Improving EFL Learner's Speaking Performance by Applying Pecha Kucha Presentation Method

THESIS

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Improving EFL Learner's Speaking Performance by Applying

Pecha Kucha Presentation Method

adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Juli 2021

Saya yang membuat pernyataan,

Zahra Namira

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(In the name of Allah the most gracious the most merciful)

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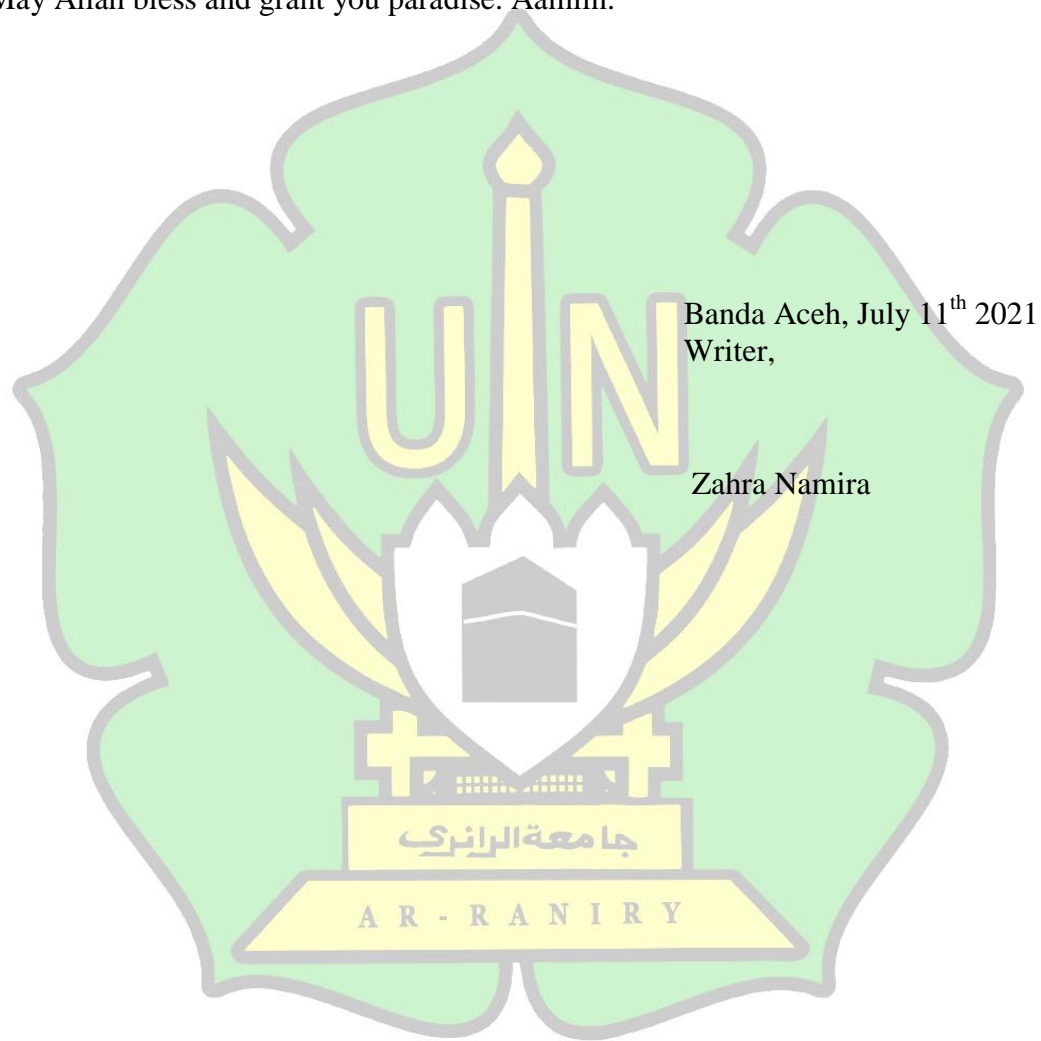
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ABSTRACT

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Major	: Department of English Language Education
Thesis Woking Title	: Improving EFL Learner's Speaking Performance by Applying Pecha Kucha Presentation Method
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Speaking performance is the act of conveying information from a speaker to a listener through words, speech, and sentences, and their oral performance will automatically show the quality of students' competence. Most students find it difficult to express their idea in the target language. This research aims to show improvements in students' average scores before and after t treatment. The research method used in this research is pre-experimental research design. To achieve the goal of this study the researcher used quantitative design, and the research data were collected using pre-test, post-test, and questionnaires. The participants are students of public speaking class unit 5 in 2021 of Universitas Islam Negeri Ar-Raniry (UIN Ar-Raniry) who were chosen randomly. The data results show that the Pecha Kucha method succeeded in improving students' speaking performance, which can be seen from the improvement in the average score from pre-test to post-test. Furthermore, Pecha Kucha also proven to improve students' speaking performance and provide fun learning activities.

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CHAPTER I

INTRODUCTION

This chapter explains the following: Background of the study, research questions, aims of the study, significance of the study, and terminologies.

A. Backgrounds of the Study

English is spread worldwide as an international language and recognized as the first, second, and foreign language. English as a Foreign Language (EFL) is learning English in a non-English-speaking country. English as a Foreign Language refers to people who do not have a common first language (Leyland, 2011). English has become one of the common languages spoken both as a mother tongue and as a second or foreign language in many countries.

As an independent nation, we possess our mother tongue, which has a glorious history and recognition (Ridha & Muniruzzaman, 2020). However, English is considered as the primary foreign language in Indonesia, which means that English is preferred over other foreign languages (Arniatika, 2018). It means that English is inseparable from the education system and the daily routines of Indonesian students. English is the basis for language learners to use and improve their oral skills as a tool in students' everyday lives.

Moreover, speaking is considered to be the most challenging skill ever among others. Speaking is a productive competency that aims to communicate something from the speaker to the listener in spoken language. Allowing inexperience persons to talk English correctly and adequately is the primary intention of any English teaching (Tuan & Mai, 2015).

However, some students complained about their lack of oral English skills. Under investigation, the primary reason is that English is not the native language of Indonesian students, so students are not used to interacting in English. Students may also have trouble speaking in English due to irrelevant and ineffective learning competencies.

As the researcher discovered that the EFL learners confront numerous particular challenges at Universitas Islam Negeri Ar-Raniry (UIN Ar-Raniry), such as; they take an excessive amount of time to think before talking, and sometimes they have no concept about what they want to mention. Several variables can cause the problem; students' interest in speaking, subject matter, media, and teaching techniques are wrong.

For college students, it is crucial to search for specific topics, explain what they locate, and organize them in the form of oral presentations (Laborda & Litzler, 2017). These abilities allow college students to gather information and enhance their speaking abilities. Murugaiah (2016) stated that using Microsoft Office PowerPoint is the most common way to present specific material content verbally.

However, Murugaiah found some issues weakened the students' speech, such as no longer focusing on the material, reading long paragraphs, and exceeding the allotted time. Consequently, students ought to be more creative in using Microsoft PowerPoint software. As an alternative to traditional presentations that take a lot of time, an innovative way of using Microsoft PowerPoint called Pecha Kucha was created (Robinson, 2015).

Microsoft PowerPoint is not the only way to present Pecha Kucha. Other methods such as printed paper, Prezi, and others can also be used to do a Pecha Kucha presentation. However, Microsoft Office PowerPoint is the most common way used by students to make presentations.

Pecha Kucha is a Japanese term for conversation. It was designed by two architects named Astrid Klein and Mark Dytham (Coskun, 2017). Quoted from their official website (http://www.pechakucha.org/), Pecha Kucha is a presentation format that includes 20 slides, and every slide may be displayed for 20 seconds. It means that the complete Pecha Kucha presentation lasts only 6 minutes and 40 seconds. As Lucas and Rawlins (2015) stated, Pecha Kucha is an alternative to lengthy, wordy, and dull Microsoft PowerPoint presentations, often neglecting the use of images. In Pecha Kucha's presentation, 20-seconds automated pictorial slides should be generated inside a system like Microsoft PowerPoint, where every slide would not comprise phrases but most effective pictures, photos, or graphics.

