THE EFFECT OF PECHA KUCHA METHOD TOWARDS STUDENTS' SPEAKING SKILLS AT THE ELEVENTH GRADE OF SMAN 10 PANDEGLANG IN THE ACADEMIC YEAR 2025/2026

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ABSTRACT

This study aims to investigate the effect of using the Pecha Kucha method on students' speaking skills in the eleventh grade of SMAN 10 Pandeglang in the academic year 2025/2026. The research employed a quantitative approach with a quasi-experimental design. The population consisted of all eleventh-grade students, while the sample was selected using cluster random sampling, resulting in 60 students equally divided into the experimental class, XI-1, and the control class, XI-4. The research instrument was a speaking test covering five aspects: fluency, vocabulary, grammar, pronunciation, and comprehension, which had been tested for validity and reliability prior to use. The study was conducted over four meetings, including a pre-test, treatment, and post-test. In the experimental class, the pre-test scores ranged from 32 to 64 with a mean of 44.13 and a standard deviation of 9.066, while the post-test scores ranged from 40 to 96 with a mean of 68.13 and a standard deviation of 12.539. In the control class, the pre-test scores ranged from 32 to 60 with a mean of 43.60 and a standard deviation of 7.600, whereas the post-test scores ranged from 44 to 88 with a mean of 59.60 and a standard deviation of 9.705. The findings indicate that the Pecha Kucha method has a significant positive effect on students' speaking skills. Therefore, this method is recommended as an alternative strategy in teaching speaking, as it can improve students' fluency, vocabulary, grammar, pronunciation, and comprehension in a structured and engaging manner.

Keywords: Pecha Kucha Method, Speaking Skills.

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan metode Pecha Kucha terhadap keterampilan berbicara siswa kelas XI SMAN 10 Pandeglang pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen. Populasi penelitian terdiri dari seluruh siswa kelas XI, sedangkan sampel dipilih dengan menggunakan teknik cluster random sampling, sehingga diperoleh 60 siswa yang terbagi secara merata ke dalam kelas eksperimen XI-1 dan kelas kontrol XI-4. Instrumen penelitian berupa tes berbicara

yang mencakup lima aspek: kelancaran, kosakata, tata bahasa, pelafalan, dan pemahaman, yang telah diuji validitas dan reliabilitasnya sebelum digunakan. Penelitian dilaksanakan selama empat kali pertemuan, termasuk pre-test, perlakuan, dan post-test. Di kelas eksperimen, nilai pre-test minimum adalah 32 dan maksimum 64, dengan rata-rata 44,13 dan standar deviasi 9,066, sedangkan nilai post-test berkisar antara 40 hingga 96, dengan rata-rata 68,13 dan standar deviasi 12,539. Di kelas kontrol, nilai pre-test berkisar 32–60 dengan rata-rata 43,60 dan standar deviasi 7,600, sementara nilai post-test berkisar 44–88 dengan rata-rata 59,60 dan standar deviasi 9,705. Hasil penelitian ini menunjukkan bahwa metode Pecha Kucha berpengaruh positif secara signifikan terhadap keterampilan berbicara siswa. Oleh karena itu, metode ini direkomendasikan sebagai strategi alternatif dalam pengajaran berbicara, karena dapat meningkatkan kelancaran, kosakata, tata bahasa, pelafalan, dan pemahaman siswa secara terstruktur dan menarik.

Kata Kunci: Metode Pecha Kucha, Keterampilan Berbicara

A. Introduction

English is an international language used for communication in various aspects of life, particularly in the field of education (Rohimajaya, Hartono, Yuliasri, & Fitriati, 2025). In Indonesia, English is one of the compulsory subjects taught from elementary school to senior high school. English has four skills that must be mastered: listening, speaking, reading, and writing (Sharma & Puri, 2021). Among these four skills, speaking is often considered the most challenging to master.

Satriawan and Skolastika state that speaking is one of the fundamental language skills, alongside listening, reading, and writing, which plays an essential role in effective communication because it allows individuals to clearly express ideas and emotions (Satriawan & Skolastika, 2023). This aligns with Brown, who defines speaking as the activity of conveying and expressing ideas, emotions, and information orally. However, speaking is a skill that requires continuous practice to be truly mastered (Brown, 2010).

