THE EFFECTIVENESS OF USING PECHA KUCHA TECHNIQUE TO PROMOTE STUDENTS' SPEAKING SKILL

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Abstract

The aimed of this research is to test the effectiveness of using Pecha Kucha Technique in students' speaking performance at fourth semester of English Department in Muhammadiyah University of Metro. Pecha Kucha is a presentation form of 20 pictures for 20 seconds and it is also called 20x20 presentations.The entire presentation always lasts for exactly 6 minutes and 40 seconds. The research method used in this research is an experimental research. The subjects of this research are the students at fourth semester of English Department in Muhammadiyah University of Metro academic year 2020. There are 21 students of control group and 21 students of experimental group. The research instrument used to collect the data in this research is an oral test. From the two classes, the experimental and control group, the measurement shows that increasing line of the speaking ability of the experimental group is higher than the control group. The result of pre-test score shows that the average score of the experimental group and the control group are 52.38 and 56.19. From the score of both groups, the result shows that the control group is better than experimental group. Then, the result of the post test of the experimental group is higher than control group; the average scores are 70,71 for experimental group and 62.38 for control group. It can be concluded that there is significant influence of using Pecha Kucha Technique in students' speaking skill.

 Key words: PechaKucha, Speaking, Technique.

INTRODUCTION

Speaking is one of the most demanding skills in daily life, and every person needs to communicate with others through speaking. Thus, it is necessary for every people to have good speaking skill. Mart in Nirmawati (2015) says that speaking is as the ability to use language in order to do speech, and express or exchange thoughts. It means speaking is not only to express our idea but also to communicate with other people.

As the needs of English increase over the year, people do not only communicate with those who comes from the same country, but also with those who come from different countries. In order to be able to convey the meaning and talking with people around the world, they must be good in speaking English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from elementary level to the university level.

In higher education, such as in university level that has been written above, the students are expected to be able to speak English well, the students should be able to master all of the speaking components; those are pronunciation, grammar, vocabulary, fluency, and comprehension. However, as a matter of fact, the students have many problems dealing with English, there are many students who learn English think that English is so difficult, even their pronunciation and grammatical in speaking English are weak. Those kinds of condition also happened at fourth semester of English Education at Muhammadiyah University of Metro. Many factors which influence students' speaking ability, as follow internal factor such as the motivation, intelligent, anxiety, and external factor comes from the society such as family, friends, and community. On the other hand, lecturer also influence students' achievement in speaking ability such as technique which is used by the lecturer in class were monotonous so that it made some students feel bored in following speaking class.

In line with the problem above, the objective of the study is: to find out the significance influence of using PechaKucha technique to promote students' speaking skill in fourth semester of English Education Study Program at Muhammadiyah University of Metro.

There are many ways that can be used to promote students' speaking skill. By using an attractive technique is one of important factors in creating a good atmosphere in classroom activities. The lecturers have to know how to increase student's interest and how to design the materials which are easy to be understood for students during the class, so that it should be used interesting technique. One of technique that can be applied is using PechaKucha technique which is believed can improve students speaking skill.

According to PechaKucha Organization (2013), Pecha Kucha is a technique presentation form of 20 pictures for 20 seconds. The slides change automatically and the speaker must synchronize their speech with their picture. It is sometimes called a 20x20 presentation. The entire presentation always lasts for exactly 6 minutes and 40 seconds.

The previous research overview was conducted by Arniatika (2018) entitled Improving Speaking Performance through Pecha Kucha Presentation Method from Lampung University. The objective of this research is to show the improvement of the students' speaking performance using Pecha Kucha presentation method among the tenth graders of SMA Muhammadiyah East Lampung. The research method used in this research is a Classroom Action Research (CAR).

The research instruments used to collect the data in this research are test, observation and documentation. The result of this research shows that the implementation of Pecha Kucha presentation method is successful since the criteria of success are achieved. The first criterion is 70% of the students could pass the target score ≥ 70 based on the KKM. The finding shows that 77.78% of the students had already achieved the target score. Besides, the second criterion is the students who became more active in the learning process. The result of observation shows that by using Pecha Kucha presentation method, most of the students are involved actively in the learning process.

