THE USE OF PECHA KUCHA FOR LEARNING SPEAK ENGLISH BY STUDENTS PARTICIPATING IN PECHA KUCHA COMPETITIONS

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Abstrak

Pecha Kucha merupakan salah satu gaya presentasi yang memberikan dimensi baru pada presentasi konvensional yang cenderung panjang, bertele-tele, dan membosankan. Namun peneliti masih belum mengetahui bagaimana para peserta kompetisi Pecha Kucha memanfaatkan Pecha Kucha untuk belajar berbicara bahasa inggris. Penelitian ini akan menyelidiki penggunaan Pecha Kucha untuk berbicara bahasa inggris oleh siswa yang berpartisipasi dalam kompetisi Pecha Kucha. Penelitian ini merupakan penelitian studi kasus yang menggunakan metode kualitatif untuk menganalisa data. Subyek penelitian ini adalah 15 peserta yang mengikuti kompetisi nasional Pecha Kucha tahun 2017 dan 2019 yang diselenggarakan oleh Lembaga Bahasa LIA. Semua peserta adalah siswa SMA saat itu. Data dikumpulkan melalui kuesioner untuk mendapatkan data tentang bagaimana peserta menggunakan Pecha Kucha dan keterampilan berbicara yang telah mereka pelajari dengan menggunakan Pecha Kucha. Kuesioner dilanjutkan dengan sesi wawancara untuk mendapatkan informasi lebih dalam tentang pertanyaan-pertanyaan dalam kuesioner. Dari analisa data kuesioner dan wawancara, peneliti menemukan bahwa peserta memanfaatkan Pecha Kucha untuk berbicara bahasa Inggris mulai dari membuat outline, skrip, mendapatkan koreksi, dan berlatih hingga hari kompetisi. Mereka juga mempelajari enam keterampilan berbicara dari Pecha Kucha, yaitu pengucapan, tata bahasa, kelancaran, ekspresi, dan kepercayaan diri, dan peserta menambahkan satu keterampilan yaitu kosakata. Kesimpulannya, temuan penelitian ini menunjukkan bahwa Pecha Kucha membantu peserta berbicara bahasa Inggris mulai dari mempersiapkan materi sampai menyampaikan presentasi untuk melibatkan penonton.

Kata Kunci: Pecha Kucha, Kemampuan Berbicara Bahasa Inggris, Kompetisi.

Abstract

Pecha Kucha is one of the styles of presentation that gives a new dimension of conventional presentation which is long, wordy, and boring. The researcher still does not know how the participants of Pecha Kucha competition make use of Pecha Kucha for learning to speak English. This study will investigate The Use of Pecha for Speaking English by Students Participating in Pecha Kucha Competition. This research is case study. The researcher used Qualitative method to analyze data. The subjects of this study were 15 participants who join National Pecha Kucha Competitions in 2017 and 2019 which is conducted by Lembaga Bahasa LIA. All participants were Senior High School student at that time. The data were collected through questionnaire on how students make use of Pecha Kucha and the speaking skills that they have learned by using Pecha Kucha. The questionnaire was followed by an interview session to get the deeper information about the questions in questionnaire. However, from the questionnaire followed by interview, the researcher found that participants make use of Pecha Kucha for speaking English starting from make an outline, script & get correction, and practice until the day of competition. They also learned five components of speaking skills from Pecha Kucha namely, pronunciation, grammar, fluency, and expression, and also participant added one component of speaking skill which is vocabulary. To summarize, the finding of this study showed that Pecha Kucha helps participants speaking English starting from preparing materials until delivering the presentation to engage the audience.

Keywords: Pecha Kucha, Speaking Skills, Competition.

1. INTRODUCTION

Speaking skill is one of the importance skills in everyone's life. Manurung (2015) stated that speaking English becomes important topic to be discussed in language teaching. He said that the success in English speaking class is often judged by the ability to use English as a means of communication. It means that we can measure on how someone can be successful in studying language often by measuring learner's ability in speaking English.

Speaking skill as productive skill can be empirically and directly observed. The accuracy and fluency are constantly coloring the observations (Bawanti & Arifani, 2021).

