

**THE PECHA KUCHA PRESENTATIONS IN IMPROVING  
STUDENTS' SPEAKING ABILITY  
( A Study at Second Grade at SMP Inshafuddin Banda Aceh )**

**THESIS**

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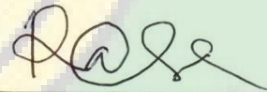
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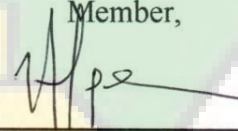
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: *The Pecha Kucha Presentation on Students' English in Improveing Student Speaking Ability* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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Banda Aceh, 20 April 2021

Saya yang membuat Pernyataan



*Rauza*  
Rauza Sandria

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The Writer,

Rauza Sandria

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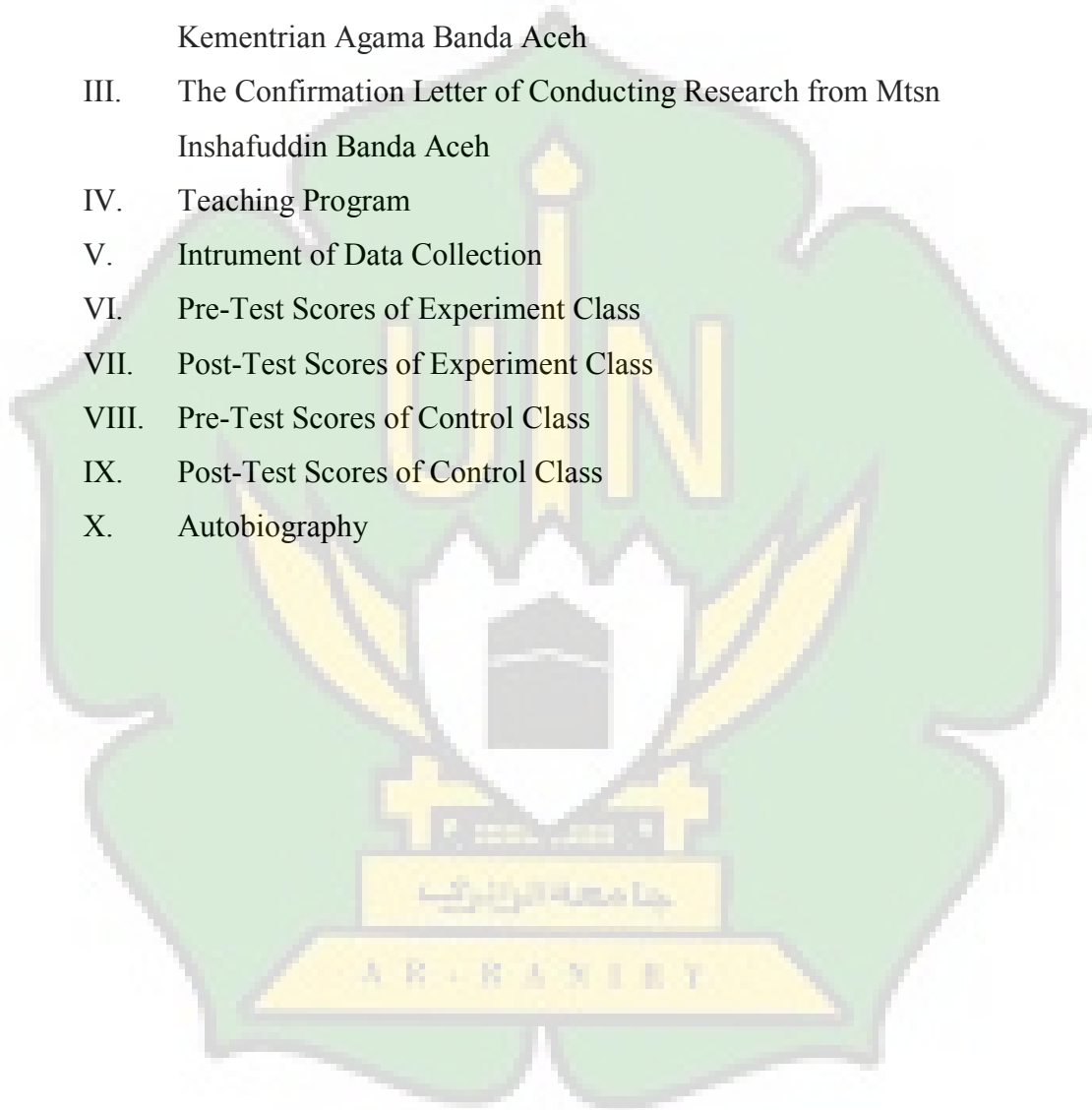
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## Abstract

This research is The Pecha Kucha Presentation on Student' English in Improve Students' speaking ability at the second year students of SMP Inshafuddin Banda Aceh. It is to find out whether using Pecha Kucha in teaching speaking improves students' ability in Speaking English and to what extent this teaching media improves their speaking ability. The population of this study was the Second grade at SMP Inshafuddin which was 58 students, while the sample was taken 36 students consisting of class B (18 students) as the experiment class and class C (18 students) as the control class. The experiment class was taught using a powerpoint as the media and the controlled class was taught without using it. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. After getting the data the results of the test were analysed by using statistical procedures. It was found that the average post-test score of experiment class (64,2) was higher than the average post-test score of control class(58,5). It showed that the students of the experimental class improved their speaking ability. Furthermore, it also proved by examining the hypothesis was higher than t-table ( $2,22 > 1,69$ ). This means that there was a significant difference of achievement between the students who were taught by using Pecha Kucha and the students who were taught without using Pecha Kucha. In addition, the implementation of Pecha Kucha helps the students in the learning process, especially in speaking conversation. The result of data showed that the students were mostly interested in pecha kucha, and they agreed that it was helpful in making the students speak in English.

*Key words: Pecha Kucha, Speaking, Ability*

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Media is one of the components in the teaching learning process by which the teacher applies in both teaching and delivering materials in the classroom. By using media during the teaching learning process, It will be able for teachers to motivate the students in both learning and studying the materials being presented. They use media as aids to convey the meaning and construction of language, at the same time involve the students on the topics, or as the basis for an entire activity. According to Murcia (2001, p. 461), media can serve as an important motivator in the language teaching processes in order to encourage the students' interest in learning. Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. Besides, according to Harmer (2001), using a variety of media teachers can overcome students' boredom so that the students will learn enthusiastically, enjoy the teaching learning activities and will understand the lesson easily. Teaching with media is a key component in most language programs. In this study of language activities, the researcher uses pecha kucha as a media in the language practice in the classroom.

In learning English, there are four basic skills that students should master, they are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language

(EFL). As stated by Harmer (2007, p.38), speaking the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meanings.

Chaney and Burkey (1998, p.13) also defined speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Indeed speaking is a process of exchanging words or information between an individual and more in a certain context. According to Tarigan (1985), speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion, and feeling. As a real communication, speaking allows the interlocutor to accomplish a task, such as conveying a message, obtaining the information, or expressing an opinion Bahrani and Soltani (2012, p.27).

Generally, speaking is a way to build communication. It is used to share meaning through the use of words. Speaking is one of the important aspects in the human life process and also a crucial part of second language learning and teaching. It is a process that involves two or more people sending and receiving messages or information in oral communication to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teachers. To sum up, speaking is the way we say things depending on the situation to send a message which allows the speaker to investigate their thoughts and feelings about a topic.

Nevertheless, speaking is also a tough skill to be mastered by EFL learners. According to Tanveer (2007, p.1) many EFL students express inability.

Sometimes, I even acknowledge the failure in speaking foreign language. Supported by Horwitz et al, these learners may be good in learning other skills, but they have a ‘mental block’ when it comes to learning to speak foreign languages (1986, p.125).

For this reason, the writer conducted a preliminary study in SMP inshafuddin Banda Aceh. In the study, the writer held an informal interview for fifteen second graders at SMP inshafuddin Banda Aceh. From the interview, they admitted that speaking skill was a serious problem in learning English. They said that they did not have vocabulary mastery and less knowledge of grammar in English. Hence, it enabled them to speak English fluently. Then, they appeared to be shy, uncomfortable, have no confidence and loss for words in practicing speaking English. Thus, it can be concluded that vocabulary mastery, grammar knowledge, influence, students’ self-problem affected their achievement in speaking skill.

A previous study on analyzing students’ ability in speaking was conducted by Gopang in 2015. This research involved undergraduate students at Lasbela University in Balochistan. There were 36 students which were divided into three classes as the participants in this research. They were studying English as a major subject. The results show that students experienced moderate speaking ability. They felt nervous and avoided speaking.

Another previous study was conducted by Mayangta in 2013. The research was about the students’ speaking ability in an EFL classroom. This study was aimed to investigate students’ speaking ability in the EFL classroom.

The similar study about students' ability in learning English was also conducted by Musthachim in 2013. The research was a quantitative method study by using a case study method. This study investigated foreign language ability of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. As a result, speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and the lack of preparation were the factors which cause students to feel anxious in learning English.

The success of the teacher in delivering the material really depends on the smooth communication interaction between the teacher and students Asnawir & Usman (2002, p.1). So that students can achieve success, teachers must have creativity in managing the learning process. Creativity can be done through strategies, techniques, methods, and media in learning. For this reason, the teacher needs to create a class that is passive to be active. However, the teacher must also be able to choose the right method in the lessons delivered.

Therefore, teachers are trying to develop a learning method called Pecha Kucha. This method is expected to be able to help students improve their confidence in speaking English. Before using the Pecha Kucha method, teachers have tried various methods and learning media. He once taught using the lecture method which was given a variety of listening activities, and scrabble games. However, the results are not satisfactory. Students still often lack confidence and dare not speak in front of the class. Since the application of the pecha kucha

method In learning, students can choose what topics they want to discuss and explain in front of the class.

The Pecha Kucha learning method is meant for the students to develop technology, culture and art, and the final objective of the teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation and interesting media.

Pecha Kucha, which is an onomatopoeic word in Japanese, equivalent to 'chit chat' in English, entails 20 slides that appear on the screen for 20 seconds each, for a total of 6.40 minutes. The presenter has no control over the slides, which have been previously timed, and needs to continue speaking as each new slide appears on the screen. Pecha Kuchas use more images, such as photos, pictures or graphics. Text is usually not involved with Glendall (2007, pp. 66–69), or is even avoided altogether, due to time constrictions.

Picha Kucha must be able to increase student motivation in learning English, especially in speaking English. And must be able to manipulate each presentation to be able to talk and explain something in order to be understood and heard by others.

Therefore, the researcher wants to focus on how the Pecha kucha improve student speaking ability of learning English using the Pecha Kucha as the method in class II SMP Inshafuddin students on increasing student confidence in speak

## **B. Research Question**

Based on the background of study, the researcher concluded research question as follow:

1. Will the use of pecha kucha improve students' ability in Speaking English?

## **C. The aim of study**

The purposes of this study are as follow:

This study aims to determine how the presentation of Pecha Kucha in improving the ability and understanding of students in speaking in the English class at SMP Inshafuddin Banda Aceh.