From the previous researches overview, the researcher concludes that the differences between previous researches and this research is the type of the research. In this research, the researcher takes experimental research in Muhammadiyah University of Metro, especially in English Department. The researcher believes that pechakucha is effective to promote the students' speaking skills. This research focus to students' speaking when they do the presentation using pechakucha, because in this research, the researcher believes that pechakucha is a fresh technique to promote students' speaking skill.

RESEARCH METHODS

The researcher conducted the research among the students at fourth semester of English Department in Muhammadiyah University of Metro which is located in Jalan Ki Hajar Dewantara, Iringmulyo, Metro, Lampung. Besides, the time of the research is conducted in even semester 2020/2021. The subject of the research was the students at fourth semester of English Department in Muhammadiyah University of Metro.

When conducting an educational research, it is not always possible to select or assign subject at random. The use and applications of various experiments depend on the type of design used. In the case of this research, the researcher decided to use quasi-experimental research because the availability of participants were limited and the number of population in the school was appropriate with the number of sample expected by researcher. Moreover, the researcher decided to choose quasi experimental design because the participants were organized well in the class.

According to Creswell (2012), quasi experiments include assignment, but not random assignment of participants to groups. In this research design, there were two intact groups of classes involved. The researcher gave different treatment to both group, the first group was experimental group which used pechakucha tecnique, while the second group was control group which did not use pechakucha technique. From 2

classes at fourth semester of English Department, A class was chosen as the experimental group and B class was chosen as the control group.

According to Sugiyono (2016) research variable is an attribute investigation, variable is everything that planed by the researcher to learn. In this study, there are two variables that is used by the researcher, they are Indenpendent (X) and Dependent (Y) variable. The researcher conducted Pecha Kucha as an independent variable to indicate the technique and in dependent variable the researcher chose students' speaking skill.

Therefore, the population of this research was the students at fourth semester of English department in Muhammadiyah University of Metro in academic year 2020/2021. There were two classes of this semester. The number of students in A class are 21 students and 21 students in B class. Therefore, the total of the population in this research are 42 students.

The researcher used random selection to determine which the class be the experimental group and the control group. There were two classes which labeled with A and B class. From these classes, and the researcher took two classes that be the sample of this research. In this research, the researcher used two classes that B class as the experimental which consist of 21 students, while A class as the control class which consists of 21 students. Based on the explanation above, it can be concluded that the sample is part of the population. After all the class labeled with A and B, It was a sample of this research where the researcher conduct this study at those classes.

Ali in Aisrani (2014) argues that research instrument is equipment that can be used in the research conducted to get the final goal of the research. The researcher gave a test as an instrument in this research. An oral test is used in pre-test and post-test.

The most important thing in this research is collecting the data that can determine the result of the research. Brown in Shofiah (2015) argues that a test is a method of measuring a person's ability or knowledge in a given domain. So, an improvement of students' achievement can be tested by using a test as a method. The researcher used a test to measure students' speaking ability. Kind of test which is used by the researcher is an oral test. There are three steps: pre-test, treatment, and post-test.

After the researcher collected the data, the researcher analyzed the result of data from pre-test and post-test related both of them through the formulas of normality test, homogeneity test, and hypothesis test.

FINDINGS

The pre-test was administrated on June, 14th 2020 at 08.00 - 10.00 a.m. An oral test was the type of the test and the students have to speak according to the theme given by researcher. Their time to speak was about 2- 5 minutes. The score of the pre-test based on criteria on the speaking test rubric, those are pronunciation, grammar, vocabulary and fluency. There are three categories of range score in this research, the

first is high category that has range score 80-100, average category for range score 65-79, and the last is low category that has range score 0-64.

After did a pre-test, the researcher gave the treatment to the students. In experimental group, the researcher used Pecha Kucha style presentation as the technique. The researcher explained all about this technique. Moreover, the students practiced to make a slide using Pecha Kucha technique and present their slides. In control group, the treatment used Pecha Kucha technique. The researcher applied an ordinary technique that used by the students in their daily presentation. Then, the researcher gave some theme to discuss and the students present their theme by recording in a video. Finally, the researcher analyzed the students' speaking skill through video. The reseracher analyzed based on assessment rubric, those are pronunciation, grammar, vocabulary and fluency.

Post-test is given by giving the treatment in experimental study or after teaching speaking by using Pecha Kucha technique. The aimed of the post-test was to see how the student improvement in speaking English after did the treatment. The researcher gave a sequence steps such as in the pre-test. The score of the Post-test is based on criteria in speaking test rubric; those are pronunciation, grammar, vocabulary, fluency, and comprehension.

