



PECHA KUCHA – A TECHNIQUE TO ENCOURAGE STUDENTS TO SPEAK: A CASE STUDY IN GERMAN DEPARTMENT UNIVERSITAS PADJADJARAN BANDUNG

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Abstract

The research aims to investigate the application of the Pecha Kucha technique within the course 'Techniques of Discussion and Presentation'. Pecha Kucha, a presentation method in which 20 slides are shown for 20 seconds each, requires a concise and focussed presentation of content. This technique not only promotes efficiency in the transfer of information, but also rhetorical skills and the creative design of presentations. The research focuses on the question of the extent to which the Pecha Kucha method influences the presentation behaviour of students and what effects it has on their discussion skills. The aim is to investigate whether this technique leads to an improvement in the clarity, structure and persuasiveness of presentations and whether it strengthens students' ability to get to the point and express themselves precisely. The methodology involves a combination of qualitative and quantitative approaches. On the one hand, the students' presentations before and after the introduction of the Pecha Kucha technique are analysed in order to identify possible changes in quality and structure. On the other hand, surveys and interviews will be conducted to record the subjective experiences of the participants. The research also helps to evaluate the effectiveness of the Pecha Kucha technique in a didactic context and provides valuable insights for the design of courses aimed at improving discussion and presentation techniques. It contributes to the further development of innovative teaching methods in university didactics.

Keywords: *Pecha Kucha technique, speech facilitation, discussion, presentation*

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1. INTRODUCTION

The promotion of oral expression skills in foreign language teaching plays a central role, especially in the context of higher education, where students need to be prepared for academic discussions and presentations. The German Department at Universitas Padjadjaran Bandung, Indonesia, is increasingly looking for innovative methods to improve students' language skills, especially in the course “Techniques of Discussion and Presentation”, which is aimed at students in the 7th semester. The aim of this course is for students to develop the skills to communicate effectively, present their ideas clearly and lead discussions. The course teaches both visual and verbal techniques. This course is also designed to motivate and train students to speak freely, because most of them still have speech inhibitions and anxiety even though they are already in the 7th semester.

One such method that has attracted international attention is the Pecha Kucha technique. The Pecha Kucha technique is an innovative presentation method that was originally developed in Japan and is now used worldwide in various areas of education. This method consists of 20 slides, each displayed for 20 seconds, which requires a concise and focussed presentation of content. The aim of this study is to analyse the use of the Pecha Kucha technique in the course ‘Techniques of Discussion and Presentation’ in the German Department of Universitas Padjadjaran. In particular, it analyses the extent to which this technique influences students’ presentation behaviour, the impact it has on underpinning their speaking inhibitions or anxiety and also contributes to improving students’ speaking skills.

2. LITERATURE REVIEW

The Pecha Kucha technique was developed in 2003 by architects Astrid Klein and Mark Dytham and aims to avoid long and often unstructured presentations. The focus is on the clear, fast and precise transfer of information, which forces the presenters to deal intensively with the structure of their content. The application of this technique in a university context is particularly interesting as it trains students' ability to speak in a precise and focussed manner.

Oral expression, especially in an academic environment, requires a variety of skills: clear structuring of content, persuasiveness and the ability to get to the point. Previous studies have shown that presentation techniques such as Pecha Kucha can promote these skills by encouraging students to be more conscious of language and time. This focus is particularly challenging in a foreign language, as linguistic precision is required in addition to clarity of content.

The Pecha Kucha technique not only promotes efficiency in the transfer of information, but also rhetorical skills and the creative design of presentations. Studies have shown that the use of this technique leads to an improvement in the clarity, structure and persuasiveness of presentations (Fahmi & Widia, 2021; Faliyanti & Ratih, 2021). In addition, students who work with the Pecha Kucha method are reported to develop greater self-confidence and better time management (Solmaz, 2019; White & Louis, 2022). These aspects are particularly relevant for the German department, as they can strengthen students' language skills in a non-native context, in this case German.