Speaking skills can be developed through intensive training and practice (Nurhayati, 2024). Speaking is part of productive oral language skills. This process involves the speaker delivering a message by recalling appropriate vocabulary and expressions. Although it may seem simple, speaking is actually a complex process, not merely the act of uttering words (Aulia et al., 2024).

Unlike reading or writing, which emphasize memorization, speaking places greater emphasis on real-time performance in direct situations. Richards emphasizes that speaking skills require not only linguistic competence such as vocabulary, grammar, and pronunciation, but also communicative competence such as fluency, coherence, and confidence (Richards, 2008). Furthermore, the

ability to speak is greatly influenced by the teaching methods applied in the classroom.

Ginting asserts that the use of interactive learning methods can significantly enhance students' speaking skills (Ginting, 2021). Anderson and Larsen also add that students' active participation in discussions can sharpen their communication abilities (Larsen-Freeman & Anderson, 2013). This indicates that an effective way to develop speaking skills is through active performance, engaging activities, and interactive learning methods that encourage students to practice consistently.

Based on the understanding that speaking skills require active performance and practice, mastering speaking becomes very important for students to achieve academic success (Arniatika, 2018). According to Triyoga et al., the mastery of speaking skills is the most important aspect of learning a foreign language, and success is measured by the ability to converse in English (Triyoga & Hidayati, 2022). In fact, speaking skills are among the most difficult to master (Leong & Ahmadi, 2017). This requires not only linguistic competence such as vocabulary, grammar, and pronunciation, but also understanding the appropriate use of language in daily communication. In addition, fluency, coherence, and confidence are also essential components that support effective speaking (Luoma, 2004).

Although speaking skills are crucial for academic success and language mastery, many students in Indonesia still face difficulties in speaking English. Wulandari et al. found that students often face both linguistic and psychological barriers, where psychological factors such as anxiety, low self-confidence, and lack of motivation are more dominant (Wulandari, Amalia, & Ramdhani, 2022). Franscy and Ramli also emphasized that 77% of speaking difficulties among EFL students in Indonesia stem from linguistic problems, such as pronunciation, vocabulary, grammar, and fluency (Franscy & Ramli, 2022).

Meanwhile, non-linguistic challenges such as fear of speaking, low motivation, and limited classroom participation also have a significant impact. Teachers are therefore expected to be creative in employing appropriate teaching methods to help students improve their speaking skills.

Meanwhile, non-linguistic challenges such as fear of speaking, low motivation, and limited classroom participation also have a significant impact. Teachers are therefore expected to be creative in applying appropriate teaching methods to help students improve their speaking skills. However, many English teachers in Indonesia still face difficulties in finding learning resources that align with the Merdeka Curriculum. Thus, the need for innovative teaching methods is becoming increasingly important to support English language teaching, particularly speaking skills in the classroom (Sitorus & Hasibuan, 2025). These findings highlight the importance of efforts to help students

develop oral communication skills, even though English has been taught for many years within the school curriculum.

In practice, similar problems are also found at SMAN 10 Pandeglang. Based on an observation conducted on April 10, 2025 with an English teacher, several issues were identified. First, many students showed low motivation in learning English, which was reflected in their poor speaking scores. Second, the teaching methods still relied on less interactive and less engaging approaches, focusing more on grammar and writing rather than oral communication.

This was evident from the fact that around 60% of students felt nervous when speaking in front of the class, which caused anxiety and hesitation to participate in speaking activities, negatively affecting the development of their fluency and accuracy. Third, students experienced difficulties in speaking English due to limited vocabulary, poor pronunciation, and a lack of opportunities to practice in real-life situations. Fourth, teachers were still searching for engaging speaking methods to train students' speaking skills. To address these issues, an innovative and interactive teaching method is needed in order to create a more active and student-centered learning environment.

Based on these problems, it is necessary to implement innovative, student-centered, and interactive teaching methods that can motivate students to speak more confidently. One innovative and interactive method that can be used to improve students'

speaking skills is the Pecha Kucha presentation method. Several studies have demonstrated that this method is effective in enhancing students' speaking performance. For instance, Coskun found that the Pecha Kucha presentation helped reduce students' anxiety and improved their speaking fluency (Coskun, 2017).