The data description involved the scores of the students' speaking skill taught by using Pecha Kucha technique and without Pecha Kucha technique. The data were obtained from the test either pre-test or post-test. Then, to understand the mean difference of students' speaking ability before giving the treatment, the researcher presented the line on a chart. Below was a chart of students' average score of speaking ability.
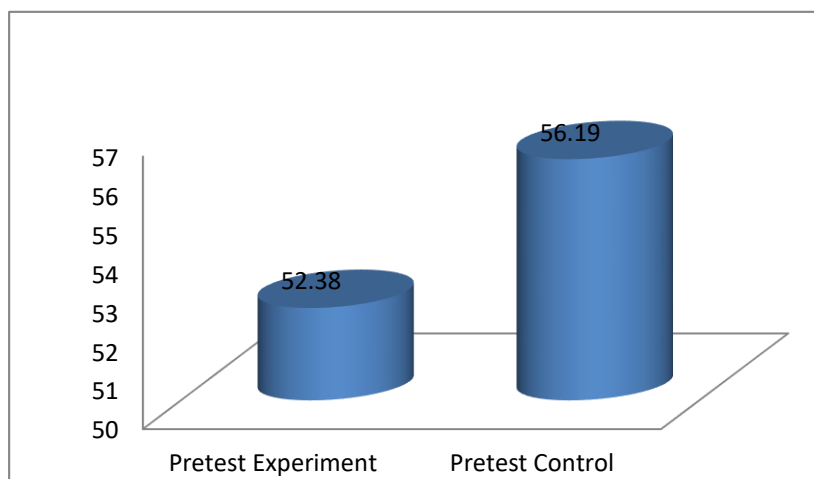

Chart 1

The Students' Average Score in Pre Test

As seen in the line of chart, it could be said that the result of pre-test in experimental group was higher than that of in the control group. However, the mean difference is not significant so it could be said that the two groups had the same result in the pre-test score.

After the researcher found the data description, the researcher applied qualitative category to describe the students' speaking ability between the experimental and control groups. The qualitative category can be high, average, and low. The criterion of the students' scores was presented in the following table:

Table 4.1. The Frequency Distribution of Pre-test in the Experimental Group

Category	Range	Frequency	Percentage
High	80 –100	0	0%
Average	65 – 79	4	19.05%
Low	0 – 64	17	80.95%
Total		21	100.00

On the basic of the table above, it could be summarized that among 21 students there were 4 students or 19.05% that could achieve into average category. Moreover, there were 17 students or 80.95% that got low category. Meanwhile, none of them could have ahigh category. Based on the frequency distribution on Table 4.1, it could be concluded that the students' speaking skill before the treatment is categorized into low category.

Furthermore, the researcher presented the frequency distribution of pre-test in the control group in each category. The frequency distribution shows the number of students in each category while the percentage indicates the number of students in percent. The detailed description can be seenbelow.

Table 4.2. The Frequency Distribution of Pre-test in the Control Group

Category	Range	Frequency	Percentage
High	80 –100	0	0%
Average	65 – 79	4	19.05%
Low	0 – 64	17	80.95%
Total		21	100.00

As visualized on the table above, it could be summarized that among 21 students there were 4 students or 19.05% who achieved an average category, and 17 students or 80.95% that got a low category. Then, none of them could achieve high category.

Based on the frequency distribution on Table 4.2, it could be concluded that the students' speaking ability in the control group is categorized into low category since the most percentage and mean obtained were in the low category, that is, 80.95%. The following table presents the data description of post-test in the experimental and control group. The complete distribution can be seen in Table 1

Table 1.

Data description of Post-test in the Experimental and Control Groups

Data description		Posttest_experiment	Posttest_control
N	Valid	21	21
	Missing	0	0
Mean		70.71	62.38
Std. Deviation		6.944	9.437
Range		25	30
Minimum		60	50
Maximum		85	80