The Pecha Kucha technique for promoting speaking skills can be substantiated by several theoretical approaches. According to the Cognitive Load Theory (Sweller, 1988), Pecha Kucha promotes precision and structuring by reducing the cognitive load through a limited number of slides and strict time constraints. Furthermore, the situation model by Kintsch and van Dijk (1978)

supports the coherent understanding of the content presented, as the clear organisation of the information in the Pecha Kucha presentation conveys a coherent overall picture. In addition, the communication theory of Shannon and Weaver (1949) also contributes to the effective transfer of information by ensuring clear communication through concise and structured messages.

For the exercise, a photo diary project is created in which students take 20 photos about any topic in their everyday life and then present them using the Pecha Kucha technique. The combination of a photo diary with the Pecha Kucha technique provides an effective method to strengthen visual communication and language skills. As Pecha Kucha presentations rely heavily on images, the photo diary provides an ideal basis for creating authentic and personally relevant visual content. By photographing and documenting one's own experiences, a deeper emotional connection to the presented content is established, which increases intrinsic motivation and engagement, as described by self-determination theory (Deci & Ryan, 1985). In addition, the combination of visual elements with clear, concise verbal explanations, as envisaged by the multimodal learning strategy (Mayer, 2001), facilitates the understanding of complex content and improves retention. Since the Pecha Kucha technique requires clear structures and short time intervals for the presentation, it forces the presenters to convey their thoughts in a precise and well-organised manner, which in turn supports the situation model (Kintsch & van Dijk, 1978). The photo diary as a visual framework thus not only encourages creative engagement with the content, but also facilitates a coherent and structured presentation, which is required by the Pecha Kucha technique.

3. METHODOLOGY

A combination of qualitative and quantitative research methods was used to investigate the effects of the Pecha Kucha technique on students' speaking skills. The participants of this study were students of the German Department of Universitas Padjadjaran, mostly in the 7th semester, who had taken the course 'Techniques of Discussion and Presentation'.

First, the students created their photo diary with topics of their choice, then the photo diary was presented in small groups using the Pecha Kucha technique. As the students already had several presentation experiences in different courses and seminars to reflect on, only the presentations after the introduction of the Pecha Kucha technique in this course were analysed to identify possible changes in quality and structure. This analysis is complemented by surveys and interviews to capture the subjective experiences of the participants. Previous studies have shown that the use of the Pecha Kucha method significantly improves students' presentation skills and leads to a more positive attitude towards learning (Beyer, 2011; Arniatika, 2019) and this was observed in this study.

This case study comprised five phases:

1. 37 students each determined a topic in their everyday life and were asked to take or collect 20 photos about the topic.
2. in small groups of 5 to 6 people, they presented each photo in 20 seconds. They then had a total of around 6.7 minutes for a presentation. The presentations are therefore strictly limited in time.
3. during the presentation, the students were observed by me and, with their permission, video-recorded and some of them photographed.
4. the presentation was analysed during and after the introduction of the Pecha Kucha technique. Aspects such as clarity of structure, precision of language, effectiveness of time and free speaking were analysed.

5. conducting self-reflection in class and creating surveys to record the students' subjective experiences with the Pecha Kucha technique. Both their perceptions of the technique and their assessments of their own speaking development were surveyed.

4. RESULTS AND DISCUSSION

The results of the observation and study clearly show that the use of the Pecha Kucha technique significantly improved the students' speaking skills and motivations. The most important findings are summarised below:

1. improve clarity and structure by showing students after the creation of photo diary project that they did not hear earlier, as shown in the diagram below:



Diagram 1: Experience with photo diaries

2. after the introduction of the Pecha Kucha technique, the students showed a significantly improved ability to structure their presentations clearly. This was particularly evident in the fact that they were able to present the topics precisely in a limited time frame and in small groups. The combination of photo diary and this technique optimised the results. More than 50% of the students found this technique to be good and more than 40% rated it as very good. The following diagram shows the result:

Wie finden Sie das Fototagebuchprojekt

37 responses

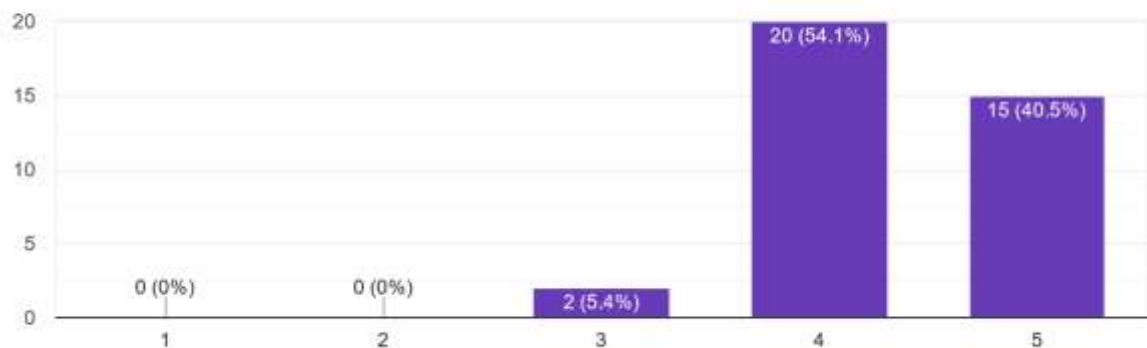


Diagram 2: Opinion about the photo diary

- the students also found that the combination of photo diary and Pecha Kucha technique helped them a lot in their presentation and optimised their presentation. Their opinion can be seen in the following diagram:

Wie optimal kann Fotostagebuch mit Pecha Kucha Technik kombiniert werden?

37 responses

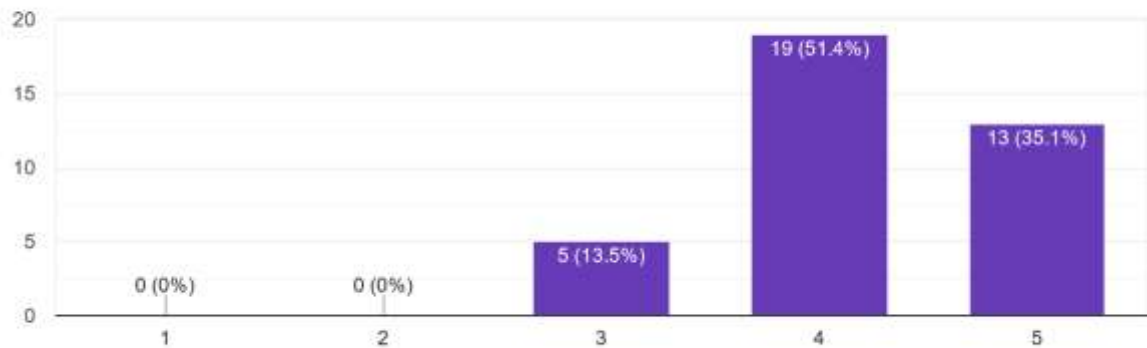


Diagram 3: Opinion on the combination of photo diary and Pecha Kucha technique

- the use of the Pecha Kucha technique promoted the precision and persuasiveness of the presentation. With this Pecha Kucha technique, the compelling need to keep the presentation short emerged and it led to students being forced to be precise in their statements and avoid unnecessary information. The opinions can be seen in the following diagrams:

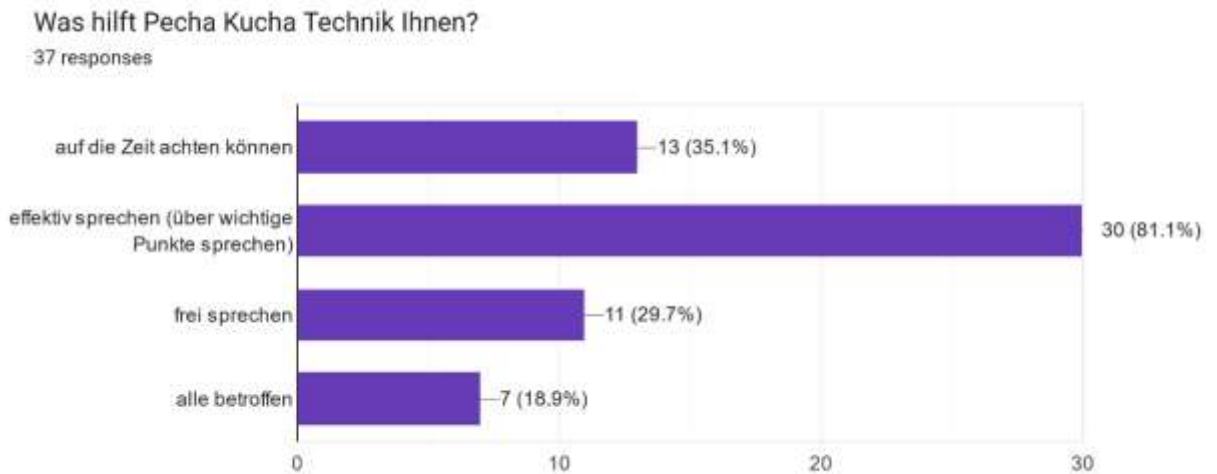


Diagram 4: The effect of the Pecha Kucha technique on improving the presentation

The effectiveness in speaking by sharing the time for important points also led to increased persuasiveness and focus of their presentations, although the so-called time pressure came in as 'pressure' and 'stress' for some students. They found this pressure to be a disadvantage of the Pecha Kucha technique, as shown in the diagram below:

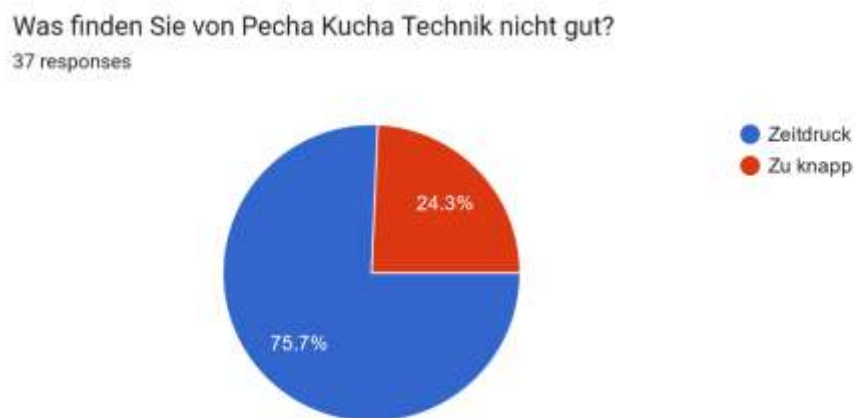


Diagram 5: Opinion on the disadvantage of Pecha Kucha technique

- Motivation and self-confidence were also important aspects during the observation. During the presentation, the students motivated themselves to speak more freely because they had already prepared all the information in the form of a photo diary and had to do it in a limited amount of time. They practised reading out their presentation without texts and speaking freely and creatively using the photo diary they had made. For this reason, as mentioned above, they forced themselves to concentrate on the important points. The interviews and the result of the surveys also showed that the students found the Pecha Kucha technique motivating compared to the 'conventional' presentation technique they had been using so far. In the diagram it can be seen that more than 60% of the students presented with the

help of notes and handouts, more than 18% read aloud during the presentation and only less than 15% conducted their presentation freely.

Wie präsentieren Sie?

37 responses

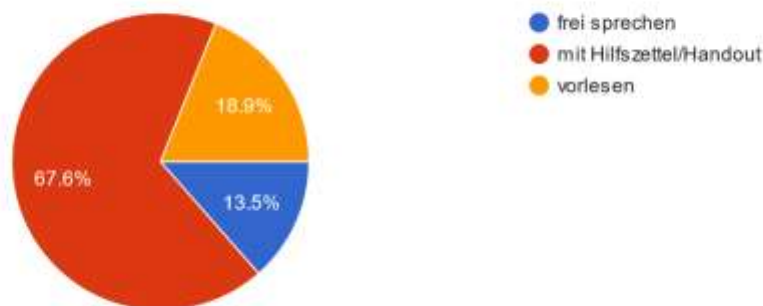


Diagram 6: Presentation technique before using the Pecha Kucha technique

- They reported in the interview that they felt challenged by the strict format, which boosted their confidence for future presentations. This was also consistent with the survey results, as shown in the diagram, in which more than 50% of students rated their motivation to speak as high and more than 15% as very high:

Wie groß sind Ihre Motivation zum Sprechen mit der Hilfe vom Fotostagebuch Projekt und Pecha Kucha Technik geworden? Bewerten Sie!