## **D. Hypothesis**

To get answer, the writer proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as below:

Alternative Hypothesis (Ha) : There is a significant difference in the students' English achievement before they are taught by using pecha kucha as media.

Null Hypothesis (Ho) : There is no significant difference in the students' English achievement after they are taught by using pecha kucha as media.

## **E. Significance of Study**

Pecha kucha is pleasure, pecha kucha works in all kinds of situations as a mediator between teacher and students. It can help students express their thoughts and learn to speak. This research has significance in contributing theoretically and



practically, and can be expected to be useful in the teaching learning process. The significances of the study were to:

1. For Teachers

The finding of this study can help them in the teaching process and will notify the teacher that pecha kucha is able to be used as an interesting technique to increase the student's skill or ability in speaking. For the teacher, pecha kucha helps to represent the foreign language in an authentic way. By using pecha kucha during the teaching learning process, hopefully the teacher can motivate the students to learn and understand the material presented. Teaching using pecha kucha can be used as the alternatives technique in teaching learning process (Nilawati, 2007, p. 14)

2. For students

Students will be able to develop and interest in English speaking. Using pecha kucha as colorful and entertaining things will help students easily understand the material in class. The use of pecha kucha allows students to express themselves through the social aspects of communication.. According to Slattery and Willis, (2001, p. 18-19) stated that Pecha kucha is a kind of aid which helps children practice speaking. Sometimes in front of the class, a student who is shy to speak. Students can be motivated by using the pecha kucha. Hopefully the research would lead the students to improving the speaking ability of using pecha kucha. So that they can be more confident in their speaking ability.

### 3. For researcher

Through this research, the researcher will find an alternative way of teaching English in a fun way and this is a good method for researchers because they are interested in using pecha kucha. And hopefully the next researcher can dig deeper information to improve this research.

## F. Terminology

There are some terms which are needed to be defined in this research to avoid unnecessary misunderstanding and ambiguity. They are:

### 1. Pecha Kucha

Pecha Kucha, which is an onomatopoeic word in Japanese, equivalent to 'chit chat' in English, entails 20 slides that appear on the screen for 20 seconds each, for a total of 6.40 minutes. The presenter has no control over the slides, which have been previously timed, and needs to continue speaking as each new slide appears on the screen. Pecha Kuchas use more images, such as photos, pictures or graphics. Text is usually not involved with Glendall (2007, pp. 66–69), or is even avoided altogether, due to time constrictions. Pecha Kucha must be able to increase student motivation in learning English, especially in speaking English. And must be able to manipulate each presentation to be able to talk and explain something in order to be understood and heard by others.

In conclusion based on the statement above, using pecha kucha is better to use appropriately to attract the students' attention. Pecha kucha is not complicated so the teacher can make it by themselves and know the material

easier. By using pecha kucha the students can hear, see, think, and describe something directly. It also helps students to produce and combine a variety of characters like human or animal.

## 2. Presentation

Presentation is purpose, employing, and application when to do something or explain, as found out from dictionary John,M.&Hassan,S.(1989,p.197). Furthermore, cite of yec.co.id (2018) stated that the purpose of this "Presentation" is to utilize a device to explain something to others . And also retrieved from Vocabulary.com "Presentation" as a verb, this means a purpose to achieve or explain something.

## 3. Improve

According dictionary John, M.&Hassan,S. (1989, p.239) explained "Improve" is analyze, examiner, exploration and examination. Besides,based on vocabulary.com "Improve" is a verb that means "Fixing in or proof.

"Exploration the Latin root of exploration is exploring, meaning "investigating or finding out". So, based on this finding that means "explore" is to see interesting while exploring a new things.

## 4. Student

student is a process in which curriculum and other variables are structured systematically to achieve some purpose goals. According to Hornby (1995, p. 1225) student is how to show somebody to do something, so that they will be able to do it themselves. Furthermore, Tardif as quoted by Mustofa (2015, p. 195)

“student in principle is any action performed by an individual (the student) with the intention of improving the ability of learning in another individual (the other student)”. It means that student is an selection taken by a teacher to help and facilitate the other students in learning activities.

So, based on the explanation, it can be concluded that student is the practice or process of addressing people's needs, perceptions, experiences and emotions or feelings of individuals and making specific methods to help them understand specific things.

#### 5. Speaking

Speaking has the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. According to Cameron (2001) argue speaking is the active use of language to express meanings so that other people can make sense of them. In speaking, someone is obligated to be able to use the spoken language well. Speaking is one of the important skills to be mastered. This ability is one of the communications tools. It means that speaking is related to communication in human life.

According to Richards and Renandya (2002), speaking is one of the central elements of communication. It means that speaking is very important. Speaking an interactive process of constructing meaning that involves producing and receiving and also processing information (Brown, 2001). Additionally, Kayi

(2006, p. 1) said that speaking the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts.

Based on the above statement, it can be concluded that speaking is the way to communicate which only to properly produce language and also to express feelings, and to describe experiences and to clarify ideas through language used by people including children.

#### 7. Ability

The ability to communication in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Nunan in Kayi (2006) states that teaching speaking is to teach learners to produce the English speech sounds and sound pattern, use word and sentence stress, intonation pattern and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, use language as a means of expressing values and judgment and use the language quickly and confidently with few unnatural pauses, which are called as fluency.

#### 8. Speaking Ability

In the learning process, Student have the ability to improve speaking in the class and the environment of the classroom by designing interesting learning activities. It is not easy to get students to speak in class. Therefore, the Ability should make an effort how to make the students speak English as well as a means of communication. There are some explanations for speaking teaching.

According to Nunan (2003), speaking ability is to learn English to produce the English speaking sounds and sound patterns. Furthermore, according to Hughes (2002), the goal of speaking ability is communicative efficiency. In learning speaking students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rules that apply in communication situations.

According to Murcia (2001), with speaking ability needs to be particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class fun and enjoyable.

It can be inferred that teaching and speaking can be fun and exciting that makes students feel comfortable and they can speak and express their feelings openly. In this study the speaker used the way of Pecha kucha for junior high school. So, It is supposed that pecha kucha as a medium in student speaking ability significantly can build up students' ability in speaking.

## CHAPTER II

### LITERATURE REVIEW

#### A. The pecha kucha

##### 1. Definition of pecha kucha

Pecha Kucha, is an onomatopoeic word in Japanese, equivalent to 'chit chat' in English, entails 20 slides that appear on the screen for 20 seconds each, for a total of 6.40 minutes. The presenter has no control over the slides, which have been previously timed, and needs to continue speaking as each new slide appears on the screen. Pecha Kucha uses more images, such as photos, pictures or graphics.

According to Thornbury (2005), pecha kucha is recognized as a great teaching tool. Pecha kucha are first-rate interesting storytellers, and humorous. Besides, according to Peyton (2002), pecha kucha are widely recognized for their beneficial influence on learning and social for all ages. It means that pecha kucha language is unique in its ability to help teachers and children learn from one another, grow, and to be self confident.

In addition, Logan (2007) said pecha kucha could be integrated into a number of oral language techniques including storytelling, oral writing, and choral speaking. Pecha kucha relates to things that enrich students' imagination which immediately can attract someone especially children.

Based on the explanation above, pecha kucha expresses feelings, attitudes and emotions. For example, pecha kucha is a replica of some kind of picture. The

pecha kucha, thus gives students an access to imagination and experience a fantasy world. Could be from it that can make the students to study more.

## **2. Pecha Kucha as a Media**

Media is one of the teaching components which should be involved in the teaching learning process. According to Harmer (2001), assume that media of teaching used by teachers to explain language meaning and construction, engage students in topic or as the base of a whole activity. Media refers to various means of communication. Besides, the pecha kucha media help students to express their thoughts, ideas and feelings that they could not otherwise. Pecha kucha is one of the media shows characters of something as well as their description, it also presents fun. Pecha kucha also provides the teacher profit as she/he has a model for delivering lessons to the students. Suyanto (2010, p. 103) states that “the teacher can use pecha kucha for all activities. By moving it, the teacher can make the student speak, move and walk.

According to Depdiknas (2004, p. 13) stated that using a variety of the media can overcome students' boredom. So, the students not only will learn enthusiastically, but they also will enjoy the teaching learning activities and they can understand the lesson easily. Furthermore, according to Palmer (2014), using more media is good, when teachers speak and collaborate their utterance makes the listener (students) more engaged.

In short, based on the explanations above the researcher can conclude that pecha kucha is one of the media which is helpful in teaching and learning. It helps not only teachers but also students in both teaching and learning. On the other



hand, If the teacher does not use the suitable media, especially in the teaching of speaking abilities, the students will be frustrated and will not be interested in following the lesson. However, with the pecha kucha the students will be more engaged in the learning process. It means that in teaching speaking, pecha kucha has a great impact.

### **3. Kind of Pecha kucha**

Pecha kucha is designed to show the character. It is a kind of children's play material. Today, it is used in the school for educational purposes as well as in library or school entertainment tools.

Some kind of it the teacher or the student can use some kind of picture or book if they don't want to use a power point. So when a teacher gives students a topic, they will build their imagination, they will try to think about the characters of pecha kucha that are explained by the teacher or student itself.

### **4. Advantages of Using Pecha Kucha**

Some students like a pecha kucha because it is fun and energetic to inspire them to actively study in the classroom, especially young high school students. The advantages of the use of pecha kucha in the classroom are many and varied. Students who are working in a group to prepare and present a pecha kucha are learning to work cooperatively with others, where there is give and take and sharing of ideas. Pecha kucha as a medium of course has some advantages.

According to Martin (2002), here are some tool can be used in pecha kucha:

- a. Introducing new vocabulary and sentence structures
- b. Repeating and deepening knowledge

- c. Storytelling
- d. Help explain the topic
- e. Imagine from picture

According to Peyton (2002) for all ages, pecha kuchas are widely recognized for their beneficial influence on learning and social. It means that pecha kucha language is unique in its ability to help teachers and children learn, grow, relate opening, be self-confident and self-expressive from each other.

There are some advantages in using pecha kucha:

- a. The pecha kucha introduces new vocabulary.
- b. The pecha kucha can help the students to relate and play better with other students who speak English fluently.
- c. The pecha kucha is a way for students to speak in front of the other students without feeling intimidated.
- d. The pecha kucha can increase the students' communication, and so reduce the teacher's domination of the classroom
- e. The pecha kucha can bring about the development of many aspect of language in Senior high school
- f. The pecha kucha can help to serve as a very effective aid for teaching language arts.

Furthermore, according to Reidmiller (2008) also gave some advantages using pecha kucha; (1)Pecha kucha activities keep students actively engaged, (2)The use of pecha kucha prepares the brain for learning and is a powerful

motivator in learning, (3)Pecha kucha play stimulates the brain and opens communication for all ages.