Based on the problems above, researchers are interested in conducting this research to learn more about speaking performance. This study focuses on improving speaking performance and EFL learning activities. The results of this study are expected to support theories related to improving students' speaking performance and learning activities.

B. Research Questions

Based on the background of this study, the researcher formulates the research question as follows:

1. Does Pecha Kucha presentation method improve students' speaking performance?

2. Does Pecha Kucha presentation method improve the learning activities of EFL Students?

C. Aims of The Study

The purposes of this study are as follow:

1. To find out whether using Pecha Kucha will improve speaking performance.

2. To investigate to what extent Pecha Kucha will improve students' speaking performance.

3. To know the advantages of using Pecha Kucha in improving learning activities of EFL Learners.

D. Significance of Study

After conducting the research, the writer expects that the result of the study would be useful for the teachers, students, and other researchers. The teacher will be able to use this method, Pecha Kucha presentation method, in order to improve students' speaking performance and learning activities. After the writer completely and successfully applied it, the teacher can take the result and apply them in their teaching-learning process to help them in improving students' speaking performance and learning activities. Using Pecha Kucha during the teaching-learning process will hopefully motivate students to be more encouraged to talk, express their opinions, improve their speaking performance, and learning activities.

Then, the results of this study are also expected to support the theories related to improving students' speaking performance. For the other researchers, this study can be used as a research reference for other researchers who have similar topics and purposes. This study can be used as a reference to build prior knowledge and give a new idea for conducting the research.

E. Terminologies

a. EFL Students

EFL students are students studying English in their own country who are not the first English language users. For instance, an Indonesian learns English in Indonesia. Abdallah (2011) describes EFL learners as "the use or learning of English by speakers of a different native language."

b. Speaking Performance

According to Farabi, Hassanvand, and Gorjian (2017), speaking is an important part of language learning and teaching that involves the production, reception and processing of information. Brown (2015) stated that performance is an observable and concrete manifestation or realization of ability. Oral performance is the act of conveying information from the speaker to the listener through words, speech and sentences, and their oral performance will automatically show the quality of students' competence.

c. Pecha Kucha

Pecha Kucha is a Japanese term for conversation. It was designed by two architects named Astrid Klein and Mark Dytham. Pecha Kucha is a presentation format that uses 20 slides and explains every single slide in 20 seconds. In Pecha Kucha's presentation, 20-second automatic, pictorial slides should be generated inside a system like Microsoft PowerPoint. Each slide does not contain words but only pictures, photos, or graphics, so the speaker must speak for 6 minutes and 40 seconds (www .pecha-kucha.org).
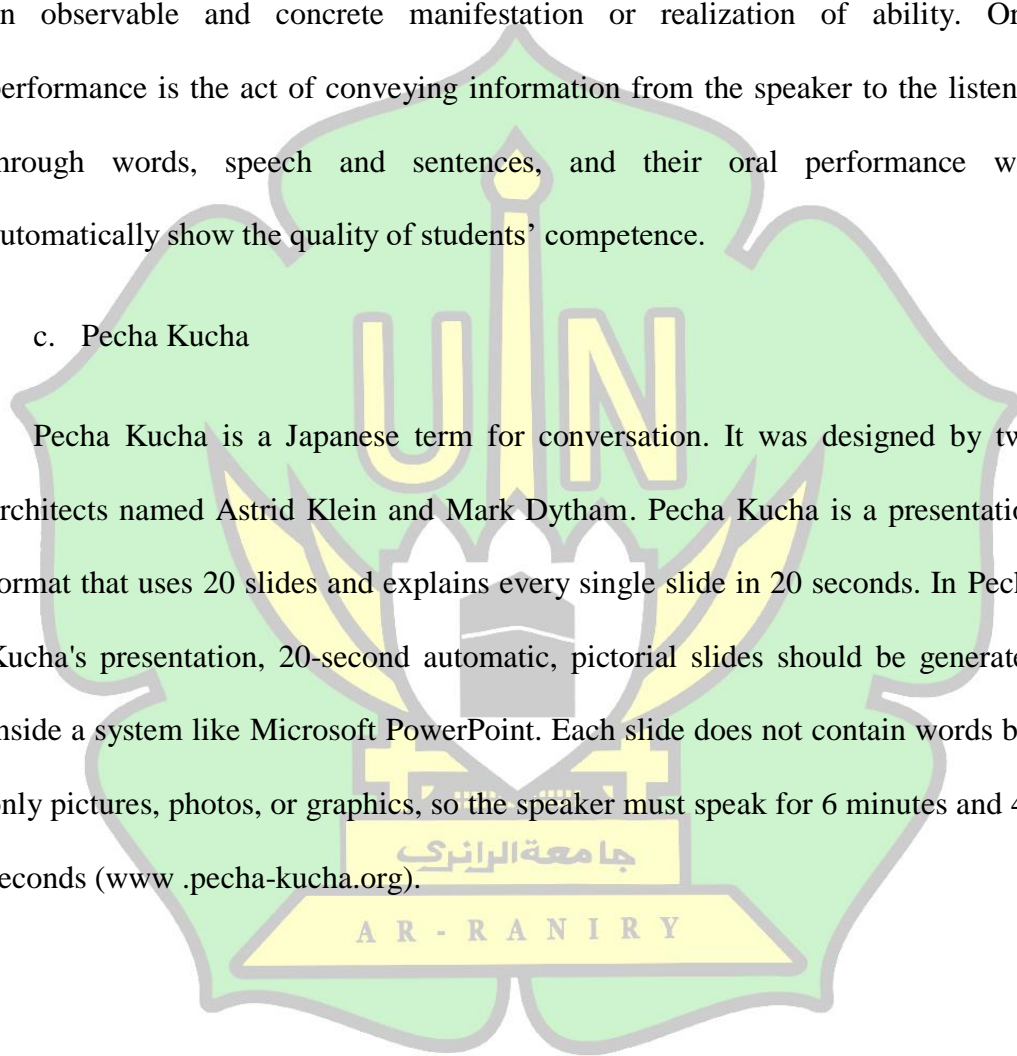
CHAPTER II

LITERATURE REVIEW

This chapter provides a literature review that is related to the research. It discusses speaking performance and Pecha Kucha.

A. Speaking Performance

1. Overview of Speaking Performance

The meaning of speaking performance can first be explained by understanding the importance of speaking and overall performance. According to Farabi et al. (2017), speaking is an important part of language learning and teaching that involves producing, receiving, and processing information

Ashour (2014) defined speaking as an interactive activity involving others, different from reading, listening, or writing skills. It is associated with utterances, the creation of meanings, reception, and data processing. Basic components such as introduction, content, and conclusion are important points that the speaker must pay attention to in speaking presentations to keep the audience engaged (Widyastuti, Mahaputri, and Cirebon 2015).

Brown (2015) claims that when a person can speak a language, he or she is capable of carrying on a conversation. He also stated that the ability to attain pragmatic goals through interactive dialogue with speakers of other languages is usually always a measure of success in studying a language.

Speaking is a productive skill. Speaking is divided into two categories. They are accuracy and fluency The degree to which students' speech reflects what individuals actually say when using the target language is known as accuracy. Furthermore, fluency refers to how quickly and confidently speakers utilize a language, with little hesitation, artificial pauses, incorrect beginnings, word searches, and so on (Nawshin, 2009).

Based on the definitions above, the researcher concludes that speaking is a productive skill. Speaking is a process that involves the speaker and the audience to convey information. Speaking is divided into two categories which are accuracy and fluency.

At the same time, several experts have defined the term performance. For Brown (2015), performance is an observable and concrete manifestation or realization of ability. This term explains that performance can be observed by actually doing something. The strengths and weaknesses of a person's abilities can be measured from his actual performance. Performance includes the use of grammar in understanding and producing language. This theory views the performance in terms of the show's content (such as grammar and language).