Speaking skill consider as a complex skill because it deals with components of speaking skills which are grammar, vocabulary, pronunciation, fluency, and comprehension. Here are all those components of speaking skill; a) Grammar. Based on Cowan (2008), Grammar is a set rule of describing on how words and group of words can be arranged to form sentence in a particular language. Chang (2011) also added that the aim of grammar is learning to acquire language skill both, in correct way, written and spoken skill. Therefore, grammar is important to compose correct sentence in speaking English. b) Vocabulary. Vocabulary is dictions of word that is used in communication which is having lack of it will be difficult to create a sentence for effective communication or express idea in spoken and written form (Bawanti & Arifani, 2021). C) Pronunciation. Pronunciation is an important part of one's oral ability in target language (Atli & Su, 2012). When the speakers are talking, the way speakers produce sound or language is pronunciation. It is related to phonological process which means the grammatical components are consisting of the element and principle that determined variation of sounds and pattern in language (Bawanti & Arifani, 2021). If speakers keep mispronouncing several phonemes, it makes them difficult to understand the meaning. d) Fluency. Based on Bawanti (2021), fluency is the ability to speak fluently and accurately. The signs of having good fluency are fast enough in speaking rate and small pauses like "emm" or "errr". e) Comprehension. Comprehension is a power training which makes understand the action and increase understanding in conveying something.

Beside five component of speaking skills above, Brown (2015) also added Expression as macro skill of oral communication. Oral communication is the other term of combining listening and speaking skill to have a good and effective conversation. Expression means using facial features, kinesics, body language, and other nonverbal sign along with verbal language to convey meanings.

When it comes to speaking English, most of learners feel anxious when they are having performance in English. Learner's perception of speaking competence as the most difficult aspect in language learning is the reason of great challenge that any learners face (Tuyet & Khang, 2020). Especially, when it comes to have presentation in public, which presentation is commonly used by learners in many purposes.

Learners need to remember that in presenting, Power Point, that generally used by everyone, is just a tool. Johson (2013) state that the main job in presentation is presenting the message effectively by maximizing the use of the software. Moreover, Murugaiah (2016) added that the main job of presentation is also encouraging them to use PowerPoint software more creatively. However, there are still a lot of boundaries that makes learners unconfident about speaking in public. Language anxiety, Foreign Language anxiety, and also speech anxiety becomes great wall that need to break by the help of teacher.

As an alternative of giving the effective and creative oral presentation, Pecha Kucha (PK) gives the options to gain the interest of presentation. Pecha Kucha is a unique style of giving a concise presentation while in Japanese term which means "chit-chat" (Hsiao et al., 2021). Although chit -chat is an informal talk, the originators of the idea tend to use the term ironically as they developed Pecha Kucha as an alternative from conventional presentation which is too long, wordy, and boring. Besides, PowerPoint presentation is often neglecting the use of the image (Lucas & Rawlins 2015). PK is also known as 20x20 presentation, which means the presenters only use 20 slides that will automatically move forward after 20 seconds in each slide. Thus, the presenters only have exactly 6 minutes 40 seconds to explain the material using pictures and also graphics with little text only.

Pecha Kucha potentially can improve learner ability in English speaking skills for some reasons. First, presenters very organize in conveying the message in the limit time given because of the slide is automatically changes. Second, The use of image as the key point and visual connection between abstract concept make the meaning or message clearly convey to the audience (A. M. Beyer, 2011).

The advantages of using Pecha Kucha is very appealing, engaging, and enjoyable to the audience (Christianson & Payne, 2006). Moreover, it has the potential on high student engagement on the side of both the presenter and audience (Beyer, 2011). As what Widyaningrum (2016) has found, Pecha Kucha is far more effective for student's explaining skills rather than the traditional presentation format. Shiobara (2015) added that Pecha Kucha can make students learn how to create attractive slide.

Highlighting the speaking skills that can be improved using Pecha Kucha, there are three skills listed. First of all, Nguyen (2015) stated that student's oral presentation will be improved using this method. Second, it can also improve student's linguistic, paralinguistic, as well as technological dimension of the presentations (Artyushina et al., 2011). Third, the readiness of preparation to conduct the oral presentation is experienced by the students to manage the allocated time (Baker, 2014). Last but not least, Pecha Kucha helps students improve their pronunciation by enabling them to produce natural speech to keep up with the tempo of the presentation style (Ryan, 2012)

Another study state there are three speaking skills difficulties on effective presentation that learners can improve using Pecha Kucha. Angelina (2019) stated on her finding that Pecha Kucha can improve learners, first, clarity of speech and voice quality, second, language use such us pronunciation and grammatical use, and third, the interaction with audience that related to eye contact and building rapport.