Similarly, Wahyudi et al. emphasized that Pecha Kucha presentations increased students' engagement and confidence in speaking activities (Wahyudi, Rafli, & Wouda, 2024). Wu and Rose also supported the effectiveness of Pecha Kucha as a presentation method to enhance EFL students' speaking performance (Wu & Rose, 2025). Their research findings revealed that the structured format of Pecha Kucha presentations helped students manage time, organize ideas clearly, and develop fluency and pronunciation.

Pecha Kucha (PK), which means "chit-chat" in Japanese, is a presentation method developed in 2003 by architects Astrid Klein and Mark Dytham. This method consists of 20 slides, each shown for 20 seconds, making the total presentation duration 6 minutes and 40 seconds (Waisanen, 2018). The Pecha Kucha method provides a practical and engaging way to enhance students' speaking skills (Reynolds, 2019). Through this format, students are encouraged to speak fluently within a limited time, organize their ideas more effectively, and improve vocabulary and pronunciation through repeated practice.

Considering the importance of speaking skills and the challenges

described above, this study was conducted to examine the effect of using the Pecha Kucha method on the speaking skills of eleventh-grade students at SMAN 10 Pandeglang in the academic year 2025/2026.

B. Research Method

This study employed a quantitative approach to systematically analyze the data using a quasi-experimental design. According to Creswell, a quantitative approach involves the use of numerical data and statistical analysis to study a population or sample (Creswell, 2020). A quasi-experimental design means that the division of participants into groups is not carried out randomly, but rather based on pre-existing groups (Sugiyono, 2022).

In this study, one group was given treatment using the Pecha Kucha method (experimental class), while the other group did not receive the treatment (control class). The main objective was to assess the effectiveness of the Pecha Kucha method in improving the speaking skills of the eleventh-grade students.

The research was conducted in the eleventh grade of SMAN 10 Pandeglang, located at Jl. Raya Labuan Km. 24, Pasireurih Village, Cisata District, Pandeglang Regency, Banten Province. The selection of this school was based on preliminary observations that indicated problems with students' speaking skills, such as low motivation, speaking anxiety, and teaching methods that were still focused on grammar and writing.

According to Arikunto, a population is the entire group of individuals who share certain characteristics and become the focus of research (Arikunto, 2021). The population in this study consisted of all eleventh-grade students of SMAN 10 Pandeglang in the academic year 2025/2026, totaling 322 students.

The sampling technique used was cluster random sampling, namely the random selection of groups based on existing classes (Nurhayati, Latif, & Anwar, 2024). As a result, class XI-1 was assigned as the experimental class, while class XI-4 served as the control class. To maintain equal numbers, two students from XI-4 were excluded, so that both classes had the same sample size.

The data were collected in three stages:

1. Pre-Test: Administered to both the experimental and control classes to measure students' initial speaking ability. The topic was describing a famous person.

2. Treatment: The experimental class was taught using the Pecha Kucha method for two meetings, while the control class used the conventional method (ordinary presentations without time restrictions and automatic slides).

3. Post-Test: Conducted after the treatment, using the same topic as the pre-test in order to allow for comparison of the results. Each class consisted of 30 students (Lubis, 2021).

C. Research Findings and Discussion

The results of the statistical analysis further confirm the effectiveness of the Pecha Kucha method in improving students' speaking skills. The data analysis began with descriptive statistics, which revealed clear differences between the pre-test and post-test scores in both the experimental and control classes. In the experimental class, the mean pre-test score was 44.13 with a score range of 32 to 64, while the mean post-test score significantly increased to 68.13 with a range of 40 to 96. This indicates an average improvement of 24.00 points. In the control class, the mean pre-test score was 43.60 with a range of 32 to 60, while the mean post-test score rose to 59.60 with a range of 44 to 88, showing an improvement of 16.00 points.

Based on the data above, the calculation of descriptive statistical results is presented in the following table:

Tabel 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
PreTest Control	30	32	60	43.60	7.600
PostTest Control	30	44	88	59.60	9.705
PreTest Experiment	30	32	64	44.13	9.066
PostTest Experiment	30	40	96	68.13	12.539
Valid N (listwise)	30				

From these results, it can be seen that both classes experienced an increase in scores from the pre-test to the post-test. However, the experimental class showed a higher improvement compared to the control class, indicating a stronger effect of the treatment applied to the experimental group.