In addition, Chomsky (2006) showed that performance is related to word ability and is defined as the specific application of a particular language in producing and understanding speech. In short, the term performance can be defined as a particular speech act that tries to explain how the speaker uses language to achieve the expected behaviour and how the listener infers the

speaker's goal. Consequently, investigating students' oral performance will ultimately give both lecturers and students a strong view of improving English learning (Amiruddin, 2019).

Therefore, according to the experts' definitions mentioned above, the researcher concludes that oral performance is the act of conveying information from the speaker to the listener through words, speech and sentences, and their oral performance will automatically show the quality of students' competence.

2. Essential Competencies in Speaking Performance

According to Yule (2016), there are three essential competencies to improve speaking performance, as follows :

a. Grammatical Competence

Grammatical competence requires the accurate use of words and structures. In addition, three primary forms of linguistic skill are also included: syntactic, semantic, and phonological. The first relates to combining words to form grammatical sentences and understanding which word sequences form grammatical or ungrammatical sentences. The second is semantic that subsumes for well-formed sentences or ill-formed sentences. The last is phonological that includes the phonological well-formedness or ill-formedness of sentences.

b. Sociolinguistic Competence

This competency consists of two sets of rules: rules of socio-cultural use and rules of discourse. In particular, the style and register of speech is influenced by the topic of discourse, social status, gender and age of the participants. Knowledge of these rules will be crucial in setting attention to social meaning, especially when there is a low degree of transparency between literal utterances and the speaker's intentions.

c. Strategic Competence

Strategic competence is the ability to organize messages effectively and be able to overcome difficulties. These competencies consist of verbal and nonverbal communication, strategies that can be used as compensation for communication disorders due to inadequate performance variables or competencies.

3. Teaching Speaking Principle

Brown (2015) stated that there are seven principles for designing speaking skills.

a. Use techniques that meet various learner needs, from a language-based emphasis on accuracy to messages based on interaction, meaning and fluency.

b. Provide motivation.

c. Encourage the use of authentic language in a meaningful context.

d. Provide appropriate feedback and corrections.

e. Take advantage of the natural connection between speaking and listening.

f.   Provide opportunities for students to initiate oral communication.

g.   Encourage the development of oral expression strategies.

Scott (1981) mentioned three steps to teach speech. The first step is to state the goal. The teacher must put what operation the student will learn. When students understand the purpose of learning, instructions will be done communicatively. Teachers can tell students the purpose of the lesson directly. Give students instructions for brainstorming preferred goals. Another way is to use visual aids to capture students' attention and participation.

The next step is the presentation. One thing to note in this stage is that the entire language operation that will be given in the lesson is presented in context. It is very important to make language items clear. To contextualize language items, teachers can use text, video, recordings or images in the form of native speaker transactions and the like. The latter is rehearsal and production. Drilling checks will be given to students in phases to see if they have understood what is learned through repetition of the language choir presented and then moved on to individual responses. Teachers will direct students by providing gaps in information and feedback for students. And students' answers are not only seen in terms of grammatical accuracy but more than the suitability and acceptance of language.

Then, according to Brown (2001) there are several important points that should be considered in teaching to speak to young learners. The first thing to consider is who the student is and why they are. The obvious goal is the next one. At the end of the lesson, students are at least able to do something using spoken

English. Third, because the ultimate goal of speaking learning is communication, all materials provided to students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in their daily lives. The role of teachers in speaking learning is to create activities where students can practice and apply what they have learned orally. In other words, it is the student's turn to practice communication.

4. **Activities to Improve Speaking Performance**

The teacher is believed to consider some factors to decide what will implement speaking activities. Here a variety of classroom speaking activities are explained by Harmer (2015) as follows:

a. Acting From Script

This activity encourages the teacher to ask students to do a scene written by them from a play, textbook, or dialogue. Sometimes it can be accompanied by recording the results. That is, acting is the learning and activity of producing language by giving practice to students in these matters before showing the results.

b. Playing Communication Games

This form of activity uses games aimed at triggering communication between students. This often relies on an information gap so that to perform the required tasks, and one student has to speak to the partner.

c. Discussions

Effective speaking in language classes needs to be supported by the teacher. As a consequence of choosing between specific alternatives in the discussion, it can be done by having activities that compel students to decide.

d. Prepared Talk

In this form of activity, students are allowed to choose a topic they want to present. The talks are not designed for informal discussion because this activity represents a defined and good speaking communication that would be extremely interesting for the speaker and audience if adequately organized.

e. Questionnaires

This form of activity allows students to design questionnaires about any relevant issue. By making the regular use of such repetitive language patterns, the questioner and the respondent have something to say to each other and are therefore located in the center of the continuum of contact between people. The findings obtained from the questionnaire may form the basis of written analysis, discussions, or prepared discussions.

This form of activity allows students to design a questionnaire on a relevant issue. Using language patterns that are repeated regularly, the questioner and the respondent have something to say to each other and therefore located at the center of the continuum of contact between people. The findings obtained from the

questionnaire can form the basis of written analysis, discussion, or prepared discussion.

f. Simulation and Role Play

These types of tasks may be used to facilitate general oral fluency or by simulating a real-life environment to prepare students for particular circumstances. These are appropriate for specific purposes for ESL. However, these activities have three distinct advantages. First, good fun and motivational activities can be both simulation and role play. Second, simulation and role-play allow hesitant students to be more confident in speaking because they don't have to take any responsibility for what they say. Third, both simulation and role-play allow a wide range of languages to be used by students.

5. Types of Speaking Performance in Classroom

According to Brown (2015), several types of speaking performance can be applied in class, as follows:

a. Imitative

A very limited part of spoken time in class can be legitimately used to produce "human recorder" speech, for example, students practicing intonation contours or trying to define certain vowels. This imitation is not for meaningful interaction but rather to focus attention on certain elements of certain language forms.

b.   Reinforcement

Spoken language reinforcement goes beyond imitation, including any spoken performance to practice certain phonetic or grammatical aspects of the language. Intensive Spoken English can be spontaneous or part of several pair work activities in which students "pass" certain forms of language.

c.   Responsive

Most student speech in class is responsive: brief responses to questions or comments made by the teacher or student. This response is usually sufficient and does not extend into the conversation.

d.   Transactional (dialogue)

Transactional language is done to transmit or exchange certain information, which is an extension of receptive language.

e.   Interpersonal (dialogue)

Another form of dialogue is interpersonal dialogue; the main purpose is to maintain social relations, not to convey facts and information..

f.   Monologue

Finally, intermediate to advanced students are asked to give a long monologue in an oral report, summary, or short speech. Here, the list is more formal and intentional. This monologue can be planned or improvised.

B. Pecha Kucha

1. The Principle of Pecha Kucha

Pecha Kucha (chit chat in Japanese) presentations can be used individually and for group projects. This presentation format was first created in Tokyo in 2003 by the British architects Klein and Dytham for an event in which designers presented their work through the brief and visually enticing presentations to attract attention from the audience. The format contains 20 slides, each automatically running for 20 seconds, so the whole presentation lasts only 6 minutes and 40 seconds. The idea behind Pecha Kucha is to keep the presentation concise, level of interest and have many speakers share their thoughts during a conference (Herchmer, 2012).

2. The Advantages of Pecha Kucha

According to Mafiroh (2017), there are many advantages of using Pecha Kucha, such as:

a. The pictures and the visual interest created by Pecha Kucha often noticed by students because the visuals are better than a typical Microsoft PowerPoint.

b. The timing was limited, and for that, many people saw a positive side. There is no risk for the presenters to run over due to the automated slideshow in their time. Therefore the presenters and the listeners pay attention to the content and are interested.

c. The faster pace of the Pecha Kucha presentation controls the listeners'
attention better than the traditional format such as quick and effective,
short and to the idea, and will keep the audience attention the whole time.

d. The constraint on the data that could be used forced the presenters to give
priority to what they shared with the audience. For instance, only real
worth information, requiring people to provide only significant
information, forces the presenter to prioritize, concisely and effectively
communicate the key points.

