tools. This research aimed at finding out the tertiary students' attitude towards the use of Pecha Kucha in English introduction lessons and identifying difficulties that were experienced by the students in the process of making and presenting their Pecha Kucha. Survey method with two types of questions, multiple choices and open ended questions, were employed. The result of the study indicated that students had positive attitude to use Pecha Kucha in English introduction lessons because they believe that Pecha Kucha can facilitate their learning and also they enjoyed the making and presenting their Pecha Kucha. Students experience different challenges in the making and presentation process of their Pecha Kucha. The making process students highlight 5 challenges, finding pictures, gadgets, narration, English, and presentation skills, whereas there are 6 challenges students encounter during their presentation time, English skills, unstable connection, self-confidence, time constrain of Pecha Kucha, memorizing their presentation, and internet data. The different challenges in the making and presentation of PK are justifiable due to the unique nature of the two processes.

Keywords: Pecha Kucha, foreign language teaching, introduction, tertiary students

Introduction

The ability of introducing self or others in foreign language is one of the crucial abilities in the daily interaction. Therefore, this skill is at the top list of foreign language learning and teaching curriculum. Many approaches and tools have been adopted by foreign language teachers or trainers to develop their student's introduction skills. In the English teaching as foreign language, Pecha Kucha-a picture based presentation with a strict timing-has been employed by many educational practitioners.

Since its initial used in 2003 for the architects presentation meeting, Pecha Kucha (PK) has been widely used in the classroom context. One of the main reasons is because Pecha Kucha has offered students positive learning experiences. Tomsett and Shaw (2014) reported that Pecha Kucha offers three advantages for the language learners; facilitating English learning, assisting students to speak concisely and encouraging students to speak without looking at their notes or even reading their wordy slides. Due to its potential benefits, many studies have suggested to employ PK in the teaching of foreign language (Bayer, 2011; Coskun, 2017; Ave, Beasley & Brogan 2020).

The positive impact of Pecha Kucha to English language learners is not only in the second language context but also in the foreign language (Christianson and Payne, 2011; Tomsett and Shaw, 2014; Nguyen, 2015; Coskun, 2017; Ave, Beasley & Brogan 2020). Employing Pecha Kucha presentation will mostly develop presentation and speaking skills (Nguyen, 2015; Murugaiah, 2016; Coskun, 2017; Angelina, 2019). However, research in Pecha Kucha is generally conducted in the face to face class settings while due to



covid-19 pandemic, many countries around the world have to shift their class from in person classes to virtual classes. In this situation, Pecha Kucha could be one of the solutions for the English teaching.

Changing the nature of the meeting from face to face classes to virtual classes could provide students with different experiences. Therefore, this research will find out the students attitude towards the online English teaching using Pecha Kucha. Despite the benefits offered by Pecha Kucha, there are also some challenges. The time constrain (Beyer, 2011), lack of English proficiency (Murugaiah , 2016) the strict rules and the pictures selection (Cristianson and Payne, 2015). These difficulties were in the off-line classes not in the online classes. Therefore, research on the difficulties experienced by the students in online Pecha Kucha presentation both in making Pecha Kucha and during their presentation are needed.

Pecha Kucha

Pecha Kucha is a Japanese language which means chit chat. Pecha Kucha is modified presentation from PowerPoint presentation. It is done by setting 20 seconds for each slide. The number of slides for one Pecha Kucha is 20. That is way it is also called 20X20 presentation. Another rules is that each slide should be presented with pictures. Words are allowed but it is only for a few. The founders were two British architects, Mark Dytham and Astrid Klein in 2003. Since its initial use, Pecha Kucha has been widely used in many other disciplines (Tomsett & Shaw, 2014) including in the classroom teaching context as reported by Foyle & Childress (2015).

Using Pecha Kucha to Teach Speaking

The nature of Pecha Kucha is a presentation technique. Presenters are forced to tell their pictures or figures in each slide. Due to this nature, Pecha Kucha could be used in the language teaching classroom especially in speaking classes. One of the reasons is that oral presentation could be the medium of language theory and its use (King 2002) and also it could lower the presenter's anxiety in their presentation time (Murugaiah, 2016; Coskun, 2017).