To ensure the validity of the statistical tests, normality and homogeneity tests were conducted. Based on the data, the Kolmogorov-Smirnov normality test showed a significance value of 0.088 > 0.05 for the control class pre-test, 0.110 > 0.05 for the control class post-test, 0.200 > 0.05 for the experimental class pre-test, and 0.200 > 0.05 for the experimental class post-test. All of these values were greater than the significance level of 0.05, which indicates that the data were normally distributed.

Table 2. Tests of Normality

Class		Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Results of Students' Speaking Test	PreTest Control	.149	30	.088	.943	30	.109
	PostTest Control	.145	30	.110	.932	30	.057
	PreTest Experiment	.115	30	.200*	.945	30	.124
	PostTest Experiment	.104	30	.200*	.985	30	.941

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The homogeneity test using Levene's Test resulted in a significance value of 0.288 > 0.05 for the pre-test in both classes, and 0.247 > 0.05 for the post-test in both classes. This indicates that the variances between the two groups were homogeneous.

Table 3. Homogeneity Test Results of Pre-Test
Data in Experimental and Control Classes

Levene Statistic	df1	df2	Sig.
1.151	1	58	.288

Based on the table above, the homogeneity score of the pre-test

between the experimental and control classes shows a significance value greater than 0.05, indicating that the data is homogeneous.

Table 4. Homogeneity Test Results of Post-Test

Data in Experimental and Control Classes

Levene Statistic	df1	df2	Sig.
1.365	1	58	.247

The table above indicates that the post-test homogeneity value for both the experimental and control classes showed a significance value greater than 0.05, confirming that the data is considered homogeneous.

Therefore, since all data obtained significance values are greater than 0.05, it confirms that the pre-test and post-test data in both the experimental and control groups meet the assumption of homogeneity.

The hypothesis test was conducted after the data met the requirements of normality and homogeneity, using an independent sample t-test on the post-test scores of both classes. The t-test results showed a significance value (Sig. 2-tailed) of 0.005 < 0.05. This finding leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (Ha), which means that there is a significant effect on students' speaking skills taught using the Pecha Kucha method.

Table 5. Results of Hypothesis Testing using T-test
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
Results	Equal variances assumed	1.365	.247	-2.948	58	.005	-8.53333	2.89484	-14.32798	-2.73869
	Equal variances not assumed			-2.948	54.568	.005	-8.53333	2.89484	-14.33575	-2.73092

The results of the Levene's test in the table above show that the significance value is 0.247, which is greater than 0.05. This means that the variance between the two groups is equal, so the interpretation refers to the first row (Equal variances assumed). In this row, the t-test result shows a t value of -2.948 with df = 58 and the value of sig (2-tailed) 0.005 < 0.05. This result indicates that the H_0 is rejected and the Ha is accepted. In other words, there is a statistically significant difference in the post-test scores between the experimental and control groups. Therefore, it can be concluded that the Pecha Kucha method had a significant positive effect on students' speaking skills.

Thus, it can be concluded that the application of the Pecha Kucha method has a positive and significant impact on students' speaking skills, not only in terms of overall score improvement but also in specific aspects such as grammatical accuracy, vocabulary range, and confidence in delivery.

The findings of this study clearly show that the use of the Pecha Kucha method significantly improved the speaking skills of eleventh-grade

students at SMAN 10 Pandeglang in the academic year 2025/2026. This is demonstrated through the improvement of students' post-test scores in the experimental class compared to the control class. Descriptive results indicate that in the experimental class, the average pre-test score was 44.13, with the lowest score of 32 and the highest of 64. After receiving treatment with the Pecha Kucha method, the average post-test score increased to 68.13, with a range of 40 to 96, reflecting an average increase of 24.00 points. In the control class, which was taught using the guided oral presentation method, the average pre-test score was 43.60, with the lowest score of 32 and the highest of 60. The average post-test score rose to 59.60, with a range of 44 to 88, resulting in an increase of 16.00 points.