This research investigates the use of Pecha Kucha for speaking English by students participating in Pecha Kucha Competition. The aim of this research is to explain how the participants of Pecha Kucha competition have made use of Pecha Kucha for speaking English. In addition, this research has conveyed what component of speaking skills that students learn while doing Pecha Kucha. The Research Questions are formulated as follows:

1. How do the participants of Pecha Kucha competition make use of Pecha Kucha for speaking English?

2. What component of speaking skills do they learn by using Pecha Kucha?

METHOD

This research was conducted by case study. Case study is a Qualitative research which explain real-world events through existing or emerging concept (Yin, 2016). According to Sofia (2017) qualitative research need a detailed explanation description of data, looking for meaning, and the intention of action performed and relationship of these action with personal context of the subject issued by them.

The subject of this study was 15 participants who join National Pecha Kucha Competitions in 2017 and 2019 which is conducted by Lembaga Bahasa LIA by offline meeting. In 2018 LIA did the National Pecha Competition by only sending video. The researcher decided to use the year 2017 and 2019 competition to make sure the participants had felt the real vibes of competitions.

The researcher chose these people because they were all joining National Competition which means they were the first winner and delegation from regional PK competitions. As the participants of national competitions, they did a lot to prepare it. It helps researcher to analyze the data from them. All participants were Senior High School student at that time. The name of the participants will be written in alphabetical code due to their privacy.

The research was conducted online because of COVID 19 and the different city that researcher live with all the participants. The instrument that researcher used to collect all the data are questionnaire and interviews. These instruments were used to know participants answers from the questions given from researcher. The first instrument was questionnaires. The researcher used google form to make the questionnaire which contains 27 questions that need to be answer on how the participant make use Pecha Kucha for Speaking English and skills that they learn from that. The questions are open and closed ended questions. The questionnaire was distributed online through WhatsApp due to the reason that have been mentioned before. The second instrument was interview. The question of interview was semi-structured which means the researcher asked the series of fixed question and participants can answer with their own words. The researcher can ask additional question for clarifications. The interview was conducted to know the detail information from the participants. The interview conducted by Zoom cloud meeting. The interview was recorded with the participants permission. During the interview, researcher also took notes from what was answered by participants.

Before collecting data, the researcher contacted the committee of Pecha Kucha National Competition by LIA to get participants phone number. After getting all the phone numbers, researcher send message through WhatsApp to all of them and asked permission to conduct the research. After getting permission, researcher send Questionnaire using google form link for participants and guiding them to answer all the questions. After filling it, researcher asked them to conduct the interview using Zoom cloud meeting one by one (researcher with each participant) to dig more information about Pecha Kucha from them. While having interview, researcher also record and take notes of the meeting.

After getting the answers from questionnaire and interview, the researchers analyzed the data qualitatively. The following steps are based on Yin (2016). There are five steps to analyze the qualitative data which are compiling data, disassembling, reassembling, interpreting, and concluding.

The first step is compiling data. The researcher compiled all the data from the questionnaire, interview video recordings that have been transcribed, and also interview notes. Next is disassembling. This step breaks the data into different fragment or smaller category or pieces. The researcher gives color codes into the category of data to make it easier to recognize. There were six colors on how participants make us of Pecha Kucha category and five speaking skills that they have learned from Pecha Kucha category, which each skill has one color code. Third step is reassembling which is including rearrangement and recombination from the result of questionnaire and all the color codes into a table which the main item is the research questions then was followed by suitable and related answers. In this step researcher can easily read and differentiate the answer based on its research questions. Next step is interpreting which involves new reassembled material to create new narrative as key of draft manuscript. The final step is concluding, which is drawing the conclusion from entire study

RESULT AND DISCUSSION

How the Participants of Pecha Kucha Competition make use Pecha Kucha for Learning to Speak English

After getting the result from Questionnaire, we confirm that eleven participants, 73.3% of all the data, stated that they use Pecha Kucha for learning to speak English. The rest of the participants, 26.7 % of whom, stated that they did not use Pecha Kucha for learning to speak English. Yet, in the interview, all the participants said that Pecha Kucha did help them in speaking English, even though in small contributions. Some of them added the additional notes the reason they use Pecha Kucha for speaking English

The participant F wrote:

"Pk requires the presenters to present the material in a specific time (20 sides with 20 second in each slide). This kind of presentation makes me practice in my tempo and dense sentence used. Because PK is short time,

automatically the presenters need to be clear and to the point. So, Pk absolutely help a lot in speaking English"

The result of the questionnaire showed that PK makes participants maximizing the time by practicing the tempo and dense sentence, because PK limit the time which is only 20 seconds in each slide. Participants J also stated the similar answers with participant F.

