

## The Creative Exploitation of Pecha Kucha's Presentation Technique in English Teaching Classes

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### Abstract

Pecha Kucha has been gaining more acknowledgment in many subjects since the first time it was introduced in 2003 in the architect's meeting. Currently it has been increasingly utilized in English teaching. Due to its nature as a presentation technique, it has been incorporated in English speaking classes. Furthermore, it was also employed in reading, writing, and translation classes. This paper aimed at reviewing research articles of the incorporation of Pecha Kucha in English classes in higher education. After the review, the formulation of the Pecha Kucha use for teaching English will be presented. The result indicated that pecha kucha can be incorporated in english classes with various ways such as employing it as formative and summative assignments in personal or group based works. It can be also used in person or online classroom teaching settings. Furthermore, the strict rules of Pecha Kucha can be adjusted according the needs of the teaching context so this presentation technique offers new and promising technique.

**Keywords:** Pecha Kucha, English teaching, teaching method, ESL, EFL.

### 1. Introduction

Pecha Kucha has been used as a teaching instrument in language teaching for many years. It has been reported the use of pecha kucha in many contexts including in the classroom teaching by (Foyle & Childress, 2015). Furthermore, it is highly suggested to take it into account used as teaching instrument by many experts (Klentzin et al., 2010).

One of the possible reasons of the increasing use of pecha kucha is that its potential advantages in english language classes. Employing this method does not require students to spend money because pecha kucha is designed from power point. basically, if they have power point program, the students can make 20 slides and set the time of each slide for 20 seconds and put pictures in their 20 slides. In short, pecha kucha requires 20 slides and each slide should be set automatically moving forward in 20 seconds therefore it is also known as 20 x 20 presentation technique. Furthermore, due to its strict rules on time and visuals, presenters are forced to prepare well their presentation. They have to manage their time to do self-study so they can perform well.

In language teaching, it has been used more in speaking classes then other classes such as reading, writing, and translation. One of the main reasons is because pecha kucha is originally a presentation technique which is developed from powerpoint presentation.

The incorporation of pecha kucha in the english classes varies. Therefore, it is necessary to review the use of pecha kucha in the english teaching in higher education so that it can be replicated by other teachers in their classes. Also, it is necessary to examine some challenges in the classroom use so that teachers can prepare well and anticipate to be more effective teachers in the use of Pecha Kucha.

### 2. Method

The method used in this paper is literature review which aimed at reviewing research articles of the incorporation of pecha kucha in english classes in higher education. after the review, the formulation of the pecha kucha use for teaching english will be presented.

### 3. Result and Discussion

#### Pecha Kucha

Pecha Kucha is derived from Japanese language which means chit chat in english words. it is a presentation technique developed by two british architects who were working in japan. Pecha Kucha uses powerpoint presentation program. It consists of 20 slides and each slide must be set automatically moving to the next slide in each 20 seconds. In this case, the presenter has no control on their pecha

kucha. Another important rule is that the slide should be displayed with pictures or a few words. It is not allowed to fill in the slides with a heavy or long text. This would force the presenter to talk to audience instead of reading text in their slides. With the combination of no control on the presentation and pictures based on each slides require the presenter to talk to their audience.

### **Pecha Kucha in English Classes**

Pecha Kucha is presentation technique in nature. Therefore, it is no wonder if many studies have reported that pecha kucha mostly develops presentation skills and speaking skills (Angelina, 2019; Coskun, 2017; Murugaiah, 2016; Nguyen, 2015). In the context of english speaking classes pecha kucha can assist the students to improve their pronunciation and intonation (Nguyen, 2015). These two qualities will lead the students to be a native like in speaking quality.

It has been reported that Pecha Kucha has been successfully incorporating in reading class (Beyer et al., 2013; Nguyen, 2015). The previous studies indicated that employing Pecha Kucha in reading classes can benefit the students by improving their comprehension. They cannot explain the reading text well in pecha kucha if they do not have a good comprehension because they have convert the reading text into high pace picture presentation.

Another interesting research was conducted by (Colombi, 2017). His research was on the use of Pecha Kucha in localization translation class. He incorporated Pecha Kucha in as the final assignment. The result was really satisfying because 72.2% of the students believed that using Pecha Kucha in the class was justifiable to be used in the translation classes especially in the issue of localization.