There have been many studies conclude that Pecha Kucha can be used to improve the tertiary student's speaking skills (e.g. Nguyen, 2015; and Angelina, 2019). The reasons are because Pecha Kucha can promote self-study due to its nature as student cantered activities that lead students to be autonomous learners (King, 2002) and students enjoy creating their Pecha Kucha (Ave, Beasley & Brogan, 2020). If a language learner involves in autonomous learning activities a lot and enjoys the process, it is highly possible they will be successful language learners. Therefore, it is important to ensure that an employed teaching tools could facilitate the students learning autonomy and the student's positive feeling towards the tools. In the language teaching, Pecha Kucha has been generally used as a learning tools in personal meeting class.

In the recent time, Pecha Kucha use in teaching has been extended to a recorded video. The student's responses were positive to this new approach (Murugaiah, 2016; Coskun, 2017; Ave, Beasley & Brogan 2020). However, there some issues could potentially occur in the application of recorded PK in the online classes (Murugaiah,2016); some of which could be the students do not have time to watch or to learn from them, they do not interact with their peers, and they do not have one specific time to study. To deal with the potential problems in the recorded PK, applying PK in the online classes by asking the students to present using PK could be one of the solutions. It offers students more natural circumstances and direct feedbacks could be attempted. This could assist students to learn speaking skills especially introduction.

Describing self and others is a basic and important ability in the daily conversation context. Assigning students an introduction of themselves and others using Pecha Kucha could be a good assignment. Hedge (2000) implies that to develop the student's communication skills, they should be given purposeful activities which indicate the real language use context.



Issues That Could be Experienced by the Students

Despite the benefits of PK for the language learners, it has also some drawbacks. Some of the drawbacks are objected to the nature of Pecha Kucha such as the strict rules of it where each slide should be set for 20 seconds and each slides should use visuals with less or no text at all. That is way finding the right pictures is also major challenged (Beyer, 2011; Murugaih, 2016; Cristianson and Payne, 2011) because it takes a lot of efforts and time.

The rigid rules of PK on the other hand could benefit students because they are trained to be focus on important information for their presentation (Levin and Peterson, 2013). Furthermore, the student's personal background could be also the drawbacks such as poor English proficiency levels and discomfort feeling of talking to computer in the recorded assignment (Murugaih, 2016). Of this two, English proficiency plays really important role in English classes because students with low proficiency will really struggle to prepare their explanation and pronounce the words or sentences correctly.

The mentioned drawbacks above could be also experienced by the students in the online presentation but the nature of in person class presentation and recorded presentation videos is different. Furthermore, it is essential to differentiate the student's challenges when they are creating their Pecha Kucha and during their online presentation. Understanding both could lead English language teaching using Pecha Kucha can be maximized.

Method

This research employed survey with multiple choices and open ended questions. The first type of questions were used because the tested concepts' variables have been identified whereas the open ended questions were used because this research was still in an attempt to identify the unknown variables (Hoepfl, 1997).

32 of the first year students with 24 females and 18 males participated in the study. They were from 3 different classes. They had been joining 6 weeks meeting in the English class and finished their 3 kinds of introduction; self-introduction, family introduction with 2 males and 2 females, and friend's introduction with 2 males and two females. They were varied in English proficiency level, most of them was in elementary level. The English lesson that they were in was an obligatory subject that must be followed by all the students. The English class were conducted online due to the Corona Virus Pandemic. Each of them has presented their Pecha Kucha online. After the presentation they were given some feedbacks to improve their ability in introducing themselves and other people. The class was run for 110 minutes for each meeting.

The data source was from a questionnaire with 6 multiple choices and 2 open ended questions. The first six questions was aimed at finding out the student's attitude towards the use of Pecha Kucha presentation in teaching them introduction. In this research the student's attitude was measured from their enjoyment of using Pecha Kucha and their learning efforts (King, 2002; Ave, Beasley & Brogan, 2020). Whereas the two open ended questions were about the student's challenges that they experienced during the time of making and presenting their Pecha Kucha.