From many statements above it can be concluded that the use of pecha kucha helps the teacher transfer their knowledge to the students. Besides that the use of pecha kucha can improve the student's interest in the subject being taught. It also allows students to be involved in the teaching and learning process such as improving new vocabulary, becoming more confident and interested in learning storytelling and then the use of pecha kucha makes students more active in speaking, It also helps the students understand the material of the teacher's explanation.

## **B. Speaking**

### **1. Definition of Speaking**

Speaking is one of the English learning that students should learn. Children's speaking is focused on oral skills. People get the information they really want to know through speaking. It's because speaking is the way people communicate orally to others based on their perceptions and intention. According to Cameron (2001) Speaking is the active use of language to express meanings, speaking not only about producing the word but also the use of language to relay meanings that other people can make sense of them.

According to Thornbury,(2005, p. 1) speaking is so much a part of daily life, speaking an activity to communicate with others. On the other hand, (Torky, 2006) defines speaking as a way to produce the sound that created signals. It related to the combining sound systematically to create meaningful sentences,

speakers and listeners exchanged the messages orally. It means they want to deliver or share their ideas to others. And also according to Bailey and Nunan (2005, p. 2) cited “Speaking an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving and it is not completely unpredictable.”

From the above definitions of speaking stated above, it can be concluded that speaking is an oral communication that is used to convey messages including ideas, thoughts, and feelings orally, its purpose is to communicate with others.

## **2. Basic Types of Speaking**

Basic speaking is very important, students must know the types that in basic speaking. According to Christine and Burns (2012, p. 15), the importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the mastery of the target language and the learning of academic content. In the context of basic speaking, according to Brown (2004, p.141) describes six types of speaking skill. Those six types are as follows:

### **a. Imitative**

This type includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. In this type students are asked to imitate the teacher’s speech. It means the student speaking is only focused on pronunciation, grammar, and intonation.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. In intensive speaking the teacher may give students some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expressions.

c. Responsive

Responsive performance includes interaction and text comprehension at the limited level of very short conversation, standard greeting and small talk, simple request and comments. So, in this type students may give short replies to the teacher or even ask some questions or comments. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking

d. Transactional

In this type students are involved in exchanging specific information with their friend. They control their conversation by themselves. Transactional speaking, carried out for the purpose of conveying or exchanging specific information.

f. Interpersonal

It is carried out more for the purpose of making social relationships than for the facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. By interpersonal

it is meant for maintaining relationships. The challenge of interpersonal speaking is the context or pragmatics. The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate.

f. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. This type is to develop students' oral ability of producing spoken language which is more formal and deliberate. These types of spoken language are the most difficult for learners, since they not only deliver the message or information to the audience but also think about the structure and appropriate way to deliver the message in order to make the audience understand. It is difficult for the audience to get all the information from the learners who are confused.

### **3. Component of Speaking**

According to Syakur (as cited in Pipin, 2010) defines that there are five components of speaking ability concerned with comprehension, grammar, vocabulary, pronunciation and fluency which may be assessed:

(1) Comprehension for oral communication certainly requires a subject to respond to speech as well to initiate it; (2) grammar, it is needed by the students to arrange a correct sentence in conversation; (3) vocabulary, vocabulary means the appropriate choice of words which are used in communication; (4) Pronunciation, pronunciation is the way for students to produce clearer language

when they speak, and (5) Fluency, fluency can be defined as the ability to speak fluently and accurately.

Speaking is needed in all life activities. In speaking, there are five components to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension. The following five components are generally:

1. Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. According to (Cohen et al., 2005, p. 51) stated comprehension refers to the fact that participants fully understand the material, even when procedures are complicated and difficult. Therefore, that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information.
2. Grammar, it is needed for students to arrange a correct sentence in conversation. Moreover, Nelson (2001, p. 1) stated that grammar is the study of how words combine to form sentences. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004, p. 24). It can be inferred that grammar is a principle that students need to incorporate correct sentences in both written and oral forms of conversation.
3. Vocabulary, Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words used in at least two

forms: oral and written.. Moreover, Vocabulary is a set of including single words, compound words and idioms (Richards and Schmidt, 2002, p. 580). In spoken language, the vocabulary tends to be familiar and everyday (Hinkel, 2003). It means that in spoken language or speaking, the vocabulary is used in everyday conversation in order to understand.

4. Pronunciation, Pronunciation is the way for students when they speak to produce a clearer language. Moreover, Pronunciation covers all those aspects of speech that make speaking easy to understand, including rhythm, intonation and sentence construction, and even gesture, body language and eye contact (Fraser, 2001, p. 6).
5. Fluency, fluency can be defined as the ability to speak fluently and accurately. According to Nunan (2003, p. 55) fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency signs include a relatively fast speaking speed and only a few pauses.

Based on the theory above, it can be concluded that there are some points that should be considered in component speaking. The students need to know at least the pronunciation, vocabularies, and language component that they are going to use. When the students have been ready and prepared for the activity of speaking, they can use the language properly.



#### **4. Speaking Ability**

Speaking Ability is the way students can express their emotions, interact with other people in any situation. For this reason, it is important to have clear understanding while speaking English. According to Hughes (2002), the goal of speaking Ability is communicative efficiency. So, in learning speaking students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rules that apply in communication situations.

In addition, Speaking Ability methods are typically monotonous and still in traditional ways. the teacher actually just explains the textbook materials.

To overcome this problem, the teacher should have some interesting techniques to motivate the students in learning how to speak in English. According to Murcia (2001, p. 110) states when student speaking English as a foreign language, the student needs to be competent at organizing activities in class and motivating the other students. However, the teacher needs to make the speaking class enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends. It helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Furthermore, according to Ramazani (2013, p. 1748) stated in the teaching learning process, the teachers have the ability to improve the students' attitudes and the classroom environment by planning interesting teaching learning

activities. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the education process and their students as well. Besides, according to Orr (2006, p. 34) advises that a good way to begin each class is with an oral activity, It helps students begin thinking in English and creates an opportunity for them to develop conversation skill and vocabulary.

Based on these explanations there are some important points that must be considered in speaking ability. In this case student should have a clear objective about the lesson. The teacher should apply suitable techniques to explore students' ability to speak confidently. In this study the researcher uses pecha kucha as a media teaching and learning for the teacher in conveying the material. So, students will be able to use words and speak without being very much confused.

In this research pecha kucha is one of the media to promote and improve the learning process and improve speaking ability. Because it can be used as a model especially performing in front of the class. The students can see the performance of the model first and then, they can imitate the performance. The teacher can help the students by tossing out new and unfamiliar vocabulary words, and talking about the parts of speech to describe how the pecha kucha act and feel.

Here are some activities which can help students to be great in speaking ability. Kayi (2006) states that there are some activities to promote speaking ability in the classroom:

**a. Discussion**

Discussion happens when one person faces the other person to talk about his feelings, opinion or idea. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. Fauziati (2002, p. 134), states that the main aim of group discussion is to improve fluency, grammar is probably best allowed functioning as a naturally communicative context.

**b. Role Play**

Role play provides the opportunity for the students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. Role plays give learner practice speaking the target language before they must do so in a real environment. They have to speak and act from their new character's point of view (Harmer, 2007, p. 125).

According to Richad (2003, p. 222) Role play is attractive to students because it allows students to be imaginative and to spend a while in the role of another person. Learners can use their ideas and their imagination in role play to make the situation more real. In role play activities, the teacher gives information to the learners such as what they think of the character. Role play can be like mini-dramas (Lindsay and Knight, 2006, p. 67).

**c. Storytelling**

Storytelling is seen as an aid for teaching. The storytelling is interesting enough, the use of pecha kucha inside the storytelling itself can make it more life.

According to Harmer, (2007, p. 129) telling stories is when we spend a lot of time telling other people stories about what happened in that story. Students will be more interested and encouraged by that collaboration. In storytelling the teacher usually asks the students to read a story several times then he asks the students to retell it. In short, storytelling will really help the teacher and the students in speaking ability teaching and learning process.

**d. Picture describing**

The activity of pictures describing the teacher usually gives the students pictures then he asks them to mention the characteristics of the pictures orally. Picture cues require no prior preparation on the part of the student and can be used to elicit the following language function: describing, giving information, or giving opinion (O' Malley and Pierce, 1996, p. 79). In this activity, the teacher usually divides the students into several groups consisting of 4-5 and gives a different picture each group.

**e. Dialogue**

Dialogue is one of the media to promote speaking. It helps the students practice in speech, pronunciation, intonation, and stress. Dialogue also increases students' vocabulary. Therefore, in English learning uses dialogue (short and long). Dialogue is two sides communication, it means we just not have to express something but we should have to understand what other people say (Klancar, 2006).

So, those activities can be used by student to speak. Student can choose an activity related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the description of the research method that was used in this study. It includes research design, research location, population and sample, technique of collecting the data.

#### A. Research Design

Research design is a way to plan how, when and where the data are to be collected and analysed. Sukardi (2003, p. 183) explained that research design is all the process needed in designing and implementing research.

This study was conducted in an experimental design with the class pretest-posttest design by using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et al, 2002, p. 276). It can be concluded that experimental research is a quantitative research procedure in which the researcher gives activity or material that makes a different result for the participants.

To conduct the research, a quantitative method is used. According to Cresswell (2009, p. 22), Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. To collect the data, the sample will be

divided into two classes. One of the classes was assigned as the experimental group and the other one as the control group.

An experimental teaching at Inshafuddin was measured by pre-test before giving the treatment and post-test after giving the treatment to the students. The results of all tests were used to describe students' achievement in speaking after using pecha kucha by using the quantitative data in their learning processes. There were two classes chosen, the class was given pre-test in the beginning and the post-test in the last meeting. The experiment design in this study is:

**Table 3.1**

**Design of Study**

Group	Step 1	Step 2	Step 3
Experimental	Pre-test	Treatment by using hand puppet as media	Post test
Control	Pre-test	Treatment by using conventional strategy	Post test

### **B. Research Location**

The present study is conducted at Junior High School of Inshafuddin Banda Aceh, which is located in Kp. Baru street, Banda Aceh city, Aceh Province. It was established in 1990. The subject of the study was the second grade in the academic year 2020/2021. This school has some facilities to support the teaching and learning process.

So this research hold at this school because:

1. The writer finds this problem that the students still have weaknesses and are not interested in learning English speaking.
2. The research has never been conducted before.
3. Suitable for ability and limitation of time and finance.
4. The school is easy to do research for the purpose of collecting data.

### **C. The Population and Sample**

#### **1. Population**

A population is any group of individuals that have one or more characteristics in common that has the same characteristics. Population based on Arikunto (2010), in Encyclopedia of educational evaluation noted that a population is a set (or collection) of all elements processing one or more attributes of interest. In this study, the population was the second grade students of the Senior High School of Inshafuddin Banda Aceh in the academic year 2020/2021. This school was located at Kp. Baru Banda Aceh. The total numbers of second grade students are 56 students which are divided into three classes. It had three classes namely VIII-A, VIII-B, VIII-C.