Furthermore, pecha kucha can be also employed to construct argumentation. An interesting study on the use of Pecha Kucha to develop the students' ideas in communication in marketing context has been conducted (Levin & Peterson, 2013). It was found that pecha kucha was promising method to assist students to communicate well because it can train the student supporting their thesis statement with a good example, reasoning and data. The ability to make argumentation is necessary not only in oral communication but also in the writing essay or assignment therefore using pecha kucha in the generating good explanation will be worth of trying in the writing essay or assignment. Another interesting idea would be summarizing articles, novels, or to the long text writings and presenting the summary using Pecha Kucha.

Previous studies showed the success of employing Pecha Kucha in many different subjects. This could be one reason that Pecha Kucha has a big potential to be used English teaching classes such as n EFL classes (Coskun, 2017) or in the other lessons (Beyer et al., 2013; Gadd Colombi, 2017; Tomsett et al., 2014). In the EFL classes the presentation technique could benefit students such as decreasing the student's anxiety (Coskun, 2017; Murugaiah, 2016) and enhancing student's enjoyment (Ave et al., 2020).

### **In Person, Online, and Recorded Presentation**

Pecha Kucha as a teaching method can be used in three different ways, offline, online, and recorded presentation. Each of them should be used in accordance with the class needs. They all can be successful or fail mainly depending on the teacher's strategies.

In 2003, Pecha Kucha was firstly used as presentation technique in the architects meeting in Japan. Since then, it has been being used in many different meetings. Besides the presentation in the offline classes, it could be also used as the live presentation in the online classes. The effectiveness of the online presentation will be highly dependent on the well-designed curriculum, course design, purposeful and fruitful engagement between teachers and students, and the presence of the sense of community from both the teachers and the students (Sun & Chen, 2016).

Besides in the offline classes and online live presentation, it could be improved to the recorded presentation (Murugaiah, 2016; Coskun, 2017; Ave et al., 2020). The recording presentation can benefit the students in the way that students can edit their videos and choose the best presentation from their recordings. Recording many times is actually good for the students because that means they practice many times. However, there is also possible drawback that could occur during the presentation that the student could provide hidden script that they read during their presentation. This issue should be taken into account when employing Pecha Kucha as recorded assignment.

The recorded pecha kucha can be a challenging in a big class because one pecha kucha should be presented in 6 minutes 40 seconds. in a class where teachers provide feedbacks, one presentation could

take at least 10 minutes (presentation and the feedback) so in one hour there could be only 6 presenters. What if the class has 25 students, then it takes at least 250 minutes or 4 hours 17 minutes to finish all the presentation. It is time consuming if it is not managed well by the teacher.

### **Personal and Group Presentation**

Pecha Kucha can be used as a personal presentation and group presentation. Interestingly in the group presentation, there were two ways that can be practiced. The first one is one Pecha Kucha presented by more than one person or in one topic students in a group design their own Pecha Kucha and present them as a group. So in a group of 4, there will be 4 Pecha Kucha presented by the group. This could work well if the assignment covers big topic. Another one is one Pecha Kucha presented by a student.

#### **Personal Presentation**

If the presentation is to evaluate a personal understanding on a concept, story, article, book chapter, project reports, or class works then Pecha Kucha would be one of the best choices. It would be really hard presenting using Pecha Kucha if the presenter does not have comprehensive understanding. They have to have well managed and prepared presentation in each slides because each slides will be moving forwards automatically in 20 seconds. The slides should not be filled in heavy text instead it should contain pictures or only a few words. However, the presentation should take into account the amount of time spent in using Pecha Kucha that is 6 minutes and 40 seconds.

However, the personal Pecha Kucha presentation in many situations does not work really well. In this situations Pecha Kucha can be conducted in a group.

#### **Group Presentation**

Originally Pecha Kucha is a presentation with a single presenter but lately it has been used as a presentation with some presenters. The number of presenters in a group would be different. It could be 2, 3, 4, or 5 members. In the group of 2, it means the students will spend 10 slides in 3 minutes 20 seconds each but with group of 3, 4, or 5, the presenters will share 6/7 slides within 2 minutes or 2minutes 20 seconds, 5 slides within 1 minutes 40 seconds, and 4 slides within 1 minutes and 20 seconds. Determining the number of students in a group should take the time spent for each students in their presentation into account. The more number of students in the group the less time they present, therefore 2 or 3 students in a group will give more opportunity to present.