After 6 weeks of teaching introduction, then the questionnaire was administered to all the students who have finished all their three presentations. The questionnaire was not an obligatory to be responded. They were given 2 days of responding the questionnaire. Out of 81 students from 3 classes, 32 responded the questionnaire.



The student's attitude was measured from two variables, the student's enjoyment and their self-study attempts. There were three questions in each variable.

The Enjoyment variable;

- The students' enjoyment in the process of making Pecha Kucha
- The students' enjoyment during their Pecha Kucha presentation
- Their confidence level on suggesting Pecha Kucha for English introduction

The self-study variable;

- The amount of time (hour) they spend in their Pecha Kucha making process
- The number of practicing time before the presentation
- Students' opinion on their introduction ability by using Pecha Kucha

For the open-ended questions, the students were asked to mention at least 3 issues that they experienced both when they were making their Pecha Kucha and when they present their Pecha Kucha. The answer of the first 6 questions were presented descriptive qualitative by presenting them in percentage whereas the issues that the students mentioned were gathered and then identifying the key sentences/ phrases, labelling the sentences/phrases, grouping them into subcategories, theming subcategories.

Results And Discussions

Results

Students' attitudes and their challenges of using PK as the tool of learning English introduction online can be reported as follows:

Enjoyment of Using Pecha Kucha

To find out the students' opinion on how much they enjoyed the use of PK, there three variables that were employed.

The Enjoyment of Making Pecha Kucha

One of the challenges experienced by many students in using Pecha Kucha was the complicated and long process of making Pecha Kucha. It led many students to complain. However, based on the results of the study, 87.5% of students responded positively. The detail was 46.875% really enjoyed and 40.625% enjoyed the process of making their Pecha Kucha. While the remaining 12.5% responded neutrally. Interestingly, none of the respondents gave a negative response.

The Enjoyment of Presenting Pecha Kucha

After making Pecha Kucha the next challenge was its presentation. Many students experienced uncomfortable when presenting their Pecha Kucha because of its strict rules and at the same time students also have to think about expressing their presentation in English. However, the results of this study indicated that 87.5% provided a positive response; 31.25% really enjoyed and 56.25 percent enjoyed the presentation. As for the rest 12.5% responded neutrally.

Suggesting Pecha Kucha as Learning Approach



At the end of the survey, students were asked whether they suggested the use of Pecha Kucha for learning English in the Introduction material. 81.25% recommend its use. As for the details, 56.25% recommended it and 25% strongly recommended it. The remaining 18.75% chose neutral. What is very interesting is that none of the respondents gave a negative response. The next two questions were open-ended questions where students were asked to write down their views on the challenges they faced when creating and presenting their Pecha Kucha.

Facilitating English Learning

There are three variables that were used to find out the either PK can facilitate learning in the teaching of English introduction online.

Personal Required Time to Make Pecha Kucha

It was interesting when they were asked about the amount of time they spent making Pecha Kucha. 75% of respondents spent at least 2 hours with details 40.625% spent 2-3 hours, then 25% 4-5 hours, 6% 6-7 hours, and 3.125% 8 hours or more. The remaining 25% spent about 1 hour to finish making their Pecha Kucha.

The Number of Practicing Time

In addition to question on time that the students spent to make their Pecha Kucha, they were also asked about how many times they practiced before presenting their Pecha Kucha online. A total of 87.5% did the exercise at least 3 times. The details are 28.125% practiced 3-4 times, 25% practiced 5-6 times, then 15.625% practiced 7-8 times and 18.75% practiced at least 9 times. The remaining 12.5% practiced only 1-2 times before making a presentation.

Improvement on introducing self and people using Pecha Kucha presentation

When the students were asked about whether Pecha Kucha can improve their English skills in introducing themselves and others, 93.75% of the student's answers believed that Pecha Kucha can improve their English skills to introduce themselves and others. Meanwhile, only 6.25% stated neutral. This meant, there was no one who responded negatively.

Student's Issues Encountered by the Students

During their study using PK, students found some issues that should be taken into account to understand their learning situation. This could assist teachers to use PK for their future teaching in English introduction subjects or in other online teaching settings. To assist the readers, the author code the chosen respondents with R1 as respondent 1, R2 as respondent 2, R3 for respondent 3, and so forth.