**Table 3.2****The Population of Research**

<b>No</b>	<b>Class</b>	<b>Number of Population</b>
1	VIII A	20
2	VIII B	18
3	VIII C	18
<b>TOTAL</b>		<b>56</b>

**2. Sample**

According to Arikunto (2010, p. 174) the sample is a part of the population which is researched. Azwar (2010, p. 79) stated sample is a part of population.

In this study the writer chooses the second year for the sample, the writer will take two classes in order to get the data. students divided into two classes (VIII-B and VIII-C) of Junior High School (SMP) Inshafuddin Banda Aceh. Which is the class VIII-B is experiment class and VIII-C is control class. The total number of the sample in experiment class (VIII-B) consist of 18 male students and the total number of the sample in control class (VIII-C) consist of 18 male students. Which are class VIII-B by using pecha kucha as media while class VIII-C without using treatment.

Besides, this research was conducted in three meetings. The first meeting was for an explanation of Recount Text. The second meeting was for a pre test they had speaking introducing themselves in front of class. After that, in the control class the last meeting was for post-test, that is they had to speak a short

conversation in front of class with their friends. In the experiment class the last meeting was for post test by treatment. They should be able to speak short conversations by using Pecha Kucha in front of the class.

**Table 3.3**  
**The Sample of Study**

No	Class	Number of Sample	Group
1	VIII B	18	Experiment
2	VIII C	18	Control
<b>TOTAL</b>		<b>36</b>	

#### **D. The instrument of Data Collection**

According to Gay and Airasian (2000) stated that instrument is a tool that is used in collecting data. To support this research, the researcher needs to collect data. To carry out the data needed, the writer divides the test into pre-test and post-test and also pre-experimental design. Pre-test and Post-test are given to both controlled groups and experimental groups. The pre-test is conducted before the treatments given, the purpose of giving the pretest is to know the students' achievement in speaking skill before the treatments are carried out. Meanwhile, post-test is conducted after the treatments, the researcher is given a Recount Text about holiday and the student has to perform in front of the class with his friends to dialog.

The explanation would be discussed as follow:

## **1. Experimental Teaching**

To obtain data needed, experimental teaching was conducted in this study. The researcher taught control and experimental class directly. The researcher choose two class to be the sample of this research, and from that class the researcher will make a comparison. The first class as experiment class (VIII-B) the researcher teaches recount text by using pecha kucha and the second class of control class (VIII-C) the researcher just only gives them Recount Text material without using pecha kucha. This is to make comparison of the influence in teaching English by using pecha kucha and without using pecha kucha.

## **2. Test**

A test is a method of measuring a person's ability or knowledge. Considering the fact that the research's objective is speaking skill, the writer uses an oral test. According to Brown (2004a), "Test is a method of measuring someone's knowledge, ability or performance in a given domain." Based on the statement above, tests can be used to measure the students' ability or students' learning achievement. The test was given to know basic competence and to know their earlier knowledge before they got treatment. The writer divides the test into pre-test and post-test. Pre-test and post-test are given to both controlled class and experimental class.

### **2.1 Pre-Test**

The pre-test is conducted before the treatments given, the purpose of giving the pre-test is to know the students' achievement in speaking skill before

the treatments are carried out. Pre-test was given by asking the students to speak orally. The score of the pre-test then was obtained.

For pre-test the Researcher would ask the student to speak up in front of the class and “Introduce Yourself within 1 to 2 minute”. The writer will listen carefully.

## 2.2 Post-Test

According (Brown, 2004, 2004) Post-test is given to the control and the experimental class after conducting all the treatments and the pre test. It was taken as a measurement tool to measure students ability before and after the treatment was conducted. After teaching the material, the writer gives the post test. Students’ scores on these tests will be compared with the pre-test before.

Meanwhile, a post test was conducted after the treatment. It was also given to both control class and experimental class. Then with the result of that comparison, the writer will see the effectiveness of the pecha kucha toward students’ speaking skill. The post-test was the last test to know the students’ improvement and motivation in teaching speaking after using pecha kucha as media in teaching. It was conducted to compare how was influenced by using pecha kucha to students’ and without using pecha kucha to students' ability in english language.

## E. Technique of Data Analysis

After collecting the data, the researcher analyzes the data. Hasan (2006, p. 30) said that “analysis quantitative is analysis using statistical instruments, the instrument that uses models like mathematical models”. The result was given in

numerical form then was explained and interpreted in a descriptively. Analysis data quantitative is also called statistic analysis. Statistic analysis is “method to organize and analysis data quantitative or data that to need as data quantitative” (Tanzeh, 2006, p. 31).

### 1. Test

The writer used several formulas for evaluating the results of pre-test and post-test information to determine the mean score, standard deviation, and t score. In this research, to score the students’ performance in speaking tests, the researcher used analytical oral language scoring rubric. By using this scoring rubric, the students’ speaking achievement completely and specifically could be judged. In assessing the test, the researcher used Haris’s criteria as cited in Sulfina (2012) in scoring the students’ speaking. The criterias are stated below:

**Table 3.4: Criterias of Assessing Speaking**

No	Component	Score Level				
		5 Excellent	4 Very good	3 Good	2 Average	1 Poor
1	Pronunciation	Speak with few traces of foreign language. (17-20)	Always intelligible though one is conscious of a definite	Pronunciatio n problems necessitate concentrated listening and	based on the pronunciatio n in the Cambridge dictionary,	Pronunciatio n problems are too severe and make speech

			accent. (13-16)	occasionally lead to misunderstan ding. (9-12)	that the pronounced pronunciatio n is very different and very difficult to understand Very hard to understand because of pronunciatio n problems, must frequently be repeated (5-8)	virtually unintelligibe (1-4)
2	Grammar	Uses English with few (if any) noticeable errors of grammar or word order (17-20)	Occasionall y makes grammatica l and word order errors which do not, however, obscure	Makes frequent errors of grammar and word order which occas- ional obscure meaning. (9-12)	Grammar and word order errors make comprehensi on difficult, must often rephrase sentences and/or	Grammar and word order errors are so server as to make speech virtually unintelligible. (1-4)

			meaning. (13-16)		restrict him self to basic structural patterns. (5-8)	
93	Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker. (17-20)	Sometimes uses inappropria te terms and/or rephrase ideas because of lexical inadequacs (13-16)	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary. (9-12)	Misuses of words and very limited vocabulary make comprehensi on quite difficult. (5-8)	Vocabulary limitations are so severe as to make conversation virtually impossible (1-4)
4	Fluency	Speech as fluent and effortless as that of native speaker. (17-20)	Speed of speech seems to be slightly affected by language problems. (13-16)	Speed and fluency are rather strongly affected by language problems. (9-12)	Usually hesitant, often forced into silence by language limitations. (5-8)	Speech is so halting and fragmentary as to make conversation virtually impossible. (1-4)

5	comprehension	Appears to understand everything without difficulty. (17-20)	Understanding nearly everything at normal speed although occasionally repetition may be necessary. (13-16)	Understands most of what is said at slower than normal speed with repetitions, has great difficulty following what is said. (9-12)	Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (5-8)	Cannot be said to understand even simple English conversation. (1-4)
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**Table 3.5 The criteria scales of assessing speaking.**

No	Assessment Criteria	Score				
		5	4	3	2	1
1	Pronunciation	20	16	12	8	4
2	Grammar	20	16	12	8	4
3	Vocabulary	20	16	12	8	4
4	Fluency	20	16	12	8	4
5	Comprehension	20	16	12	8	4



	Total	100	80	60	40	20
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The criteria of speaking mastery scale:

1. 91-100 : Excellent
2. 76-90 : Very Good
3. 51-75 : Good
4. 36-50 : Average
5. >35 : Poor

Then, the data from the test was analysed by using the formula as suggested by Sudjana (2008) by using a statistical calculation of the t-test formula with the significance degree of 5%. The formula as follow:

$$t_0 = \frac{m_x - m_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$M_x$  : Mean of Post-test of the experimental class

$M_y$  : Mean of Post-test of control class

$\sum SD_x$  : Sum of deviation score in experimental class

$\sum SD_y$  : Sum of deviation score in control class

$N_x$  : Number of student of the experimental class

$N_y$  : Number of student of the control class

The procedures of calculation as follow:

- a. Determining the mean variable  $M_x$  with following formula:

$$M_x = \frac{\sum x}{N_x}$$

- b. Determining the mean variable  $M_y$  with following formula:

$$M_y = \frac{\sum y}{N_y}$$

- c. Determining variable  $SD_x$  with following formula:

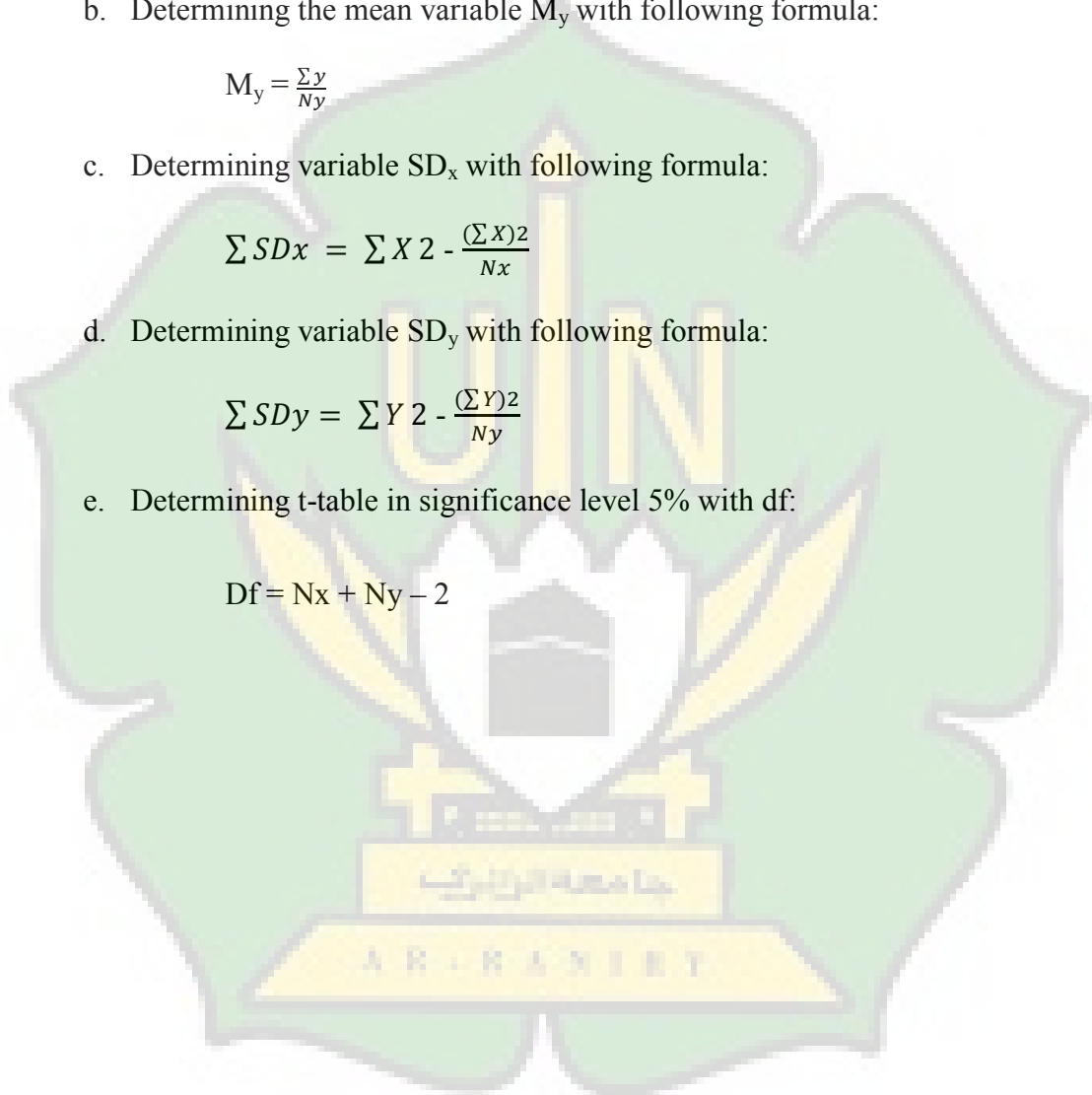
$$\sum SDx = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