The data description of the post-test in both experimental and the control groups could be described as follows. The mean and standard deviation were 70.71 and 12.56.94 respectively for the experimental group while 62.38 and 9.43 were the mean and the standard deviation of the control group. Furthermore, the maximum and minimum scores were 85 and 60 for the experimental group and for the control group the maximum and minimum scores were 80 and 50 with the range of 25 for the experimental group and 30 for the control one.
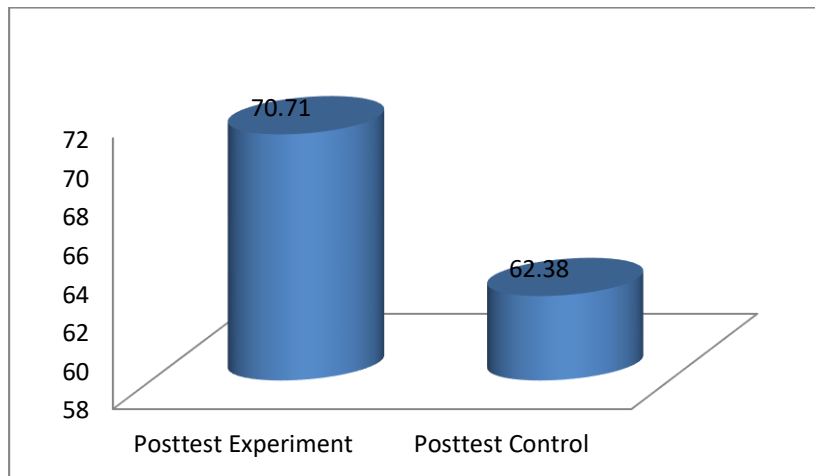
Chart 2

The Students' Average Score in Post Test

As seen in the line of chart, it could be said that the result of post-test in experimental group was higher than that of in the control group. The mean difference is significant so it could be said that the experimental group was better than control group in the post-test score.

Based on the data description, the researcher arranges the frequency distribution to find out the number of students in each category below.

Table 2.

The Frequency Distribution of Post-test in the Experimental Group

Category	Range	Frequency	Percentage
High	80 –100	4	19.05%
Average	65 – 79	15	71.43%
Low	0 – 64	2	9.52%
Total		21	100.00

From the table above, it could be summarized that among 21 students there were 4 students or 19.05% who belong to a high category, 15 students or 71.43% that could achieve an average category, 2 students or 9.52% had low category. It is clear that the students' speaking skill on the fourth semester of English Department can be

categorized into average category as the most percentage and the mean score includes in the range 65 – 79. Furthermore, the classification of the students' speaking skill in the control group can be seen in the following table:

Table 3

The Frequency Distribution of Post-test in the Control Group

Category	Range	Frequency	Percentage
High	80 –100	2	9.52%
Average	65 – 79	13	61.90%
Low	0 – 64	6	28.57%
Total		21	100.00

According to Table 4.5, it could be summarized that among 21 students there were 2 students or 9.52% who achieved a high category, 13 students or 61.90% that got an average category, 6 students or 28.57% could achieve low category. It can be seen that the students' speaking skill in the control group is categorised into average category.

Hypothesis Testing

The hypothesis testing aimed to prove the effectiveness of the technique used in teaching speaking. As it is proposed in the objective of this research, which is the method is more effective in the teaching speaking in the in the fourth semester of English Education Study program at Muhammadiyah University of Metro. To prove the hypothesis, the researcher applies *t*-test formula.

Before analyzing the data by t-test, the two requirements should be fulfill first. They were test of normality and test of homogeneity. The following discussion gives an explanation about those two pre-analysis tests.

Pre-Analysis test

a. Test of Normality

This test is aimed at seeing whether the distribution of the two sets of data is normal. Theoretically, if the value of *p* is higher than 0.05, the data distribution is normal. The following table is the summary of the result the computation by using Chi-square formula.

	Pre_experiment	Post_experiment	Pre_control	Post_control
Chi-Square	6.714	5.000	10.714	5.429
Df	5	5	6	4
Asymp. Sig.	.243	.416	.057	.246

Table 4.

Results of Normality Test by Chi-square

On the table above, it could be described that both the values of normality test of pre-test experimental and control groups (*Asymp. Sig. (2-tailed*) were higher than 0.05. They were 0.243 and 0.057 so it indicated that the data distribution was normal. Furthermore, the data of post-test in experimental and control groups (*Asymp. Sig. (2-tailed*) were higher than 0.05, that is, 0.416 and 0.246.It meant that the data distribution was normal. Besides, the normal distribution could be seen by comparing the value of Chi Quadrate obtained with that of Chi table. The criterion, if $X^2_{count} \leq X^2_{table}$ so, the data were normal.