Challenges during the Process of Making Pecha Kucha

In the process of making Pecha Kucha, students generally mention 5 types of challenges: finding pictures, equipment, narration, English, and presentation. The interesting thing is that English is not the most frequently mentioned challenge by the students.

Most students complained about looking for pictures, then followed by the limitations of the equipment to make Pecha Kucha and preparing explanations according to their chosen pictures. Another factor mentioned by the respondents was less attractive presentation skills.



Finding images to display on the PK slides was the most frequently mentioned issue by students. Generally, the main problem was that they did not have many photo collections therefore they found it difficult to find the right photos. Some of the responses regarding the selection of images for example

“The lack of documentation/photos I had to be used to make Pecha Kucha” (R1)

“I am confused looking for images to be presented”(R2).

After finding the pictures, they believed that they found it difficult to find words or sentences according to the chosen picture. Some of the responses include

“Looking for words that match the picture”(R3)

“...Sometimes there are some pictures that are difficult to present in English”(R4)

Furthermore, the second most complained about was regarding to their devices. Many students found it difficult to make Pecha Kucha because they did not have a laptop or their laptop was broken at the moment. In addition, some students tried to make PK using cell phones which took more effort. One of the things mentioned was that it was difficult to manage its time for each slide. Some examples of student responses were

"my problem is that I do not have a laptop", (R5)

"My laptop is broken", (R6)

"...even though Android/IOS can be used but it is still complicated" (R3)

"It is hard to organize 20 seconds per slide because I only use my cell phone when making Pecha Kucha" (R7)

This indicated that the use of mobile phone to create PK is not recommended even though in another context as Bhestari and Luthfiyyah (2021) report the use of mobile phone assist the English students learning. After that finding the best words or sentences were also highlighted by the students. Some of the responses were

“finding the best words for the pictures” (R1)

“making the explanation for the pictures were demanding”. (R8)

The two last issues are English and presentation. For the English, the students believed that the challenge was to memorize vocabulary, to compile sentences according to the correct structure and to pronounce English words or sentences correctly. In the preparation process, students wrote their narration in Indonesian language and then translated them into English. In this translation process, most of students encountered difficulties to use the correct English vocabulary and sentence structures. Some responses from these two complaints were

"The obstacle I often encounter is to use a correct words in my presentation, especially the words that are still new for me" (R9)

"I find it difficult to compose sentences according to the grammatical rules of English". (R10)

The last thing students complained about was creating an interesting Pecha Kucha presentation. One of those mentioned is

“ People who are not good at using PowerPoint presentation will find it difficult to create a good presentation also we have to think as creative as possible to create our Pecha Kucha so that it will be interesting during its presentation”. (R11)



Challenges Encountered By the Students during Pecha Kucha Presentation

There were 6 issues mentioned by the students that they experienced during their PK presentation. They were English skills, internet connection, self-confidence, time constrain, recalling presentation sentences, and internet data. English skills is the most mentioned issue by the students. They taught that pronunciation of English words and sentences, and knowledge of grammar were challenging for them. Some examples of responses from students were

“My challenge when presenting Pecha Kucha is the pronunciation of the English sentences. Sometimes some sentences are difficult to pronounce...”, (R10)
“...grammar that needs to be improved”.(R9)

Furthermore, the second most complained by the students was the unstable internet networks. Many students said that during their class, sometimes they lose their internet connection. There are even some students stated that they live in an area where the network is difficult to access. Here are some of the student’s responses:

“The problem is that the network is not good and it is also common that the connection suddenly disappears” and “I live in a village with a difficult internet networks”. (R2)

The third most complain is about their self-confidence. They were nervous and felt that their skills were not good enough when presenting their PK in English. Some examples of responses from students are as follows

“Sometimes I feel nervous when presenting my own Pecha Kucha” (R1)
“I am not confident enough to present”. (R4)

Three other things that were mentioned by the students were the duration of each slide, memorizing their presentation, and internet data. Sometimes students stated that they still wanted to explain their pictures but the slides moved automatically for example students responded that