- d. Determining variable  $SD_y$  with following formula:

$$\sum SDy = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

- e. Determining t-table in significance level 5% with df:

$$Df = N_x + N_y - 2$$



## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

In this chapter, the writer presents the descriptions of the data, focusing on the analysis of the data covering the experimental teaching, the pre-test and post-test, examining hypotheses and the discussion of the findings.

#### A. Description of the Data

##### 1. The Students' Scores of Experiment Class

After conducting the research, the writer obtained two kinds of data, which were pre-test and post-test scores. The students' speech were scored based on the criteria namely; Pronunciation, grammar, vocabulary, fluency, and comprehension.

**Table 4.1**

The Score of Pre-Test and Post Test of the Experiment Class

No	Initials	Pre-Test Score	Post-Test Score
1	AMT	37	60
2	AH	36	72
3	DM	49	61
4	FH	22	50
5	HT	43	61
6	IM	37	51
7	MAMS	63	89
8	MIAF	37	50
9	MA	20	42

10	MAF	66	94
11	MF	51	74
12	MN	47	70
13	RF	37	47
14	RAF	30	50
15	SUL	62	81
16	TMH	33	60
17	YM	54	85
18	ZAF	66	90

## B. The Analysis of the Test

### 1. The Analysis of Pre-Test in the Experiment Class

To analyze the data from pre-test, the writer calculated the data by using the following formula:

#### a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

66	66	63	62	54	51	49	47	43
37	37	37	37	36	33	30	22	20

The highest score of pre-test is 66 and the lowest score is 20, so the range is as follow:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 66 - 20 \\
 &= 46
 \end{aligned}$$

b. Interval

The number of interval class is identified by using formula below:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 18 \\
 &= 1 + (3,3) (1,25) \\
 &= 1 + 4,125 \\
 &= 5,125 \text{ (taken 5)}
 \end{aligned}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{46}{5} \\
 &= 9,2 \text{ (taken 9)}
 \end{aligned}$$

## d. The Table of Frequency Distribution

**Table 4.2**

The Frequency of Pre-test score in Experiment Class

Interval	Fi	Xi	Fixi
20 – 28	2	24	48
29 – 37	7	33	231
38 – 46	1	42	42
47 – 55	4	51	204
56 – 64	2	60	120
65 – 73	2	69	138
	$\sum = 18$		$\sum = 783$

## e. The mean score of pre-test table in experiment class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\sum fixi}{\sum fi} \\
 &= \frac{783}{18} \\
 &= 43,5
 \end{aligned}$$

The result above shows that the mean score of pre-test in the experiment class is 43,5

## 2. The Analysis of Post-Test in the Experiment Class

To analyze the data from post-test, the writer calculated the data by using the following formula:

### a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

94	90	89	85	81	74	72	70	61
61	60	60	51	50	50	50	47	42

The highest score of post-test is 94 and the lowest score is 42, so the range is as follow:

$$\begin{aligned} R &= H_s - L_s \\ &= 94 - 42 \\ &= 52 \end{aligned}$$

### b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 18$$

$$= 1 + (3,3) (1,25)$$

$$= 1 + 4,125$$

$$= 5,125 \text{ (taken 5)}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$

$$= \frac{52}{5}$$

$$= 10,4 \text{ (taken 10)}$$

d. The Table of Frequency Distribution

**Table 4.3**

The Frequency of Post-test score in Experiment Class

Interval	Fi	Xi	Fixi
42 – 51	6	46,5	279
52 – 61	4	56,5	226
62 – 71	1	66,5	66,5
72 – 81	3	76,5	229,5
82 – 91	3	86,5	259,5
92 – 101	1	96,5	96,5
	$\sum = 18$		$\sum = 1,157$



e. The mean score of post-test table in experiment class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$\begin{aligned} X &= \frac{\sum fix_i}{\sum fi} \\ &= \frac{1,157}{18} \\ &= 64,2 \end{aligned}$$

Based on the calculation above, the writer got the mean score of pre-test was 43,5 and the mean score of post-test was 64,2. The result shows that the post-test score in experiment class (64,2) was higher than in the pre-test (43,5).

## 2. The Students' Scores of Experiment Class

### 1. The Analysis of Pre-Test in the Control Class

**Table 4.4**

The Score of Pre-Test and Post Test of Control Class

No	Initials	Pre-Test Score	Post-Test Score
1	AM	25	55
2	AAS	21	40
3	DA	60	72
4	FM	42	59
5	FP	45	48
6	H	37	54
7	HAF	43	56
8	IZ	61	80

9	KR	36	50
10	MAS	38	48
11	MFH	61	85
12	MS	40	60
13	MSR	56	75
14	RSS	50	65
15	TA	20	40
16	WA	37	50
17	ZAF	58	68
18	ZI	20	47

## B. The Analysis of The Test

### 1. The Analysis of Pre-Test in the Control Class

To analyze the data from pre-test, the writer calculated the data by using the following formula:

#### b. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

61	61	60	58	56	50	45	43	42
40	38	37	37	36	25	21	20	20

The highest score of pre-test is 66 and the lowest score is 20, so the range is as follow:

$$\begin{aligned} R &= H_s - L_s \\ &= 61 - 20 \\ &= 41 \end{aligned}$$

b. Interval

The number of interval class is identified by using formula below:

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 18 \\ &= 1 + (3,3) (1,25) \\ &= 1 + 4,125 \\ &= 5,125 \text{ (taken 5)} \end{aligned}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$\begin{aligned} P &= \frac{R}{I} \\ &= \frac{41}{5} \\ &= 8,2 \text{ (taken 8)} \end{aligned}$$

## d. The Table of Frequency Distribution

**Table 4.5**

The Frequency of Pre-test score in Control Class

Interval	Fi	Xi	Fixi
20 – 27	4	23,5	94
28 – 35	0	31,5	0
36 – 43	7	39,5	276,5
44 – 51	2	47,5	95
52 – 59	2	55,5	111
60 – 67	3	63,5	190,5
	$\sum = 18$		$\sum = 767$

## e. The mean score of pre-test table in control class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\sum fixi}{\sum fi} \\
 &= \frac{767}{18} \\
 &= 42,6
 \end{aligned}$$

The result above shows that the mean score of pre-test in the control class is 42,6

## 2. The Analysis of Post-Test in the Control Class

To analyze the data from post-test, the writer calculated the data by using the following formula:

### b. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

85	80	75	72	68	65	60	59	56
55	54	50	50	48	48	47	40	40

The highest score of post-test is 85 and the lowest score is 40, so the range is as follow:

$$\begin{aligned} R &= H_s - L_s \\ &= 85 - 40 \\ &= 45 \end{aligned}$$

### b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 18$$

$$= 1 + (3,3) (1,25)$$

$$= 1 + 4,125$$

$$= 5,125 \text{ (taken 5)}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$

$$= \frac{45}{5}$$

$$= 9$$

d. The Table of Frequency Distribution

**Table 4.6**

The Frequency of Post-test score in Control Class

Interval	Fi	Xi	Fixi
40 – 48	5	44	220
49 – 57	5	53	265
58 – 66	3	62	186
67 – 75	3	71	213
76 – 84	1	80	80
85 – 93	1	89	89
	$\sum = 18$		$\sum = 1,053$

e. The mean score of post-test table in control class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\sum fix_i}{\sum fi}$$

$$= \frac{1,053}{18} = 58,5$$

Based on the data analysis of the experimental class, it shows the mean scores of pre-test and post-test are distinctly different to the data of the control class. The experiment class, the mean score of pre-test is 43,5 and the mean score of post-test increased to 64,2 after implementing the treatment. In other words, the score of the post-test in experimental class has increased about 20,7 points.

While in control class, the mean score of pre-test is 42,6 and the mean score of post-test is 58,5. So, it can be seen the score in pre-test and post-test of the control class have increased about only 15,9 points. From this result, it can be concluded the implementation of Using pecha kucha in teaching speaking has improved the students' speaking ability.

### C. Examining Hypothesis

A hypothesis is a theory, something being suggested for the sake of argument so that it can be tested to see if it is valid. In the scientific method, the hypothesis is constructed before any applicable research has been done, apart from a basic background review. You ask a question, read up on what has been studied before, and then form a hypothesis.

According to Sudjana (2008), in examining the hypothesis, the t-test is used to determine the significance of the students' score. The t-test is designed to measure and examine the significant between two means of experiment and control class. Then the result of calculation of the t-test value will be compared to t-table value. If t-test ( $t_0$ ) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experiment and control class. The t-test formula as follows:

$$t_0 = \frac{m_x - m_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

- $M_x$  : Mean of Post-test of the experimental class
- $M_y$  : Mean of Post-test of control class
- $\sum SD_x$  : Sum of deviation score in experimental class
- $\sum SD_y$  : Sum of deviation score in control class
- $N_x$  : Number of student of the experimental class
- $N_y$  : Number of student of the control class

In analyzing the hypothesis, the writer uses some steps as follow:

1. Stating the Alternative hypothesis ( $H_a$ ) and Null hypothesis ( $H_0$ ), that is:



- a. Alternative Hypothesis ( $H_a$ ) : There is a significant difference in the students' English achievement before they are taught by using pecha kucha as media.
- b. Null Hypothesis ( $H_0$ ) : There is no significant difference in the students' English achievement after they are taught by using pecha kucha as media.