There should be some reasons to employ group presentation. One of the main reasons to assign group presentation is when the number of students in the class is big. Another reason could be if the presentation time is limited but the number of presenters is quite many.

### **Formative and Summative Assessments**

Formative and summative assignments are two kinds of assignments that are always found in almost any English classes. There are many kinds of assignments, one of which is Pecha Kucha, especially when it comes to presentation. Pecha Kucha has been used as an assignment methods in education. It could be used as a formative as many studies have reported it (Helmy, 2020; Hirst, 2016; Smith, 2013) and summative assessments (Helmy, 2020). If it is used as formative assessment, feedback from their teacher or follow classmates are highly important. It will assist them to perform better by improving their understanding on the subject matter, presentation skills, and Pecha Kucha presentation.

If pecha kucha is used as a summative assignment, the teacher should assist their students on how to design Pecha Kucha. The teacher should teach them or share links on how to design interesting pecha kucha either self-made or taking from Youtube. This is very important because some students may have good comprehension on their assigned tasks but due to lacking of knowledge on how to design pecha kucha then they have poor performance. Another issue that should be taken into account is the student's confidence. The teachers should find ways to improve confidence of the students who are afraid of presenting and standing in front of the class.

Instead of employing Pecha Kucha either in formative or summative assignment, it could be also used as formative and summative assignment in one topic. The combination of formative and summative assessments could be a good choice. After presenting pecha kucha in the student's formative assessment, they would improve their pecha kucha's performance in their summative (Helmy, 2020).

### **Adjusting Pecha Kucha**

Originally, Pecha Kucha has 20 slides and each slides move forward automatically in 20 seconds. However, the strict rules can be adjusted in accordance with the teacher or student's needs. The main concept is that the slides should be filled in with visuals or a few words only and setting the automatic sufficient time to move forward. The number of the slides and time constrain can be adjusted in accordance to the instructional context as long as the presenter is delivering presentation like doing storytelling in front of the class not reading text.

Tomsett et al., (2014) reported that The Australian Market and Social Research Society Limited (AMSRS), currently known as the research society, used 30x30 format of Pecha Kucha. The idea of this was to give exact 15 minutes conference presentation. Another format that could be taken into account for individual presentation is 10x10 (10 slides and each slides moving forward automatically in 10 seconds), 10x20 (10 slides and each slides moving forward automatically in 20 seconds), and 20x10 (20 slides and each slides moving forward automatically in 10 seconds). Another possible variety is 10X15 (10 slides and each slides moving forward each 15 minutes).

Pecha Kucha can be labeled as a strict presentation but it could be adapted into few formats as mentioned above. The main idea is to achieve the goal of the presentation. Pecha Kucha is just a presentation tool which can be adjusted.

### **4. Conclusion**

Pecha Kucha has strict rules but it is adjustable according to the teaching and learning context. After reviewing articles on the use of pecha kucha in teaching english, it can be said that of the various ways of incorporating pecha kucha in the english classes, teachers can combine some of the methods, group presentation in the online classes, group presentation in the in person classes, personal presentation in the online classes, personal presentation in the offline classes, recorded presentation uploaded in the Learning Management System either group or personal presentation. Another thing is that the number of the slides and time limit can be adjusted as well for example 30x30 (30 slides with 30 seconds for each slide), 10x10, or 10x15. All the types and improvements can be used generally in summative and formative assignment.

Pecha Kucha can be used as teaching instrument in english classes both in EFL and ESL context. Mainly, it is suitable to be employed in speaking classes because its nature is presentation technique but it can be also used effectively in other subjects such as reading writing, and translation classes. In the reading classes, this technique is used to summarize the readings, and in writing classes the technique is used to develop ideas, whereas in translation classes can be applied to translation classes specifically in localization classes. Other than these subjects, Pecha Kucha is highly potential to be explored to facilitate learning due to its flexibility. It can be used in many different ways and the rules are adjustable.

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