Besides those advantages, Pecha Kucha presentation style also offers many
other opportunities. First of all, it has been shown that Pecha Kucha improves
students' speaking and oral presentation skills (Nguyen, 2015; Shiobara, 2015).
According to Artyushina, Sheypak, and Khovrin (2010), Pecha Kucha's
presentation style is also considered to encourage English students to consider
linguistic, paralinguistic, and technical elements of presentation. Presenters can
achieve automation and speak more confidently as a result of the Pecha Kucha
experience because such presentations require a lot of practice for the presenter to
set the allocated time correctly (Baker, 2014). In addition, students who present
Pecha Kucha become more independent in formulating their ideas and more active
in the language learning process (Baskara, 2015). according to Mabuan (2016) the
added benefit of integrating Pecha Kucha into language classes is improving
students' information and communication technology (ICT) skills. On the other
hand, Ryan (2012) revealed that using Pecha Kucha can help students improve
students' pronunciation by allowing them to produce natural speech following the

tempo of the presentation style. Last but not least, as Michaud emphasized (2015), Pecha Kucha gives students the opportunity to create and present topics they like.

3. The Disadvantages of Pecha Kucha

Contrary to the advantages of Pecha Kucha, some common themes appeared in response to be the disadvantages of Pecha Kucha (Anderson & Williams, 2012), among others:

a. Many students pointed out that the timing component of this format is unfavorable. Examples of these responses include less quality due to the competition with time. There is no time to explain more details; trying to stay within the deadline is frustrating; time is difficult to grasp; twenty seconds is short and frightening.

b. Similar to time constraints, restrictions on content are viewed as unfavorable by many people. An example does not have time to explain more details; it is difficult to choose the information to use limited coverage of essential topics, tight time, and not everything can be covered (in a hurry).

c. Compared with the traditional presentation format, more practice is required. This is because students are forced to study longer slides. If the host has not practiced well before, it will be a weak presentation.

4. **Solutions of Problem in Preparing Pecha Kucha**

There are several solutions to the problem that will face in preparing Pecha Kucha presentation, which are:

a. Students are encouraged to send their presentation slides to the teacher to ensure that the presentation slides and what will be conveyed are suitable and within the specified time.

b. Make the draft story as short as possible and emphasize the main points because Pecha Kucha presentations force students to make presentations with a narrower focus without underestimating certain points (Levin & Peterson, 2013).

c. Use simple slides with limited images, words, or sentences in it.

5. **Pecha Kucha and Speaking Performance**

According to Richards (2009), speaking performances involve several examples of good behavior such as: speech models, oral presentations, stories, etc., through video or audio recordings or written examples. As stated earlier, the idea behind Pecha Kucha is to keep the presentation brief, increase interest, and provide more opportunities to express ideas. The Pecha Kucha method can also be identified as a way how teachers can measure student competencies such as grammatical competence and discourse competence. All competencies are reflected in students' work in their own Pecha Kucha presentation. These statements are related because since Pecha Kucha is performed using oral presentation, teaching of speaking performance can be applied to the use of spoken language.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methods for conducting this research. It includes research design, research participants, technique of data collection, and technique of data analysis.

A. Research Design

The design of this study is a pre-experimental design. The characteristic of the pre-experimental design is that this design may have pre-test and post-test, and no control group. According to Gay and Airasian (2012), a set of pre-tests and The post-test layout takes a set, which is pre-tested, exposed to treatment, and post-tested.

This study uses a set of pre-test and post-test designs that are required to measure or observe a group or undergo some form of treatment and to measure or observe before the test. The pre-test provides a measure of a particular attribute or characteristic that the researcher evaluates for experimental participants before the group receives treatment. The post-test evaluation measures some attribute or characteristic that the experimental participant evaluates after treatment (Creswell, 2015).

B. Research Participants

In this study, the researcher obtained samples by using simple random sampling because every member of the population has the same chance of being

selected. The function of simple random sampling is to select individuals to be the sample, and these individuals will represent the population. Creswell (2015) explained that subtle changes in the simple random sampling procedure would be used in systematic sampling. In this study, researchers used a simple random sample to choose one class unit from a total of seven class units in the Public Speaking subject to be the object of the study randomly.

Population is a generalization field consisting of objects or subjects that researchers decide to study certain quantities and characteristics that can produce conclusions (Sugiyono, 2015). Population is the number of people in a particular place. The population of this study is the students who take Public Speaking subject in English Language Education Department Program at Universitas Islam Negeri Ar-Raniry (UIN Ar-Raniry).

Sample is defined as a smaller data set that is selected by the researcher from a larger population using a predetermined selection method. In order to generalize the target population, Creswell (2015) stated that samples are the core component of the target population to be examined by researchers. The sample in this study is 13 to 17 participants from the Public Speaking subject Unit 5 year 2021 of the fourth semester English Language Education Department students at UIN Ar-Raniry, Banda Aceh.

C. Method of Data Collection

Data collection techniques are tools for collecting data to receive information related to research studies (Alfi, 2015). Tests and questionnaires collected all data from this study.

1. Test

To collect the data from this study, the researcher used test. Testing is the way in which a person's ability, knowledge, or performance is measured. Two forms of tests are provided by this technique; pre-test and post-test

a. Pre-test

The purpose of pre-testing is to identify problems with the data collection instrument and find possible solutions. In this case, a pre-test was conducted before applying the Pecha Kucha presentation method to measure students' speaking ability.

b. Post-test

After giving treatment to the students using the Pecha Kucha presentation method, a post-test was conducted. The researcher then measured the students' speaking performance by using the speaking performance assessment rubric.

2. Questionnaire

According to Sugiyono (2015), questionnaires are data collection techniques that respond to respondents by providing a set of questions or statements. Types of questionnaires are divided into two types, namely open questionnaires and closed questionnaires. Closed questionnaires refer to short questions with choices in each question, meaning that the answers are limited in providing choices. Open questionnaires are free answers that allow respondents to express their opinions without being limited (Annum, 2017). In this study, the questionnaire was used to answer the second research question.

D. Method of Data Analysis

Data analysis is a systematic process that helps researchers understand data. Data analysis is the researcher conducts an in-depth analysis and presents the findings in a compact and theoretical manner (Mohajan, 2017).

1. Test

The researcher analyzed the data by comparing the scores obtained by the respondents before treatment (pre-test) and after treatment (post-test). Researchers assess and collect speaking score data using the speaking rubric below.

Table 3.1 *Oral Proficiency Scoring Categories*

Score	Fluency	Pronunciation	Vocabulary	Grammar	Details
0-5	Speech is slow, hesitant, and difficult to feel continuity in speech.	Poor pronunciation and hard to understand.	The language control is weak, the vocabulary used is not in accordance with the task.	Grammatical errors often occur, meaning is not clear.	The description is so lacking that listeners cannot understand.
6-10	Speech is often hesitant with a few sentences not finished.	Pronunciation is okay, no attempt at native accent.	Weak language control, choice of basic vocabulary with some words is clearly lacking.	Frequent grammatical errors, even in simple structures that sometimes obscure meaning.	The description lacks some important details that make it difficult for listeners to understand.
11-15	Speak fluently, a little hesitant and a slight searching for words.	Good pronunciation, good accent.	Good language control, relatively good vocabulary range.	Some errors in grammatical structure may be caused by attempts to include variations in structure.	Good level of description, all necessary information is included.
16-20	Smooth and fluent speech, little or no hesitation.	Excellent pronunciatio, good effort on accent.	Excellent control of language features, extensive or well-chosen vocabulary.	Grammatical structure accuracy and variety.	Excellent level of description, additional details beyond the required.