Participant J said

"Since Pecha Kucha limits the time of the presentation, I learned how to build effective sentences in English. Not only just being clear but also containing lots of information in short amounts of times and words." (J)

The reasons above highlight the time limit in PK makes them speaking in English with a dense sentence, straight to the main point, and also effective sentence. Other than the time limit that make them maximizing in tempo and effective sentence, PK can improve vocabulary and pronunciation skill.

Participants P wrote:

"Pecha Kucha is one of ways that can improve my English skill especially my vocabulary and also pronunciation" (P)

To answer the first research question, the researcher found how the participants of Pecha Kucha make use of Pecha Kucha for learning to speak English. Participants of Pecha Kucha Competition make us of PK for learning to speak English by making an outline, writing script, and practicing with tutor.

First step is Making an outline. The topic of PK has launched by committee of National Pecha Kucha Competition. They make an outline based on that topic. Participant R stated that she needed to make an outline and mapping each slide.

Participant R said,

"The process is first, make an outline about materials that will be present in Pecha Kucha, second, mapping each slide for what will be presented" – R

Second step is writing script, they need to look for many information about the topic that they will present. Then they write the script on their own based on the the outline that they have made. They also got correction from the tutor.

Participant T said,

"I was presenting about ship, it has a lot of material and many definitions, so I look for information about that" - T

Other than looking for the information, writing script also needed the adjustment between the word and the time (20 seconds) for each slide. Participant F stated that she needed to alter the sentence to fit the time.

Participant F said

"I made the script based on each slide timing, if the sentence is too long, I need to alter it so I can fit with the time (20 second) or vice versa" – F

In correction process with tutor from LIA, participant A said that most of them were corrected in the delivering part.

Participants A said,

"*The correction was implemented on how I deliver it. Usually, it is more on how I deliver the presentation, how I move into my argument, how I articulate, how I present my materials, and mostly it is how I express the materials to the audience*"

Participant I also stated that she also corrected by tutor on how she delivered the materials to make audience interest.

Participant I said

"As I remember, the tutor gave me advice on How I deliver the materials to make audience more interest. So, while we are presenting, we are not just presenting (just talking), but make audience understand and interest to keep listening"

The last step is practice. Participant T state that he spent a month to practice Pecha Kucha with tutor.

Participant T said,

"From the regional competition, it is around a month and I practice Pecha Kucha with my tutor after course hour in LIA" - T

But participant F practiced by herself in front of mirror and sometimes need help of her family member.

Participant F said,

"Honestly, I didn't get any help from tutor. I make PPT, script, and practice by myself. My practice period is around one or two weeks. I practice in front of mirror and use timer for reminding the time, and sometimes i ask help from my sister to watch me and measure the time."

The interviews above showed that participants make us of Pecha Kucha for speaking English by starting to prepare the presentation in making outline, mapping the idea in each slide, then they wrote the presentation script by themselves and got correction from the tutor in their materials delivery, then they practice it until the day of

competitions. This finding support Baskara (2015) statement that PK requires students acting autonomously in doing PK presentation. Participants of PK competition did not only write their own script but also manage all the sentence and the way they deliver materials to fit the time. This is also support Baker (2014) statement that the presenters of PK necessarily to do a lot of rehearsal to properly manage the allocated time. The participants of PK need to practice the script and match the delivering with the allocated time, along with other speaking skills that is needed to boost their presentation.

Indeed, this is the big challenge for them to have presentation in controlled time. They had difficulties at the first stage, because PK is new for them and the requirements need a lot of preparations. But after getting correction from tutor and practice it well until the day of competition, they can go through all the hardness.

The component of speaking skills that participants learn by Using Pecha Kucha

After getting data from Questionnaires and Interviews, the researcher found that there are 5 component of speaking skills that participants have learned from using Pecha Kucha. Four of them are from the Questionnaire that participants have been selected, while one component of speaking skill added was from participants' statements during the interview.