37 responses

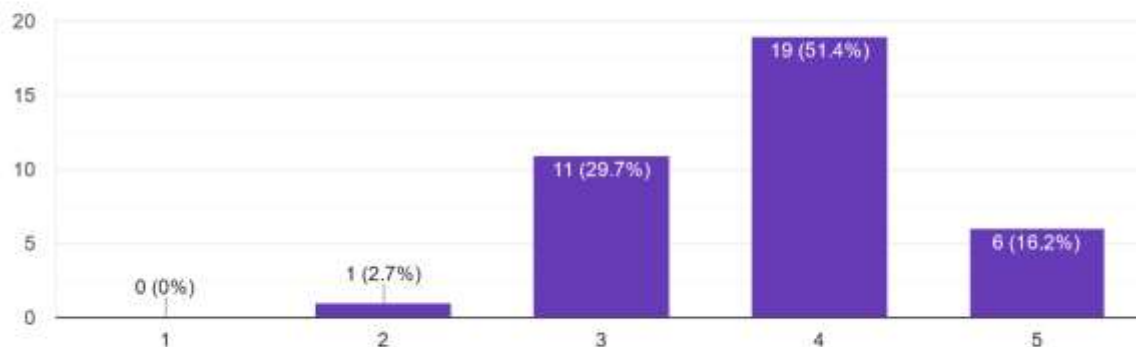


Diagram 7: Motivation to speak with photo diary and Pecha Kucha technique

- the combination of the photo diary with the topic of everyday life using the Pecha Kucha technique led to the students speaking more freely, as already mentioned in the points above. Other reasons could also be because they did their presentations in small groups and the topics from their photo diary were familiar to them, so they felt more confident to speak more freely in the limited time without texts and notes. They stated that the technology helped them to speak more freely as they had to focus more on the key messages of their

presentation. This led to a reduction in dependence on notes and a more fluent flow of speech. Most importantly, speaking inhibitions and anxiety were reduced. These inhibitions and anxiety when speaking were found by more than 95% of students to be the main presentation problems compared to the content and technical problems shown in the diagrams below:

Welche Probleme kommen am meistens während Ihrer Präsentation vor?

37 responses

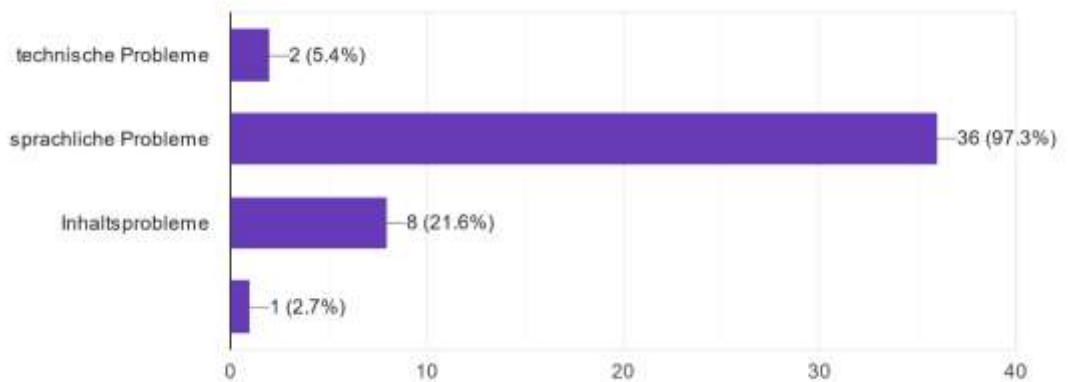


Diagram 8: Problems with the previous presentation before using the Pecha Kucha Technique

Of these, more than half of the students found inhibition and anxiety when speaking and only 27% of them were unsure whether they had inhibition and anxiety when speaking as the main problem when presenting.

Haben Sie Angst/Hemmungen beim Sprechen?