To analyze the data obtained from the tests, the researcher uses the following formula and then compares the pre-test and post-test scores.

$$\bar{x} = \frac{\sum x}{n}$$

Descriptions:

$\bar{x}$ = (read as x bar) is the average score of the data

Σx = Sum of all data

N = Number of data

2. Questionnaire

To analyze the data obtained from the questionnaire, the researcher used a simple statistical formula as follows:

$$P = \frac{F}{N} X\ 100$$

Descriptions :

P = Percentage

F = Frequency

N = Number of sample

100% = Constants value.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings of data collected from May 24 to June 3, 2021. The results of the analysis are then discussed further to answer the research questions of this study.

A. Findings

Based on the data and processes during the research, the teaching and learning process was divided into three meetings started from May 24 to June 3 2021, in the Public Speaking unit 5 class. In the first meeting, the researcher gave a pre-test by giving a speaking test that introduced the students themselves. It is used to determine the students' speaking ability before getting treatment.

In the second meeting, students were briefed on Pecha Kucha. The researcher explained Pecha Kucha and how to make a presentation using the Pecha Kucha format with an automatically set time in Microsoft PowerPoint. The researcher considered the initial duration of the original Pecha Kucha presentation, which is 6 minutes and 40 seconds per student. For pedagogical reasons, the duration was reduced to half the time. Thus, each student presented individually for 3 minutes and 20 seconds using only 10 slides. Before the post-test, the researcher told respondents about Pecha Kucha.

The last meeting was to give post-test to students after getting treatment. After students get treatment, students are more active and enthusiastic to speak. After

treatment, we can see a significant difference between the pre-test and post-test scores.

1. Findings from The Pre-test

There were 20 students in public speaking class unit 5 year 2021 and 3 of them did not attend the class on the day of pre-test. But, there are 17 students did the pre-test. The scores can be seen in the table below.

Table 4.1 *The Pre-Test Score*

NO	Students' Initial	Speaking Score					
		Fluency	Pronunciation	Vocabulary	Grammar	Details	Total
1	RD	17	15	17	15	17	81
2	KM	10	10	10	10	15	55
3	FMA	15	15	15	15	15	75
4	ANS	15	15	15	10	15	70
5	MRA	15	15	15	10	15	70
6	MS	10	15	15	15	15	70
7	ZA	15	10	15	10	15	65
8	F	15	15	15	15	15	75
9	DB	15	15	15	15	15	75
10	M	15	12	12	10	15	64
11	HAS	5	10	10	10	10	45
12	IBF	15	15	15	10	15	70
13	RI	12	15	15	10	12	64
14	FR	15	10	15	10	15	65
15	RA	10	15	15	10	15	65
16	RF	10	15	15	10	15	65
17	MK	15	10	10	10	10	55
		Total Score					1129

The following is the average score of Pre-Test from Public Speaking class unit 5 year 2021.

$$\bar{x} = \frac{1129}{17} = 66.4$$

From the data above, the researcher concluded that the students' speaking performance scores were poor. Moreover, this figure implies that; a. students speak less fluently, which causes listeners to understand less, b. there are many pronunciation errors so cannot adequately understand students' speech, c. students use limited and inappropriate vocabulary, d. the students have many grammatical errors, and e. lack of description.

2. **Findings from The Post-Test**

There were 20 students in public speaking class unit 5 year 2021, and 7 of them did not attend the class on the day of pre-test. But, there are only 13 students who did the post-test. The scores can be seen in the table below.

Table 4.2 *The Post-test Score*

NO	Students' Initial	Speaking Score					
		Fluency	Pronunciation	Vocabulary	Grammar	Details	Total
1	RD	20	20	15	15	20	90
2	KM	10	15	15	10	15	65
3	FMA	17	17	17	17	17	85
4	ANS	20	17	15	15	20	87
5	MRA	17	17	17	17	17	85
6	MS	13	15	15	15	17	75
7	ZA	15	15	15	15	15	75
8	F	17	17	15	15	17	81
9	DB	17	17	15	15	20	84
10	M	15	15	15	10	15	70
11	HAS	10	15	10	10	10	60

12	IBF	15	15	15	15	20	80
13	RI	15	15	15	15	15	75
Total Score							1012

The following is the average score of Post-Test from Public Speaking class unit 5 year 2021.

$$\bar{x} = \frac{1012}{13} = 77.8$$

The data shows that the students' speaking performance scores were higher than the pre-test score. The data indicates that there is improvement in students' fluency, pronunciation, vocabulary, grammar, and description. Based on the data, the researcher concluded that Pecha Kucha is an approach that can be relied upon to improve students' speaking performance.

3. Findings from The Questionnaire

The researcher used a questionnaire to answer research question number two. Questionnaires were distributed to students in unit 5 public speaking class year 2021. Six students did not come to class. So there were only 13 students who filled out the questionnaire. The results of the questionnaire were analyzed using a simple statistical formula.

The data that has been obtained from the questionnaire can be seen in the following table and description.

a. Enjoyment preparing and presenting Pecha Kucha

Table 4.3 *Question 1*

Q.1 Option	Frequency	Percentage
Strongly Agree	3	23.1%
Agree	9	69.2%
Disagree	1	7.7%
Strongly Disagree	0	0%
Total	13	100%

Based on the data obtained in table 4.3, most of the respondents agree that the Pecha Kucha approach is pleasant (23.1% Strongly Agree and 69.2% Agree). The fact that they enjoy working with Pecha Kucha is a very positive aspect of motivation that offsets the findings in question 3. Only a few respondents feel they need to practice more with this presentation format.

b. Improvement of presentation skills

Table 4.4 *Question 2*

Q.2 Option	Frequency	Percentage
Strongly Agree	6	46.2%
Agree	7	53.8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	13	100%

All of the students (46.2% Strongly Agree and 53.8% Agree) answered positively for question 2. Pecha Kucha was also reported in previous study to improve presentation skills (Beyer, 2011). It indicates that students prepare and practice more by using the 20x20 format, deliver much more engaging presentations, and feel that the format helps them improve their presentation skills.

c. Demands of using Pecha Kucha compared to traditional presentations

Table 4.5 *Question 3*

Q.3 Option	Frequency	Percentage
Strongly Agree	6	46.2%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	0	0%
Total	13	100%

The majority of the participants answered positively (46.2% Strongly Agree and 46.2% Agree) and 7.7% disagree that Pecha Kucha style is better than the traditional style. A possible reason for the disagreement in this finding may be due to this format's lack of flexibility and time constraints.

d. Pecha Kucha style compared to traditional presentations

Table 4.6 *Question 4*

Q.4 Option	Frequency	Percentage
Strongly Agree	4	30.8%
Agree	7	53.8%
Disagree	2	15.4%
Strongly Disagree	0	0%
Total	13	100%

For question 4, most participants answered positively (30.8% Strongly Agree and 53.8% Agree) and 15.4% disagreed. For 15.4.% disagree, the reason for this finding may be due to the fact that these students have varying proficiency levels, with half of them being more fluent in the language. For this reason, they may find that using the 20x20 format is just as difficult as the traditional format. Christianson and Payne (2011) agree that the nature of the 20x20 format requires students to practice more because of the slide timer. However, by doing so,

students are forced to focus on the language content which leads to sharper and

higher quality presentations (Ryan, 2012).

e. Level of difficulty of using Pecha Kucha compared to traditional
   presentations

Table 4.7 *Question 5*

Q.5 Option	Frequency	Percentage
Strongly Agree	4	30.8%
Agree	5	38.5%
Disagree	4	30.8%
Strongly Disagree	0	0%
Total	13	100%

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The data for question 5 shows that more than half of the students (30.8%

Strongly Agree and 38.5% Agree) felt that preparing Pecha Kucha presentations

was more difficult than traditional presentations. There is 30.8% of respondents

disagreed with this statement. Indeed, the 20x20 format requires students to

choose visually appealing images related to the topic, concisely, and deliver a

well-organized and brief presentation. They also need more practice to adapt to

the time limit per slide.