Table 1
Component of speaking skills that have been learned in Pecha Kucha

Skill Items	Frequency	Percentage
Pronunciation	12	80%
Grammar	8	53..3%
Fluency	14	93.3%
Expression	14	93.3%

The table above is the result from Questionnaire about the skills of speaking that the participants have learned. Even though four of the participants said that PK didn't help them to speak English, but they choose several components of speaking skills as something they learn from PK. From 15 participants, they can choose more than one component of speaking skills that they have learned from Pecha Kucha. As results, there are 12 participants or 80% of all participants, which choose Pronunciation as skills that they have learned from Pecha Kucha. 8 participants or 53.3% of all participants, choose grammar. 14 students or 93.3 % of all participants, choose Fluency as one of Speaking Skills that they have learned from Pecha Kucha. Last, Expression is chosen by 14 students or 93.3% of all participants, as one of learned speaking skills.

The participants gave deeper information in interviews section about each speaking skills they have chosen. The results of the interviews will be explained bellow.

First, for Pronunciation is as follows:
Participant Jas said:
"*I need to pronunce "event" (/ɪˈvent/) but I wrongly pronunce it as "even" (/ˈiː.vən/). Then after a lot of practice and realize that I need to relaxe while speaking, I can pronunce it correctly.*" – Jas

Other similar statements from Participant T,
"*For example, the word (ship) I pronounce it as (syhip)*" – T

And the other one from Participant C,
"*Word "treat": [Before] I pronounce "thrēt" [After] I pronounce "trēt"*" – C

The result showed that participants were doing mistake in pronunciation. They had difficulties in pronounce particular word that related to their performance in Pecha Kucha. They are getting better in pronouncing the word after realizing that they pronounce it wrong and do a lot of practice.

This finding Support Ryan (2012) statements that Pecha Kucha helps students improve their pronunciation by enabling them to produce natural speech to keep up with the tempo of the presentation style

Second component of speaking skill listed is Grammar.
The researcher got two main reasons about grammar as a learned speaking skill in Pecha Kucha. The result as follows:
Participant R said:
"*Because of the limitation of time in each slide, it forces me to make the most effective sentence. This effective sentence can be created when I know a lot of grammatical structure which can omit something in the sentence or combine two sentences into one with right conjunction. It can make sentence shorten and be straight to the point.*" R

The result of the interview showed that Pecha Kucha help participants to learn grammar more while preparing and doing the performance. As it is stated, PK limits the time in each slide, it makes participant maximize the time given by making the sentence as effective as they can. Grammar is needed to construct the effective sentence. One of the ways to make effective sentence is combining two sentences into one. This can be created if they know many tenses and also conjunction. So, participants were

forced to learn more about grammar to make effective sentence.

Third component of speaking skills that has been learned from Pecha Kucha is Fluency.

The researcher categorized the reason into two main reasons. First, Minimalize stammer and Second Tips for that. It was found by participants for better fluency.

Participant A said:
"*PK is very limited in time. I need to minimize my stammering by training the timing and speed, which I haven't trained it ever, that the factor that improve my fluency.*" – A

Based on Bawanti (2021), fluency is the ability to speak fluently and accurately. The signs of having good fluency are fast enough speaking rate and small pauses like "emm" or "errr".

As the result above, the researcher found that the stammer behavior that participants face consumed more time in PK. Based on O'Connor et al., (2021), stammer makes unconscious silent or audible in speaking, long and full blocks of sounds, syllables, or words caused by disruption in verbal expression. When participants stammering it makes them consume more time and makes the target information in each slide passed unexplained. Also, stammering makes them not fluent in speaking English

Participant R said:
"*I learn to break the habit of using filling word such as " eee.." to be able to fluence in speaking English. it makes the time will be longer and I can keep up with the slides. I repeat all the sentence in practice so that I remember it perfectly.*" – R

Other than stammering, filling word also play huge role in consuming more time in PK. The researcher also found how participants deal with stammering & filling word behavior and they learn better fluency in Pecha Kucha. The result as follow:

Participant A Said:
"*In each slide, I take at least one point/idea, not the sentence but idea, then I try to associate one to another idea. That makes me fluent, by simplifying the idea*" – A

This result showed that to provide stammering he try to take one main idea in each slide and associate it with another main idea in another slide. This way helps him to simplify the idea and avoid stammering from speaking. He can make improvisation if he suddenly forgets about the sentence that he wants to say, because he knows the main

idea. Another way to avoid stammer and filling word also confirmed by Participant R:

"*I also choose to use the words that I familiar with. So that the word is familiar to understand and it doesn't need longer to remember.*" – R

Choosing the familiar word can help participant to avoid filling word because it makes her easily to remember and understand. This finding support Douglass et al., (2018) statement that hiding stammering can be done by the person tries to conceal their dysfluency by avoiding behavior with words and situations, to be a non-stammering individual.