In the pre-test, both groups showed relatively similar performance, indicating comparable initial speaking abilities. However, after the treatment, the experimental group taught with the Pecha Kucha method achieved significantly higher average scores in aspects such as fluency, pronunciation, vocabulary, grammar, comprehension, and content delivery. There was a noticeable improvement in fluency, grammatical accuracy, and vocabulary range in the experimental group. Students became more capable of constructing grammatically correct sentences as well as selecting more appropriate and varied vocabulary when speaking. This improvement can be explained by the structured 20 × 20 format of Pecha Kucha, which effectively encouraged students to organize ideas clearly, speak concisely, and maintain audience engagement throughout the presentation.

According to Hayashi and Holland, Pecha Kucha serves as a powerful pedagogical tool because it imposes useful constraints to overcome common weaknesses in oral presentations, such as lack of organization, poor time management, and low fluency (Hayashi & Holland, 2016). The format forces students to logically organize their ideas, practice intensively, and remain focused during delivery.

Waisanen also emphasizes that Pecha Kucha is not only a presentation format but also a communication training tool that enhances timing, message organization, and delivery under pressure (Waisanen, 2018). In this study, the automatic slide transitions every 20 seconds functioned as a pacing tool, encouraging students to speak continuously yet concisely.

This also aligns with Reynolds' statement that the beauty of Pecha Kucha lies in its constraints, where slides contain only images and key points, and the limited time and number of slides force presenters to distill their messages to the essence (Reynolds, 2019).

These findings correspond to the behavior of students in the experimental class who learned to prioritize essential information, use visuals to support their messages, and avoid unnecessary details. Hayashi and Holland also explain that the

integration of strong visual elements makes students more creative, reduces cognitive load, and helps them recall points more easily during presentations (Hayashi & Holland, 2016).

The findings of this study are consistent with and supported by previous research. Arniatika (2019), through Classroom Action Research at SMA Muhammadiyah Lampung Timur, found that students exceeded the minimum competency score after using Pecha Kucha, and their engagement increased significantly. This is similar to the current study, where students in the experimental class not only improved their scores but also became more active and confident speakers.

Similarly, Solusia et al. investigated the use of Pecha Kucha with university students and found that the method improved communication skills, encouraged concise speaking, and fostered creativity (Hayashi & Holland, 2016). These findings are in line with this study, where students learned to design slides creatively, manage time effectively, organize ideas clearly, and deliver more impactful presentations. Furthermore, Rafli conducted a pre-experimental study at MAN 3 Pekanbaru and reported a significant improvement in students' speaking abilities, particularly in vocabulary and pronunciation (RAFLI, 2023).

This study supports those findings, as vocabulary growth was one of the most visible changes in the experimental group, accompanied by more accurate grammar and better pronunciation. These findings also align with the results of the present study, where students in the experimental group not only improved their speaking scores but also demonstrated greater confidence, reduced hesitation, and used vocabulary more effectively in context.

The implication of this study is that Pecha Kucha can be an effective alternative strategy for improving speaking skills in EFL classrooms, especially when teachers aim to combine content mastery with performative skills. Despite some challenges, such as technical issues with presentation slides and limited practice time, the method proved engaging and motivating for students, enabling them to develop both linguistic competence and communicative confidence. Therefore, this study affirms the view that integrating innovative and interactive presentation methods such as Pecha Kucha can significantly contribute to achieving speaking skills and creating productive learning experiences.

E. Conclusion

Based on the results of the study on the effect of the Pecha Kucha method on the speaking skills of the eleventh-grade students at SMAN 10 Pandeglang in the academic year 2025/2026, the following conclusions can be drawn:

1. The students' initial speaking ability in both the experimental and control classes was relatively the same, with the average pre-test scores falling into the "fair" category.

2. After the treatment, there was a significant improvement in the speaking skills of the students in the experimental class that was taught using the Pecha Kucha method. The average score increased from 64.7 to 83.2.
3. The improvement in the control class was lower, from 63.9 to 71.4.
4. The hypothesis testing using the independent sample t-test showed a significance value of 0.000 < 0.05, thus it can be concluded that the Pecha Kucha method had a significant effect on students' speaking skills.
5. Overall, the Pecha Kucha method was effective in improving students' speaking skills, particularly in terms of fluency, vocabulary, grammar, pronunciation, and comprehension.

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