f. Improvement of speaking skills in English

Table 4.8 *Question 6*

| Q.6 Option	Frequency	Percentage
Strongly Agree	8	61.5%
Agree	5	38.5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	13	100%

Regarding the development of speaking skills in English, all of the respondents (61.5% Strongly agree and 38.5% Agree), which is in line with the researcher's expectation that this format will help improve their speaking skills. This data indicates that the students prepared well for their presentation and benefited from the Pecha Kucha presentation method.

g. Pecha Kucha provides fun learning activities

Table 4.9 *Question 7*

Q.7 Option	Frequency	Percentage
Strongly Agree	5	38.5%
Agree	8	61.5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**13**	**100%**

The data above shows that all of the students agreed that the Pecha Kucha presentation method has been able to make the learning activities more enjoyable (38.5% Strongly Agree and 61.5% Agree). It means that Pecha Kucha can make students more active and enthusiastic in improving their oral skills and performance.
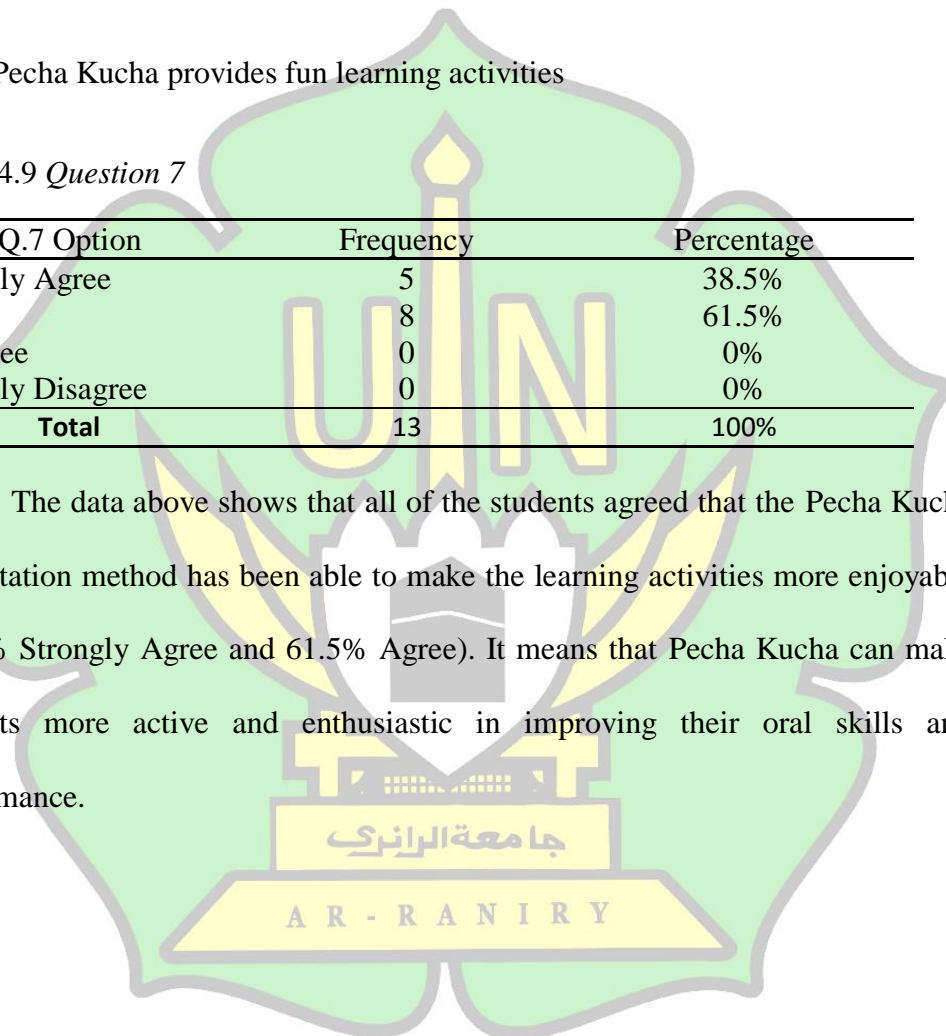
B. Discussion

The purpose of this study was to find out that Pecha Kucha can improve English as a Foreign Language (EFL) learners' speaking performance and improve EFL learners' learning activities. The results of this study are presented in two main points based on the research questions. The points are; Pecha Kucha can improve students' speaking performance based on the score of before and after treatment, and Pecha Kucha can improve EFL learning activities that can be shown based on the questionnaire that the respondents have answered.

The indicator of success of this study will be based on the oral proficiency scoring categories proposed by Marek and Wu (2011). The study is considered successful if the students made significant improvements in students average scores before and after the treatment. Because this research was conducted during the Covid-19 outbreak, which resulted in the closure of schools and universities, this research was conducted through online meetings using the Zoom Application. The total number of students in unit 5 is 20 people, but for some reason, only 13 to 17 students attend the online meeting.

Baker (2014) maintains that presenters can achieve automation and speak more confidently due to the Pecha Kucha experience because such presentations require a lot of practice for the presenter to manage the time allocated properly. In the questionnaire of this study, all of the participants agreed that Pecha Kucha is a useful format for improving presentation skill, which means that the participants have prepared well to present by using the Pecha Kucha format. Besides that,

Nguyen (2015) and Shiobara (2015) stated that Pecha Kucha improves students' speaking and oral presentation skills. Based on the data of this study, where the post-test is higher than the pre-test (77.8>66.4), it can be conclude that Pecha Kucha improves students' speaking performance.

Ryan (2012) revealed that using Pecha Kucha can help students improve their pronunciation by enabling them to produce natural speech following the tempo of the presentation style. It can be seen from the pre-test and post-test score in pronunciation column. From the pronunciation column, the pronunciation of the students are better at the post-test (after using Pecha Kucha format) than the pre-test score.

The Pecha Kucha presentation style is also thought to encourage English students to consider linguistic, paralinguistic, and technical elements of presentation (Artyushina, Sheypak, & Khovrin, 2010). It can be seen on the pre-test and post-test scores that there is improvement in every element of the oral proficiency scoring categories (fluency, pronunciation, vocabulary, grammar, details). It indicates that Pecha Kucha encourages students to consider the linguistic, which is according to the previous study.

Michaud (2015) emphasized Pecha Kucha provides opportunities for students to be creative and make presentations on topics they are passionate about. Most of the respondents agree that the Pecha Kucha approach is pleasant and provides fun learning activities in the questionnaire. It also helped them make better

presentations than freestyle presentations. It indicates that Pecha Kucha makes students be more creative to make their presentations better.