Next to the fourth component of speaking skill, which is Expression.
Participant Jas said:
"*The focus of normal presentation is the presenters tend to speak by her/himself, reading the PPT slides by her/himself, the audience seems not pay attention. While in PK, because the slides are moving by itself in short time, it makes the audience focus and pay attention to the presenters. If the presenters don't pay attention to the audience, don't really engage them, don't really show them about the topic with a lot of expression and movements, the audience will be getting nothing*" – Jas

What is meant by expression here is facial expression even gesture that participants have while doing Pecha Kucha. The result of the interviews showed that the intention of Pecha Kucha presentation is different from normal presentation. Pecha Kucha doesn't allow presenters to have many words in one slide. This result supports Beyer (2011) statement that Pecha Kucha minimalize even eliminate common issues in presenting which is too much reading from the text by minimalize the text and represent it with an image or a chart. In this situation, audience will pay attention more toward the presenters. If presenters do not practice some facial expression or gesture, the presentation will be boring and audience get nothing.

Another participant also said how practice and repetition made his Expression better than before, even he is not an expressive person.
Participant T said,
"*I am not expressive person. But in PK I need to repeat practice, it makes me can do it (having good expression).*" – T

The last component of speaking skill is Vocabulary. The researcher did not add this skill in the list were chosen by participants, but participant Jas added by herself. The

result showed that Pecha Kucha made her choosing vary words that can make the sentence efficient

Participant Jas said,

> "*I Learn to choose the word and structure the word that makes vary words and adds more vocabularies. For example, we can use impressive and great instead of very good, which is so simple and common.*" – Jas

This finding shows that there are six speaking skills that participants has learned from Pecha Kucha. However, all participants were having the strong basic in English, which means they are not beginner. All of them were students of English Course for long time. During the interview, they said that Pecha Kucha is a new kind of competition that they joined. They were challenging themselves to join Pecha Kucha competition to have more experiences. While in the middle of their preparation, they realized that Pecha Kucha give a lot of help for them to learn more six speaking skills which are pronunciation, grammar, fluency, expression, confidence, and vocabulary. The participants said that the limit of time is a big challenge for them. Beside they need to pace with the time, they also need to engage all the participants because of there is no many words in the slides. They need to practice a lot on the skills that needed for delivering PK presentation such as fluency, expression, and confidence.

This finding supports Christianson & Payne (2012) statement. From the most of participant of their study, they claimed that PK is enjoyable and useful as it makes practice more and helps the audience to stay engage. Pk also makes the students face higher pressure while practice hard to make sure the smooth presentation is using a rigid format. This finding also supports Beyer et al., (2012) claims that the way presenters avoid reading from the text makes PK presentations are interesting. The presenters become more familiar with materials and doing fewer mistakes.

CONCLUSION

Based on the result of the study, it can be concluded that Pecha Kucha can be used for learning to speak English. Because of the limitation of the time, Pecha Kucha can help participants to speak as efficient as they can by structuring the word and sentences in an efficient way. Moreover, the time limitation in Pecha Kucha help students to speak based on the topic not widen off the topic. The participants make use of Pecha Kucha by starting to make outline, write script and revise it with tutor, then practice it well until the day of competition

According to the questionnaire and interview, Pecha Kucha helps participants to learn five speaking skills and one skill added by them, which are Pronunciation, Grammar, Fluency, Expression, and Confidence also Vocabulary. In pronunciation, they realize how to pronounce word correctly by practicing with tutor. Participants learned grammar in Pecha Kucha by structuring the sentence as efficient as they can. They use conjunctions and vary tenses to be able to shorten the long sentences. In Fluency, participant learned how to have a better fluency by omitting the filling word with more practice. Participants learned to have a good expression while presenting in Pecha Kucha to engage all the audience and make them understand also interest to the topic. Last but not least is Vocabulary. To be able to fit them time, having many vocabularies can help participants to choose the effective word of presentation.

Based on the explanation stated, the researcher intended to give several suggestions. For further research, the research about Pecha Kucha competitions should has done right after the competitions. Therefore, the data that will be collected can be more vary and reliable. Furthermore, the further research can take the writing sections as the object, because the researcher found that writing is also the important part on doing Pecha Kucha. And last but not least, further researcher can take more participants for the subject of research so it will help to get more data.

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