2. Listing the deviation score of experiment and control class

**Table 4.7 Deviation score of experiment class**

No	Initials	Pre-test Score	Post-Test Score	X (PostTest-Pretest)	$X^2$
1.	AMT	37	60	23	529
2.	AH	36	72	36	1,296
3.	DM	49	61	12	144
4.	FH	22	50	28	784
5.	HT	43	61	18	324
6.	IM	37	51	14	196
7.	MAMS	63	89	26	676
8.	MIAF	37	50	13	169
9.	MA	20	42	20	400
10.	MAF	66	94	28	784
11.	MF	51	74	23	529

12.	MN	47	70	23	529
13.	RF	37	47	10	100
14.	RAF	30	50	20	400
15.	SUL	62	81	19	361
16.	TMH	33	60	27	729
17.	YM	54	85	31	961
18.	ZAF	66	90	24	576
				$\Sigma = 395$	$\Sigma = 9,487$

**Table 4.8 Deviation score of control class**

No	Initials	Pre-test Score	Post- Test Score	Y (PostTest- Pretest)	Y <sup>2</sup>
1.	AM	25	55	30	900
2.	AAS	21	40	19	361
3.	DA	60	72	12	144
4.	FM	42	59	17	289
5.	FP	45	48	3	9
6.	H	37	54	17	289
7.	HAF	43	56	13	169
8.	IZ	61	80	19	361
9.	KR	36	50	14	196

10.	MAS	38	48	10	100
11.	MFH	61	85	24	576
12.	MS	40	60	20	400
13.	MSR	56	75	19	361
14.	RSS	50	65	15	225
15.	TA	20	40	20	400
16.	WA	37	50	13	169
17.	ZAF	58	68	10	100
18.	ZI	20	47	27	729
				$\Sigma = 302$	$\Sigma = 5,778$

3. Finding the mean score of variable X and Y by using the following formula:

a. Mean of Variable (Experiment Class):

$$b. Mx = \frac{\Sigma x}{Nx} = \frac{395}{18} = 21,94$$

c. Mean of Variable Y (Control Class):

$$d. My = \frac{\Sigma y}{Ny} = \frac{302}{18} = 16,78$$

4. Finding sum of deviation standard score of variable X and Y by using following formula:

a. Variable X

$$\Sigma SDx = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx}$$

$$= 9487 - \frac{(395)^2}{18}$$

$$\begin{aligned}
 &= 9487 - \frac{156025}{18} \\
 &= 9487 - 8668,06 \\
 &= 818,94
 \end{aligned}$$

b. Variable Y

$$\begin{aligned}
 \sum SDy &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\
 &= 5778 - \frac{(302)^2}{18} \\
 &= 5778 - \frac{91204}{18} \\
 &= 5778 - 5066,89 \\
 &= 711,11
 \end{aligned}$$

5. Calculating the standards error of the mean difference between variable X and Y:

$$\begin{aligned}
 S_{x-y} &= \sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]} S_{x-y} \\
 &= \sqrt{\frac{818,94 + 711,11}{18 + 18 - 2} \cdot \left[ \frac{1}{18} + \frac{1}{18} \right]} \\
 &= \sqrt{\frac{1530,05}{34} \cdot [0,06 + 0,06]} \\
 &= \sqrt{(45) \cdot [0,12]} \\
 &= \sqrt{5,4} \\
 &= 2,32
 \end{aligned}$$

6. Calculating  $t_0$  score by following formula:

$$t_0 = \frac{m_x - m_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t_0 = \frac{21,94 - 16,78}{2,32}$$

$$= \frac{5,16}{2,32}$$

$$= 2,22$$

7. Determining t-table in significance level 5% with df:

$$df = N_x + N_y - 2$$

$$= 18 + 18 - 2$$

$$= 34$$

8. Examining  $t_0$  through  $t_{table}$ :

In significance level of 5% ( $\alpha=0,05$ ), the  $t_{table}$  shows that the critical score for differentiation score 34 is 1,69

The result from the statistical measuring of the tests showed that the t-score is 2,22 and t-table on degree of significance of 5% is 1,69. Alternative hypothesis ( $H_a$ ) was categorized acceptance if t-value < t-table. On the contrary, the null hypothesis ( $H_0$ ) was accepted if t-value > t-table. So it can be stated that  $t_0$  is higher than  $t_{table}$  ( $2,22 > 1,69$ ) it means that  $H_a$  is accepted and  $H_0$  is rejected.

#### **D. Discussion**

. The students' speaking scores of the experiment class were better after the use of pecha kucha in speaking ability than those from the control class, were not taught by using Pecha kucha show media. The research finding above showed that students from the experiment class performed better than students from the control class in post-test. Afterward, the experiment class students' score is higher than the control class students.

Based on the data and the process during the research, teaching and learning process is divided into three meetings. First meeting is the researcher administered pre-test by giving a speaking test that introduces the students self. It is used to know the students' earlier speaking before they get treatment.

The second is a researcher given an explanation about material that is how the treatment process works for the students. The material is recounting text that is a short conversation about holiday. The teacher explained about pecha kucha and demonstrated it. The treatment here is teaching speaking by using pecha kucha as media.

The last meeting is giving post-test to the students after they get treatment. After the students get treatment, the students are more active and enthusiastic to speak in front of the class because they enjoy speaking. From the research finding, it is known that the  $t_0$  is bigger than t-table and the alternative hypothesis ( $H_a$ ) is accepted, while the Null hypothesis ( $H_0$ ) is rejected. It means that there is a significantly different score of the speaking achievement of the second grade

students of SMP Inshafuddin before and after being taught using pecha kucha as media.

To conclude, the Pecha kucha has a positive effect on improving students' speaking ability. However, the explanation above concludes that the students who are taught by pecha kucha have better improvement in speaking skill.

#### E. The Analysis of the Aspects of speaking

Students' speaking was assessed based on some aspects namely, pronunciation, grammar, vocabulary, fluency, and comprehension. In this study, the researcher will analyze the aspects of speaking that mostly improved toward the students after conducting the treatment. In the pre-test, the result of assessing speaking aspects during the test will be elaborated as follow:

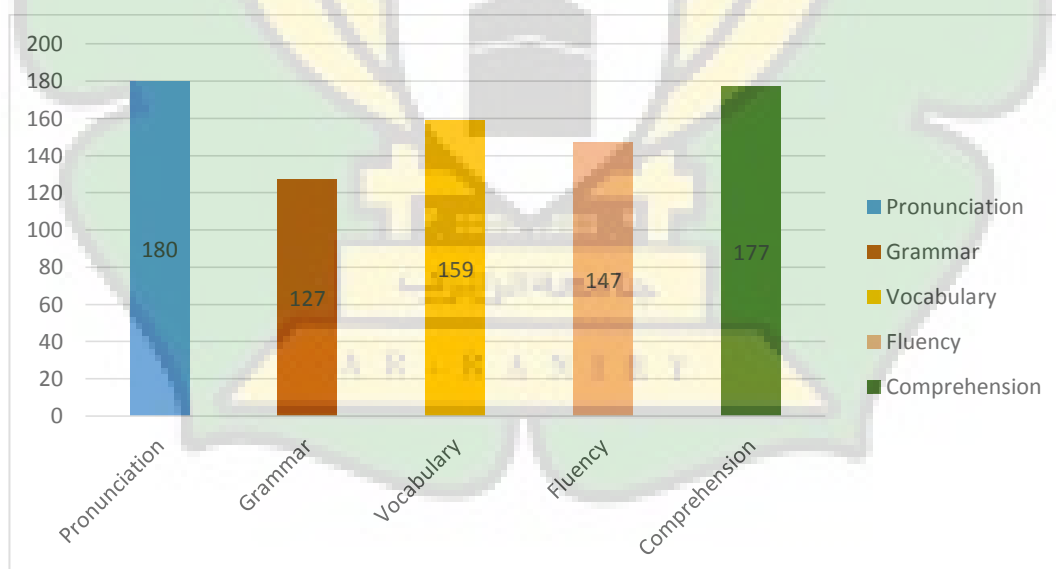


Chart 4.1 : The speaking aspects score of pre-test in experiment class

The graphic above explains the score of the speaking aspect before conducting the treatment. The specification of the value of each aspects is explained as follow:

Pronunciation = 180

Grammar = 127

Vocabulary = 159

Fluency = 147

Comprehension = 177

It can be seen that the students' score of speaking aspects in the pre-test only ranged between 127 (the lowest score) to 180 (the highest score).

After conducting the treatment toward the students in the experiment class, it was found that the range score of the speaking aspects have increased and get higher scores compared to the score in the post-test. The improvement of the score in the post-test is drawn in the graphic below:

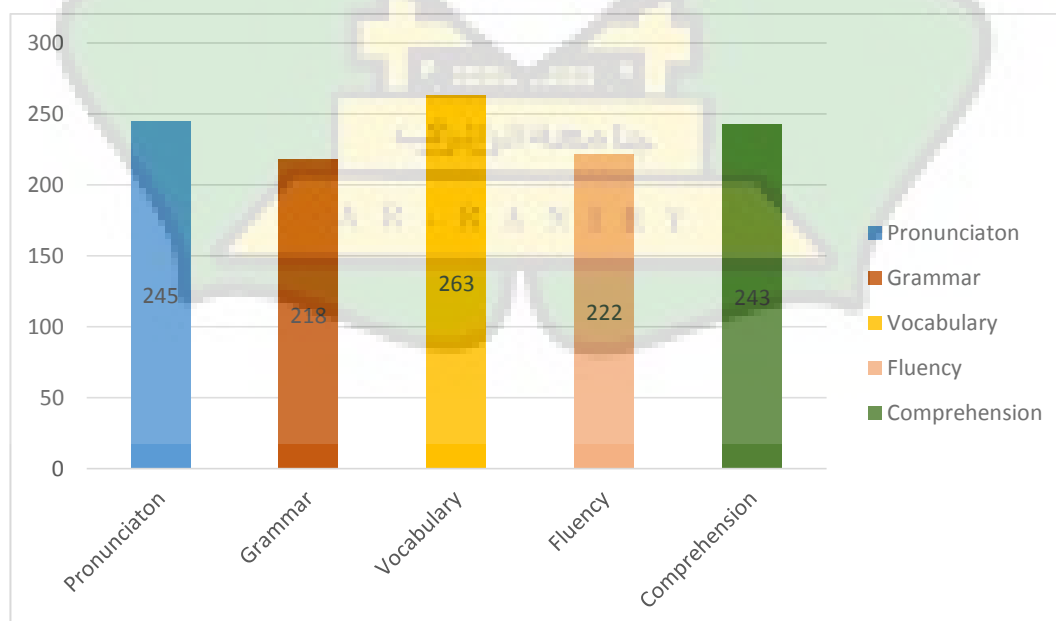


Chart 4.2 : The speaking aspects score of post-test in experiment class



The specification of the value of each aspects is explained as follow:

Pronunciation = 245

Grammar = 218

Vocabulary = 263

Fluency = 222

Comprehension = 243

From analyzing the speaking aspects score in the pre-test and post-test, the writer compares the results of the tests to see the improvement of the speaking aspects score of experiment class students before and after the treatment conducted in the graphic below:

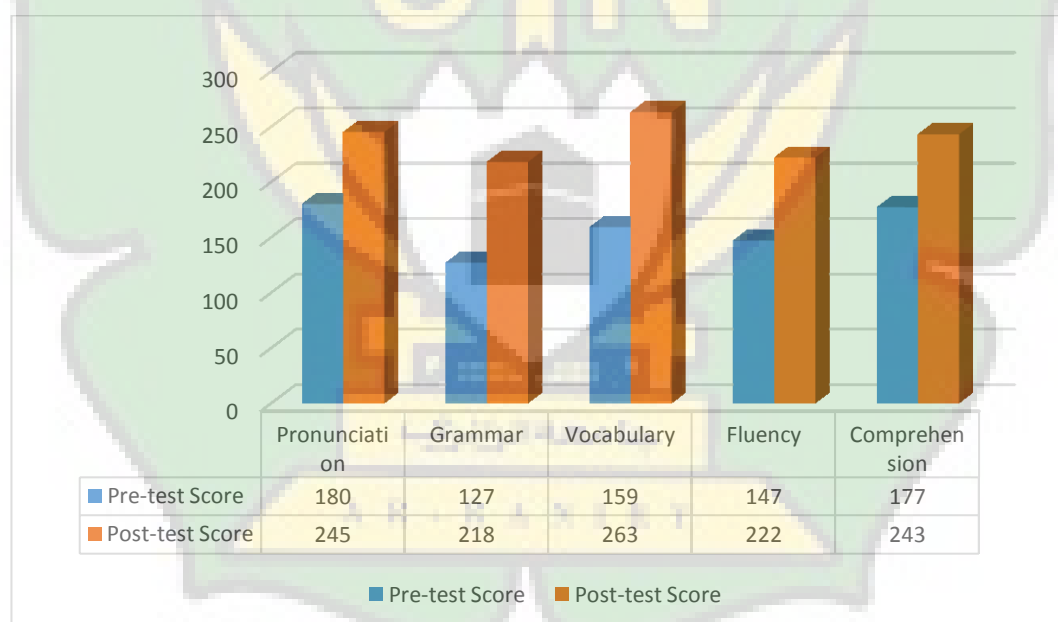


chart 4.3: The comparison scores of pre-test and post-test

Based on the description of the diagram above that presented the score of every speaking aspect has increased. The research finding above shows that the blue graphic and orange graphic shows that post-test score reaches the higher

points than the pre-test score. Students from the experiment class had the post-test score better than the pre-test score. It indicates that the score of the speaking aspects in the experiment class gets a better enhancement after the treatment of using pecha kucha in speaking ability.

Thus, to examine the speaking aspect that mostly improved toward the students of experiment class, the writer calculates the data by post-test value minus pre-test value to see the deviation score as follow:

**Table 4.9: The calculation of speaking aspects score**

No	Aspects	(Post-Test) – (Pre-test)	Total
1.	Pronunciation	245-180	65
2.	Grammar	218-127	91
<b>3.</b>	<b>Vocabulary</b>	<b>263-159</b>	<b>104</b>
4.	Fluency	222-147	75
5.	Comprehension	243-177	66

From the table above, it can be seen that vocabulary aspects have improved until 104 points and reached the highest point compared to the other aspects. Thus, it can be concluded that the speaking aspects that mostly improved toward the students of experiment class is vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result of research discussion and findings in the previous chapter, suggestions are presented in this chapter. After doing the experiment that is implementing Pecha Kucha in speaking ability toward second grade students at Inshafuddin, the researcher was found that there was a significant difference of the students' achievement in student speaking ability between the students who were taught speaking ability by using pecha kucha Show media and those who are not using pecha kucha. In other words, applying the pecha kucha show as a learning media in student speaking ability could enhance the students' speaking skill. It was also found that students from the experimental class performed better than students from the controlled class in post-test.

The writer also wants to clarify that the scores gained came from the rubric of the speaking assessment. The rubric which only has 5 points as the maximum scored.

Furthermore, by applying pecha kucha as learning media in student speaking ability of the second grade at Inshafuddin, the students show positive response and are interested in this media. The findings of statistical significance signified the use of pecha kucha media in teaching learning process enhances the students' motivation in learning speaking with the percentage it was categorized strongly. It means that the students have a strong motivation in improving their

speaking toward the use of pecha kucha because this media created a fun, enjoyable, attractive and good atmosphere.

In addition, the result of data analysis shows that the t-score is 2,22. From the table distribution, it is known that the t-table for the significant level of 5% is 1,69. It means that the t-score value is higher than the t-table ( $2,22 > 1,69$ ). Therefore, the writer concludes that using pecha kucha is effective to improve students' speaking ability specially the second year students of SMP Inshafuddin.

Based on the result, we can see the factors of the students' ability in speaking English. It was seen from the percentage of students' response in every statement in the data. The factors of the ability influence their achievement in speaking skill.

### **B. The Suggestion**

The finding of the research score shows that there is a significant difference on the students' score before and after they are taught by using pecha kucha as media. There are some suggestions for the students, the teachers and the next researchers. The first was for the students, using pecha kucha is expected to increase their confidence and bravery to speak, to show their skill in front of the audience.

The second is for the teacher, the use of Pecha Kucha can be applied in the class especially in student speaking ability. Thus, the Pecha Kucha as a tool can help the teacher to build the students' ability, because as we know Pecha Kucha can improve students' confidence, train their performance in front of the audience,

etc. To overcome the students' ability, the teacher should apply the interesting method to teach speaking skills for students. The interesting method will stimulate students' to enhance their ability in producing ideas in speaking. In addition, the teacher should create a comfortable situation for the speaking class. It is because the comfortable situation can make the students reduce their ability in speaking. Hence, they will relax in learning speaking skills in English.

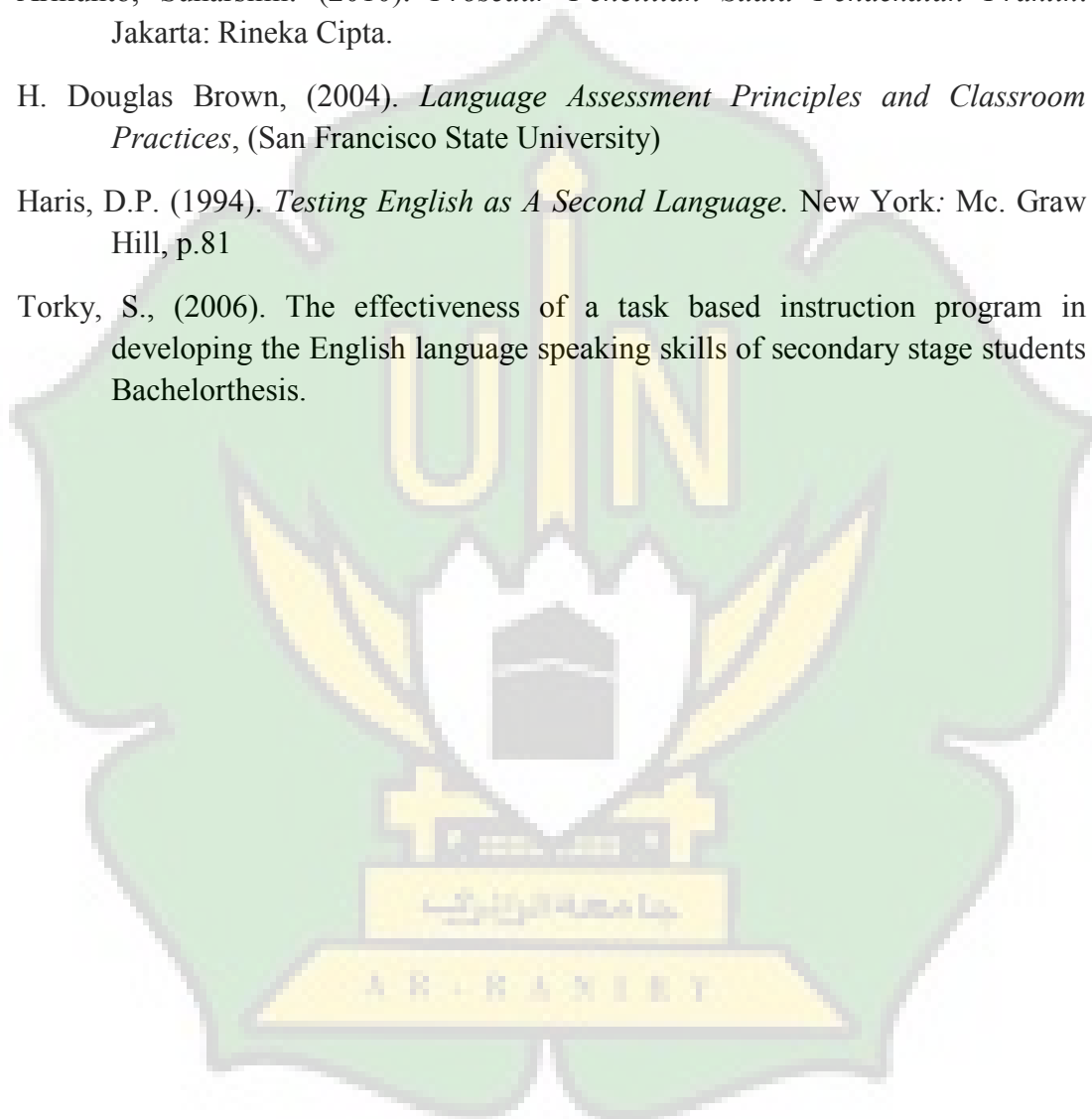
The last one for the next researchers, this study is very important because it will give some knowledge to the next researcher and to know the benefits of using this media in leaning English especially in teaching speaking Based on the result, it is implied that most of the students experienced ability in every type of anxiety. They get anxious in facing language tests, feeling nervous and confused in communicating with their teacher, and worrying about negative evaluation. Thus, the factor of the ability that the students respond in the media affects on their performance in speaking class, This research was specialized to identify the anxiety factor of students in speaking ability. Hence, it is suggested for the next researcher to conduct a study in investigating the factor of students' anxiety in other skills of English learning, such as writing, reading, and listening. It is also suggested for the researcher to do the study by using other kinds of research methods to obtain accurate results. For instance, the research which is related to student speaking ability can be done by using quantitative research.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor: B-6833/UN.08/FTK/KP.07.6/03/2021**

**TENTANG:**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.0/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

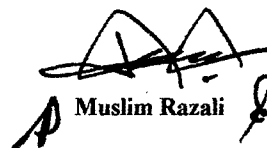
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang :**
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: 8-13612/Un.08/FTK/KP.07.6112/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
  - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat :**
1. Undang-Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
  2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
  3. Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
  4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam Rangka Pelaksanaan APBN;
  6. Peraturan Menteri Agama RI Nomor 2 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
  8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UN Ar-Raniry Banda Aceh;
  9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
  10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Qanun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
  11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020. Tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan :** Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry tanggal 23 November 2020.