37 responses

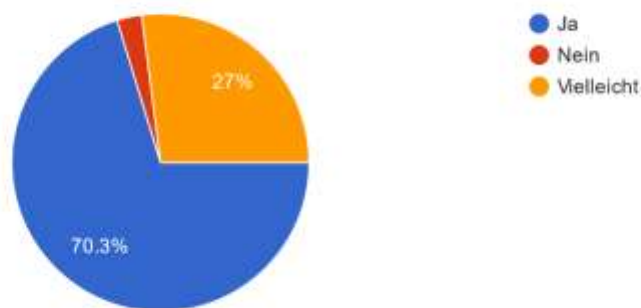


Diagram 9: Inhibitions and fear when speaking

After using the Pecha Kucha technique, the students looked more comfortable speaking. This showed that their speaking inhibitions and anxiety increased significantly. More than 35% of them were less anxious and more than 10% of them had no more inhibitions and anxiety.

The result is more pleasing, although more than 40% of them still had inhibitions and anxiety when speaking. This could be reduced by more exercises.

Hatten Sie Sprechangst bzw. Sprechhemmungen bei der Präsentation von Ihrem Fototagebuch mit Pecha Kucha Technik?

37 responses

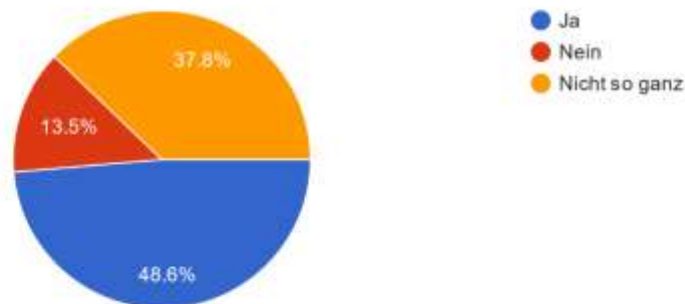


Diagram 10: Reduction of speech inhibitions or anxiety during the presentation

The results of this study confirm that the Pecha Kucha technique is an effective means of promoting oral expression in foreign language teaching, especially in the course ‘Discussion and Presentation Techniques’. By combining strict time constraints and visual support with the photo diary project created by the students with everyday topics, students learn to express themselves precisely during the presentation and to structure their arguments clearly. These skills are not only important for academic success, but also for later professional practice, where the ability to communicate effectively is a key skill.

The study also shows that students develop a higher level of motivation and self-confidence through the Pecha Kucha technique, particularly when speaking, which has a positive effect on their willingness and success in learning. The method therefore not only offers an innovative way to promote linguistic expression, but also contributes to the development of key competences that go beyond language teaching.

5. CONCLUSION

The application of the Pecha Kucha technique in the course ‘Techniques of Discussion and Presentation’ at Universitas Padjadjaran has led to a significant improvement in students' speaking skills. The technique provides an effective way of enhancing the clarity, precision and persuasiveness of presentations, making it a valuable addition to traditional presentation methods. The results also suggest that the use of the Pecha Kucha technique significantly improved students' presentation behaviour. Students reported a clearer structure to their presentations and a better ability to express their thoughts precisely and more freely (Faliyanti & Ratih, 2021; Liao et al., 2020). These results are consistent with the findings that the Pecha Kucha method not only promotes presentation skills, but also strengthens students' discussion skills (Molu & Keskin, 2022; Haramba, 2023). The ability to get to the point and express oneself precisely is crucial for success in academic and professional contexts.

To summarise, the Pecha Kucha technique is a promising method for enhancing students' speaking and presentation skills at Universitas Padjadjaran. The results of this study also contribute to the further development of innovative teaching methods in university didactics and offer valuable insights for the design of courses aimed at improving discussion and presentation techniques. Future research should focus on further investigating the long-term effects of the Pecha Kucha technique on students' language skills and how the technique can be used in other areas of language teaching. It contains a conclusion and suggestion. The conclusion briefly illustrates the results that address the hypotheses and research purposes or findings. The summary of the research and discussion relevant to the findings, presented descriptively, not numeric. Suggestion provides things expected to conduct related to further ideas the research has proposed.

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