“...sometimes we have not finished explaining the first picture, the next slide has appeared...”(R6)

After that students found it difficult to memorise their English narrations. They found it really challenging to memorize English words and sentences. Students responded that

“The problem is in the memorizing the vocabulary and sentences of each pictures”. (R9)

Sometimes in the middle of a presentation they forget what to say as said by one student

“Sometimes in the middle of my presentation I lost my idea” (R12)

The last one is the internet data. It has been a case for the students who used mobile data that they do not realise that their internet data is about to running out during their presentation. This takes time to buy internet data and re-join the class, as said by one of responses

“the internet data is running out and it's hard to buy”. (R9)



Discussions

Pecha Kucha has been shifted from architect meeting presentation settings to the other kinds of presentation context such as education. Pecha Kucha has been used as teaching tools in foreign language teaching classes. Referring to its promising benefits, many researchers encouraged the use of Pecha Kucha in the teaching context (Christianson and Payne, 2011; Tomsett and Shaw, 2014; Nguyen, 2015; Shiobara, 2015; Coskun, 2017; Ave, Beasley & Brogan, 2020).

The result of the study indicated the student's attitude towards the use of Pecha Kucha in teaching English introduction is high. They reveal that they enjoy the making and the presentation process. They believe that Pecha Kucha can facilitate introduction learning because they put efforts to make and present their Pecha Kucha. Therefore, the use of Pecha Kucha in the online teaching of introducing self and other people is worth applied.

The present research has been in line with previous research where the incorporation of Pecha Kucha in a foreign language teaching was encouraged (Coskun, 2017). Furthermore, the result of the study supported the previous research on Pecha Kucha can facilitate learning and student's enjoy their learning using Pecha Kucha (Ave, Beasley & Brogan, 2020).

Using Pecha Kucha as the language teaching tool not only interesting but also challenging. The challenges has been mentioned such as finding the right pictures (Beyer, 2011; Murugaih, 2016; Cristianson and Payne, 2011) and discomfort feeling talking to a laptop in the recorded assignment Murugaiyah (2016). These challenges should be more elaborated by the differentiating the student's issues in the making process and in their presentation time. The two settings have their own nature which lead students to the different challenges.

The current research found that in the process of making Pecha Kucha their main challenge is choosing the right picture for their presentation it was the same challenge was reported by pictures (Beyer, 2011; Murugaih, 2016; Cristianson and Payne, 2011). In addition to that, this research go further to highlight some other issues that students could encounter using Pecha Kucha in English online classes. They are device issues, English ability, providing good explanation, and designing attractive presentation. Interestingly, English ability was not the main issue for the students during the preparation time instead finding pictures and device issues are two most challenging.

In the online presentation time, English skills, unstable connection, and self-confidence are three most challenging things for students followed by time constrain of Pecha Kucha, memorizing their presentation, and internet data. The students do not mention discomfort talking in front of their gadgets as mention by Murugaih (2016). This is because the context difference. Students feel discomfort because in his study he reports the recording Pecha Kucha assignment whereas in this research the context is live presentation.

In the presentation time, English skills is a major issue but it is not big issue in the preparation time. This is because they have to memorize and pronounce words and sentences during their presentation. This indicated that the students experience different issues in the making and presentation of Pecha Kucha in the online English teaching context. The difference is because the nature of the making and live presentation offer students with unique experiences.

Conclusion



In conclusion, using Pecha Kucha (PK) for online teaching English of introduction for self and others can be utilized as one of the teaching methods because the students enjoy the process and presentation of their Pecha Kucha and furthermore this method can facilitate their English introduction learning. The students experience difference issues when they prepare their PK presentation and in their live presentation. In the preparation time, the three most challenging issues are finding correct pictures, devices, and English ability whereas in the presentation time students report that English skills, unstable connection, and self-confidence are their top three challenges. Other than challenges mentioned, students mentioned the other two (providing good explanation and designing attractive presentation) in the making and other three in the presentation time (time constrain of Pecha Kucha, recalling their explanation, and internet data). The student's challenges in the making process differ from the presentation time because both constitute different context.

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