**MEMUTUSKAN:**

- Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-13612/Un.08/FTK/KP.07.6112/2020** tanggal 07 December 2020.
- KEDUA** : Menunjuk Saudara:
- |                      |                            |
|----------------------|----------------------------|
| 1. Dr. Maskur. MA    | Sebagai Pembimbing Pertama |
| 2. Alfiatunnur. M.Ed | Sebagai Pembimbing Kedua   |
- Untuk membimbing skripsi:
- |               |   |
|---------------|---|
| Nama          | : Rauza Sandria   |
| NIM           | : 150203217   |
| Program Studi | : Pendidikan Bahasa Inggris   |
| Judul Skripsi | : <b>The Pecha Kucha Presentations on Students' English in Improving Student Speaking Ability</b> |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut di atas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019; dengan Nomor: 025.03.242392512020 Tanggal 12 November 2019;
- KEEMPAT** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2021/2022;
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam surat keputusan ini.

Ditetapkan di : Banda Aceh  
Pada Tanggal : 29 Maret 2021  
An. Rektor  
Dekan

  
Muslim Razali

**Tembusan:**

1. Rektor UIN Ar-Raniry di Banda Aceh;
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan.
5. Arsip

## Technique Teaching Program

Place : Inshafuddin Banda Aceh

Date : 13 Oktober 2020

Teaching program techniques through the use of pecha kucha for students with the following stages:

The researcher prepares the design as well as the preparation of learning before entering the class.

### CLASS : VIII-B (EXPERIMENT)

#### 1. First meeting

- **Early stage :**

- The teacher came in to say hello
- The teacher introduces herself
- The teacher explains the purpose of teaching in the class and what activities will be learned

- **The Core Stage**

- The teacher starts an explanation of the material being taught that is about “introduced yourself and your Family”
- The teacher explains how to introduce yourself using English and explains vocabulary, pronunciation and so on.
- After that teachers ask students to introduce themselves in front of the class including:
  - ✓ Student Full Name
  - ✓ Student Age
  - ✓ Where student was born
  - ✓ Student Hobby
  - ✓ Student Family
- In here students allowed to talk within 1 to 2 minute
- While students performing the researcher will do an scoring assessment (Pre-Test) of their language speaking

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback from all learning
- The teacher closes with greetings

## 2. Second meeting

- **Early stage :**
  - The teacher came in to say hello (greeting)
  - The teacher explains the teaching objectives in the class and what activities will be learned this about recount text
  - The teacher continues the clear about recount text
  - The teacher explains that they will use dolls for this material of recount text
- **The Core Stage**
  - The teacher writes a short conversation of recount text on the board
  - The teacher explains how to read it and how to pronounce it
  - The teacher asks students to follow the pronunciation method simultaneously over and over
  - The teacher takes out a pecha kucha and makes an example of using conversation from the text on the whiteboard
  - The teacher divides the groups in pairs to make a conversation
  - Teachers ask students to train in class
  - The students can make conversation by themselves
  - The teacher gives students the assignment to practice at home and perform it in front of the class in next meeting
- **Closing Stage**
  - The teacher makes the conclusion of today's learning
  - The teacher gives feedback from all learning
  - The teacher closes with greetings

## 3. Last Meeting

- **Early stage :**
  - The teacher came in to say hello
  - Teachers start learning
  - Teachers ask about their assignments, do they have conversation exercises at home
- **The Core Stage (Post-Test)**
  - The teacher asks students to come forward with their friends to start converting in front of the class by using pecha kucha
  - Teachers listen carefully of their vocab, pronoun, and fluency
  - The teacher asks the other students to listen and listen to them
  - Researchers assess their conversation (Post-Test)

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback from all learning
- The teacher take the last photo with them
- The teacher closes with a farewell and thanks

## CLASS : VIII-C (CONTROL)

### 1. First meeting

- **Early stage :**

- The teacher came in to say hello
- The teacher introduces herself
- The teacher explains the purpose of teaching in that class and what activities will be learned

- **The Core Stage**

- The teacher starts an explanation of the material being taught that is about “introduced yourself and your Family”
- The teacher explains how to introduced yourself and your Family using English and explains vocabulary, pronunciation and so on.
- After that teachers ask students to introduce themselves in front of the class including:
  - ✓ Student Full Name
  - ✓ Student Age
  - ✓ Where student was born
  - ✓ Student Hobby
  - ✓ Student Family
- In here students allowed to talk within 1 to 2 minute
- While students performing the researcher will do an scoring assessment (Pre-Test) of their language speaking

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback and responses from all learning
- The teacher closes with greetings

### 2. Second meeting

- **Early stage :**

- The teacher came in to say hello (greeting)
- The teacher explains the teaching objectives in the class and what activities will be learned this about recount text

- The teacher continues the clear about recount text
- The teacher explains that they will make conversation about recount text in front of the class

**The Core Stage**

- The teacher writes a short conversation of recount text on the board
- The teacher explains how to read it and how to pronounce it
- The teacher asks students to follow the pronunciation method simultaneously over and over
- The teacher divides the groups in pairs to make a conversation
- Teachers ask students to train in class
- The students can make conversation by themselves
- The teacher gives students the assignment to practice at home and perform it in front of the class in next meeting
- **Closing Stage**
  - The teacher makes the conclusion of today's learning
  - The teacher gives feedback from all learning
  - The teacher closes with greetings

3. Last Meeting

- **Early stage :**
  - The teacher came in to say hello
  - Teachers start learning
  - Teachers ask about their assignments, do they have conversation exercises at home
- **The Core Stage (Post-Test)**
  - The teacher asks students to come forward with their friends to start converting in front of the class
  - Teachers listen carefully of their vocab, pronoun, and fluency
  - The teacher asks the other students to listen and listen to them
  - Researchers assess their conversation (Post-Test)
- **Closing Stage**
  - The teacher makes the conclusion of today's learning
  - The teacher gives feedback from all learning
  - The teacher asks for a photo with them
  - The teacher closes with a farewell and thanks

## **Instrument of Data Collection**

### **INSTRUMENT**

Speaking Test

Grade/Semester VIII/2

Conversation (in pairs)

#### **Activity for Pre-Test**

1. You may performing a speaking in front of the class entitle “Introduce yourself” the information you have to share including :
  - ❖ Student Full Name
  - ❖ Student Age
  - ❖ Where student was born
  - ❖ Student Hobby
  - ❖ Student Family
2. You are allowed to talk within 1 to 2 minute
3. You may prepare and deliver your speaking in your own way

#### **Activity for Post-Test**

#### **Post-Test Activity (Experimental Class)**

1. Students performing a conversation in front of the class with your friend by using pecha kucha to deliver an example recount text story about yourself and your Family
2. You may prepare and deliver your speaking in your own way
3. You allowed to talk within 1 to 4 minute

### PRE-TEST SCORE IN EXPERIMENTAL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AMT	5	8	6	8	10	37
2	AH	9	9	4	8	6	36
3	DM	12	8	10	9	10	49
4	FH	4	3	5	6	4	22
5	HT	8	15	8	5	7	43
6	IM	10	9	4	6	8	37
7	MAMS	16	15	8	7	17	63
8	MIAF	9	5	7	8	8	37
9	MA	5	3	4	3	5	20
10	MAF	20	20	11	12	15	66
11	MF	10	10	18	15	8	51
12	MN	12	12	7	10	10	47
13	RF	6	6	8	6	12	37
14	RAF	5	5	4	13	5	30
15	SUL	15	12	8	11	16	62
16	TMH	9	5	4	7	8	37
17	YM	10	7	10	11	16	54
18	ZAF	12	16	9	14	15	66
	<b>Total</b>	<b>177</b>	<b>147</b>	<b>127</b>	<b>159</b>	<b>180</b>	<b>790</b>

## POST-TEST SCORE IN EXPERIMENTAL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AMT	11	12	12	15	10	60
2	AH	17	16	10	17	12	72
3	DM	10	13	11	17	10	61
4	FH	10	8	8	10	14	50
5	HT	13	10	9	12	17	61
6	IM	9	8	10	13	11	51
7	MAMS	19	16	14	20	20	89
8	MIAF	10	8	12	10	10	50
9	MA	10	7	5	12	8	42
10	MAF	20	18	17	19	20	94
11	MF	12	16	11	15	17	74
12	MN	10	16	11	16	17	70
13	RF	8	12	10	6	11	47
14	RAF	13	7	9	9	12	50
15	SUL	19	14	20	20	8	81
16	TMH	12	12	11	15	10	60
17	YM	20	14	15	16	20	89
18	ZAF	20	15	20	17	18	90
	<b>Total</b>	<b>243</b>	<b>222</b>	<b>218</b>	<b>263</b>	<b>245</b>	<b>1,187</b>



### PRE-TEST SCORE IN CONTROL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AM	10	3	4	4	4	25
2	AAS	5	4	3	5	4	21
3	DA	15	10	8	12	15	60
4	FM	10	10	6	8	8	42
5	FP	8	9	8	13	7	45
6	H	7	9	4	9	8	37
7	HAF	10	7	12	4	10	43
8	IZ	13	15	8	13	12	61
9	KR	9	6	4	9	8	36
10	MAS	6	6	6	9	9	38
11	MFH	8	12	13	13	15	61
12	MS	8	8	4	9	11	40
13	MSR	5	11	13	15	12	56
14	RSS	10	12	12	5	11	50
15	TA	4	3	4	3	6	20
16	WA	7	4	9	9	8	37
17	ZAF	12	9	10	15	12	54
18	ZI	5	4	2	4	5	20
	<b>Total</b>	<b>152</b>	<b>142</b>	<b>132</b>	<b>159</b>	<b>165</b>	<b>750</b>

### POST-TEST SCORE IN CONTROL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AM	9	12	6	15	13	55
2	AAS	10	8	8	4	10	40
3	DA	16	15	10	15	16	72
4	FM	12	12	6	15	14	59
5	FP	10	9	5	12	12	48
6	H	10	12	6	13	13	54
7	HAF	10	12	5	17	12	56
8	IZ	20	18	10	14	18	80
9	KR	10	10	6	10	14	50
10	MAS	9	12	4	13	10	48
11	MFH	19	18	10	20	18	85
12	MS	12	15	5	16	12	60
13	MSR	10	17	9	20	19	75
14	RSS	18	15	6	13	13	65
15	TA	8	10	4	10	8	40
16	WA	11	12	6	9	12	50
17	ZAF	11	15	10	17	15	68
18	ZI	10	12	5	10	10	47
	Total	215	234	127	243	239	1,052