b. Test of Homogeneity

A homogeneity test was applied to analyze whether or not the scores of one group have homogenous variance compared with the score of other groups. Theoretically, if the value of F-test obtained (Fo)is lower than the value of F table (Ft) the data are homogenous; if the value of F-test obtained is higher than the value of F table the data are not homogenous (Setiadi,2006). The result of calculation can be seen in the table below:

Table 5

Result of Homogeneity Test

Test of Homogeneity of Variances			
Pre_test			
Levene Statistic	df1	df2	Sig.
.259	1	40	.614

The interpretation of the table above is the value of F-test obtained (Fo) was 1.564 and Ft was 4.08 at degree of freedom 1:40. It meant that the two groups were homogeneous because the value of Fo is lower than that of Ft (0.259<4.08). In conclusion, the third requirement to test the hypothesis was fulfilled in order that the data can be used to prove the hypothesis.

Test of Hypothesis
    The hypothesis testing is the last step in this research. Then, to prove the hypothesis, the researcher used *t*-test formula. The hypothesis said that there is an influence of using pechakucha technique in teaching speaking for students in the fourth semester of English Education Study program at Muhammadiyah University of Metro.
    Before analyze the hypothesis, it is better to see the improvement of score in the pre-test and post-test either for experimental group or the control group. The improvement of speaking skill can be seen in the table below.
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The interpretation of the data score improvement on Table 4.8 was that the mean between the experimental group and control was different. The mean difference of the experimental group is higher than that of control group (18.33>6.19). It means that

the use of Pecha Kucha in teaching speaking gives good result than that of without Pecha Kucha

Then, to prove the hypothesis, the researcher used *t*-test formula. Then, the criteria for testing the hypothesis are as follows: if the value of *t* obtained is higher than that of t-table at the significant level of 0.05, the hypothesis is accepted. In contrast, if the value of *t* obtained is lower than that of *t*-table at the significant level of 0.05, the hypothesis is rejected. The summary of complete calculation can be seen in the following table:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post_test	Equal variances assumed	1.524	.224	3.260	40	.002	8.333	2.557	3.166	13.500
	Equal variances not assumed			3.260	36.748	.002	8.333	2.557	3.153	13.515

Table 6

The Result of *t*- test

The result of analysis as presented in Table 4.9 indicated that the value of *t* obtained (3.260) was higher than that of *t* table (2.02) at the significance level 0.05

and the significance (0.000) was lower than 0.05. That is why, the hypothesis is accepted. It means that teaching speaking using the Pecha Kucha technique at the fourth semester of English Education Study program is effective.

DISCUSSION

The discussion contains the description of the research findings which include the effectiveness of the treatment. The aim of the study is to find out whether Pecha Kucha technique is effective to teach students' speaking skill.

The result of pre-test score showsthat the average score of the experimental group and the control group are 52.38 and 56.19. From the score of both groups, the result shows that control group better than experimental one. Then, the result of the post test of the experimental group is higher than that of the control group; the average scores are 70,71 for the experimental group and 62.38 for the control group.

Furthermore, the hypothesis testing indicates that the post test result of the experimental group is significantly higher than the the post-test obtained in the control group. Based on the result of the investigation, it is found that the use of Pecha Kucha technique is effective to increase the students' speaking skill. This result in line with Murugaiah (2018) research, she concluded that the use of the PechaKucha format in PowerPoint presentation can help students develop their communication skills, specifically their oral presentation skills. Colombi (2017) also states that the students' perceptions of Pecha Kucha presentation method who were studying Speaking for Informal Interaction in State University of Padang. Shestates that Pecha Kucha presentation method could be a new alternative of learning activity in classroom especially in Speaking Class.

CONCLUSION

The use of Pecha Kucha technique in teaching speaking is more effective than conventional technique. From the two classes, the experimental and control group, the measurement shows that increasing line of the speaking ability of the experimental group is higher than the control group. There is also a significant influence of students in speaking before and after being taught by using PechaKucha technique at fourth semester of English Education Study program in Muhammadiyah University of Metro. It is proved by the hypothesis testing indicates that the post test result of the experimental group is significantly higher than the post-test obtained in the control group. Based on the result of the investigation, it is found that the use of Pecha Kucha technique is effective to increase the students' speaking skill. It means that the teaching speaking by using the PechaKucha technique at fourth semester of English Education Study program gives a significant influence on their speaking ability.

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