Based on the pre-test, post-test, and questionnaire results, it can be concluded that there is an improvement in the students' speaking test scores and learning activities. This increase can be seen from the scores, where the post-test was higher than the pre-test (77.8>66.4). In conclusion, Pecha Kucha can improve students' speaking performance and also learning activities of EFL students.
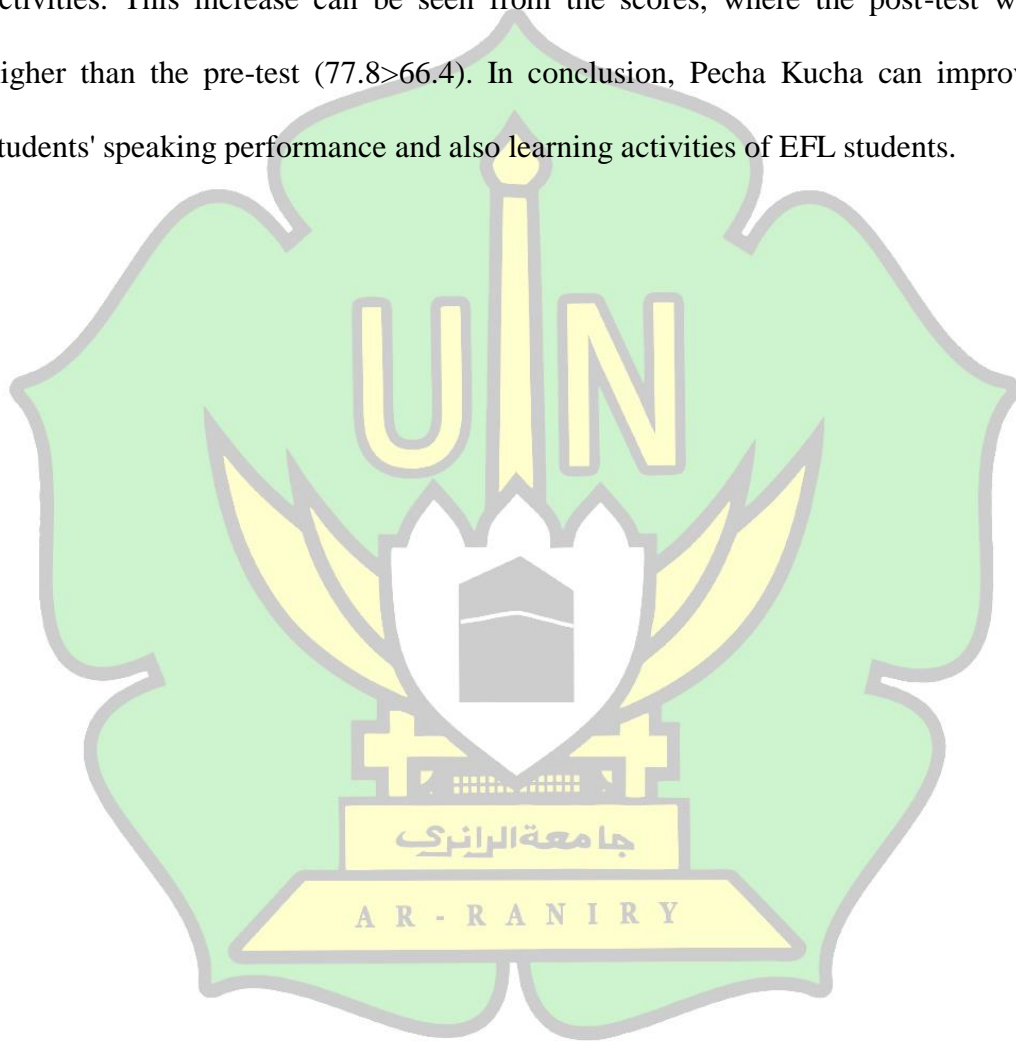
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study related to the use of the Pecha Kucha method of presentation to English as a Foreign Language (EFL) students and proposes some recommendations to future researchers.

A. Conclusion

This research was carried out on fourth semester students who took the Public Speaking subject in Unit 5 year 2021 at Universitas Islam Negeri Ar-Raniry (UIN Ar-Raniry). This study was conducted from 24 May to 3 June. This research was conducted through online meetings using Zoom Application because this research was conducted during the Covid-19 outbreak, which resulted in the closure of schools and universities. The total number of students in unit 5 is 20 people, but for some reason, only 17 students attend the first online meeting, 15 students attend the second meeting and 13 students attend the last online meeting.

The Pecha Kucha presentation method become one of the approaches that can be used to improve students' speaking performance. It can be seen from the data that has bee obtained where the students' post-test score was higher than stdents' pre-test score (77.8>66.4). It shows that they improved several aspects of speaking performance, such as fluency, pronunciation, vocabulary, grammar, and details.

Therefore Pecha Kucha presentation method can be an effective method to be applied and can be used as an alternative in teaching speaking because the method is proven to improve students' speaking performance. It can be seen from the many studies of Pecha Kucha, which show quite positive results. Furthermore, based on the results obtained from the questionnaire, it shows that Pecha Kucha can improve student learning activities where all respondents agree that the presentation of Pecha Kucha is enjoyable.

B. Recommendations

Although the findings of this study promise to promote the Pecha Kucha presentation format to improve students' speaking performance and learning activities, the results of this study cannot be considered conclusive. This study has limitations because the findings are based on pre-experimental research and conducted only one Pecha Kucha presentation. In further studies, students may present more than one Pecha Kucha, use Classroom Action Research design, and use observation to collect the data. In addition, if the future researcher wants to use a questionnaire, the researcher may add some open-ended questions to the questionnaire. Further research can reveal the deepest feelings of the presenters before, during, and after preparing and presenting Pecha Kucha.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7569/UN.08/FTK/KP.07.6/04/2021

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

MEMUTUSKAN

Menetapkan	:	
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Untuk membimbing Skripsi :

Nama	:	**Zahra Namira**
NIM	:	**170203168**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving EFL Learner's Speaking Performance by Applying Pecha Kucha Presentation Method**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021
An. Rektor
Dekan,

Muslim Razali

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Nomor   : B-10701/Un.08/FTK-I/TL.00/07/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **ZAHRA NAMIRA / 170203168**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Mns. Tanjong, Lhoknga

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Improving EFL Learner's Speaking Performance by Applying Pecha Kucha Presentation Method*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 12 Mei 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Agustus 2021

Dr. M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor: B-309/Un.08/PBI/TL.00/07/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10701/Un.08/FTK.I/TL.00/07/2021 tanggal 12 Juni 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	:	Zahra Namira
NIM	:	170203168
Fak/Prodi	:	FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Improving EFL Learner's Speaking Performance by Applying Pecha Kucha Presentation Method

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Juli 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

RAL PROFICIENCY SCORING CATEGORIES

Score	Fluency	Pronunciation	Vocabulary	Grammar	Details
0-5	Speech is slow, hesitant, and difficult to feel continuity in speech.	Poor pronunciation and hard to understand.	The language control is weak, the vocabulary used is not in accordance with the task.	Grammatical errors often occur, meaning is not clear	The description is so lacking that listeners cannot understand.
6-10	Speech is often hesitant with a few sentences not finished.	Pronunciation is okay, no attempt at native accent.	Weak language control, choice of basic vocabulary with some words is clearly lacking.	Frequent grammatical errors even in simple structures that sometimes obscure meaning.	The description lacks some important details that make it difficult for listeners to understand.
11-15	Speak fluently, a little hesitant and a slight searching for words.	Good pronunciatio, good accent.	Good language control, relatively good vocabulary range.	Some errors in grammatical structure may be caused by attempts to include variations in structure.	Good level of description, all necessary information is included.
16-20	Smooth and fluent speech, little or no hesitation.	Excellent pronunciatio, good effort on accent.	Excellent control of language features, extensive or well-chosen vocabulary.	Grammatical structure accuracy and variety.	Excellent level of description, additional details beyond the required.

LESSON PLAN

School   : **UIN Ar-Raniry**

Lesson   : **Public Speaking**

Unit/ Semester : **5/ IV**

Theme   : **Pecha Kucha (1st Meeting)**

Time Allocation : **2X50 Menit**

Competency Standards:

- The ability to interpret the meaning of Pecha Kucha

Basic Competence:

- Getting to know the meaning of Pecha Kucha

Indicator:

- Knowing the meaning of Pecha Kucha
- Mention the meaning of Pecha Kucha
- Mention the characteristic of Pecha Kucha

Learning Objective:

- The students are able to understand the meaning of Pecha Kucha
- The students are able to mention the characteristic of Pecha Kucha

Method:

- Lecture
- Discussion

School   : **UIN Ar-Raniry**

Lesson   : **Public Speaking**

Unit/ Semester   : **5/ IV**

Theme   : **Pecha Kucha (2nd Meeting)**

Time Allocation   : **2X50 Menit**

Competency Standards:

- The ability to make Pecha Kucha presentation

Basic Competence:

- Getting to know how to make Pecha Kucha presentation by using the Microsoft PowerPoint platform
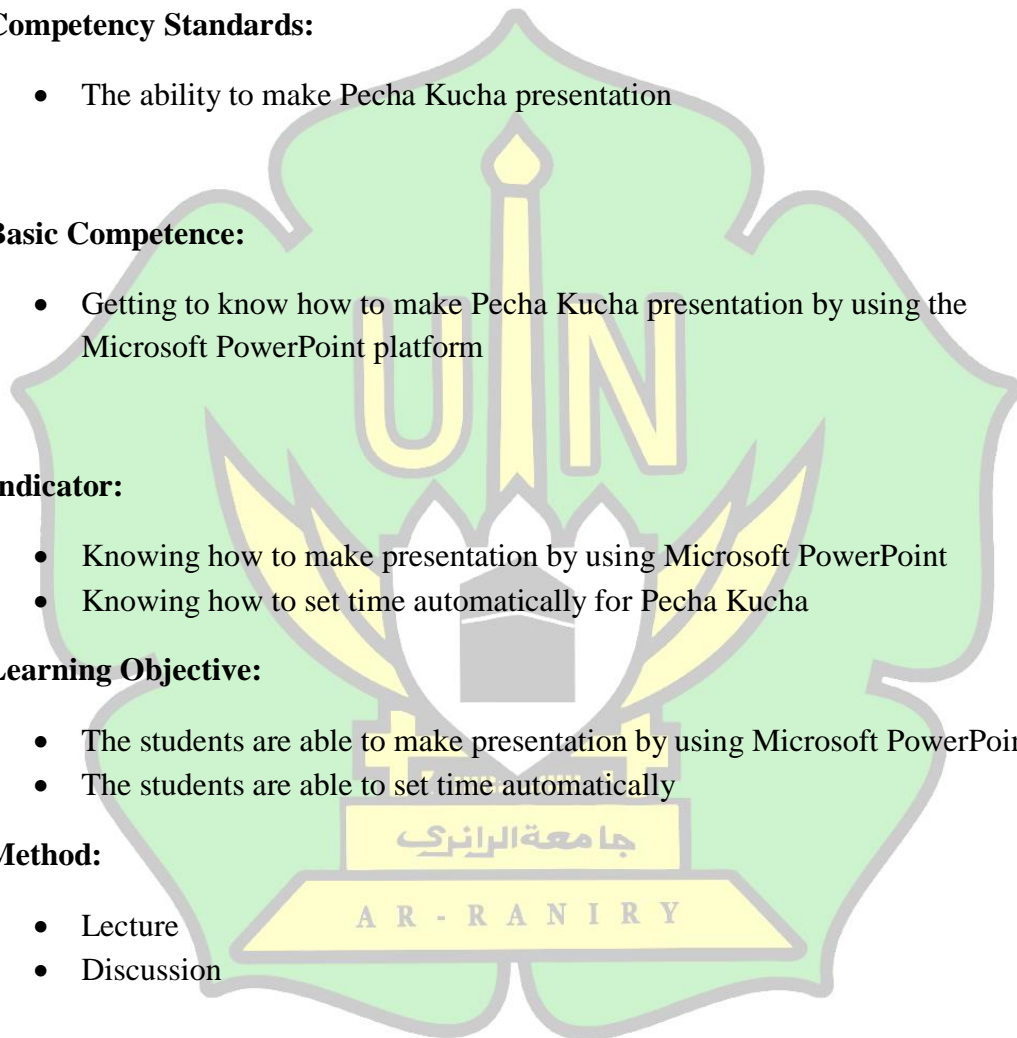
Indicator:

- Knowing how to make presentation by using Microsoft PowerPoint
- Knowing how to set time automatically for Pecha Kucha

Learning Objective:

- The students are able to make presentation by using Microsoft PowerPoint
- The students are able to set time automatically

Method:

- Lecture
- Discussion

School   : UIN Ar-Raniry

Lesson   : Public Speaking

Unit/ Semester   : 5/ IV

Theme   : Pecha Kucha (3rd Meeting)

Time Allocation : 2X50 Menit

Competency Standards:

- The students are able to express their idea in Pecha Kucha presentation method

Basic Competence:

- The students are able to express their idea about "Passion" and can customize it with slides in their Pecha Kucha format

Indicator:

- Explain clearly what Passion is
- Adjust the speaking speed to the time that has been set automatically
- Convey every detail contained in each slide

Learning Objective:

- The students are able to present their speaking performance by using Pecha Kucha Presentation Method
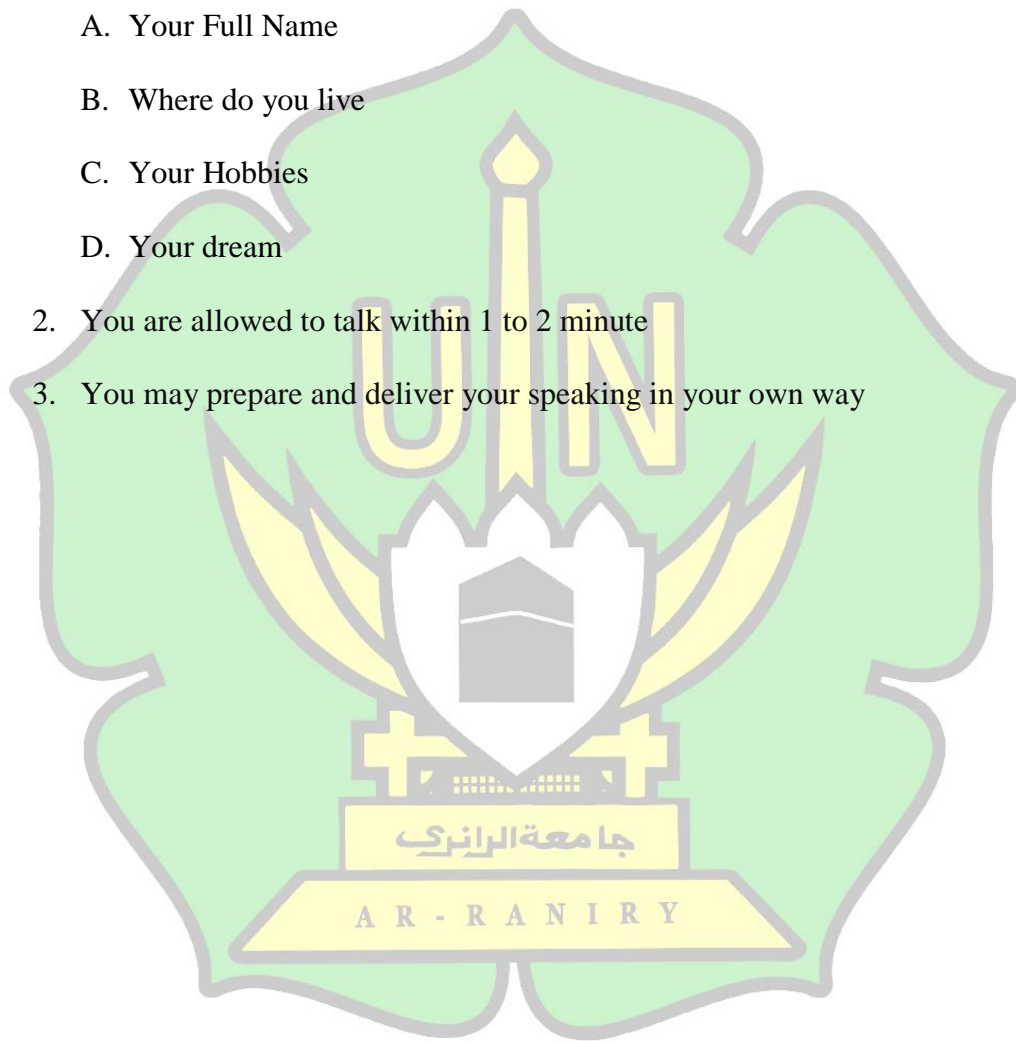
Method:

- Presentation

Speaking Test

Pre-Test Activity

1. Please introduce yourself to all of the class members. The information you have to share including:

   A. Your Full Name

   B. Where do you live

   C. Your Hobbies

   D. Your dream

2. You are allowed to talk within 1 to 2 minute

3. You may prepare and deliver your speaking in your own way
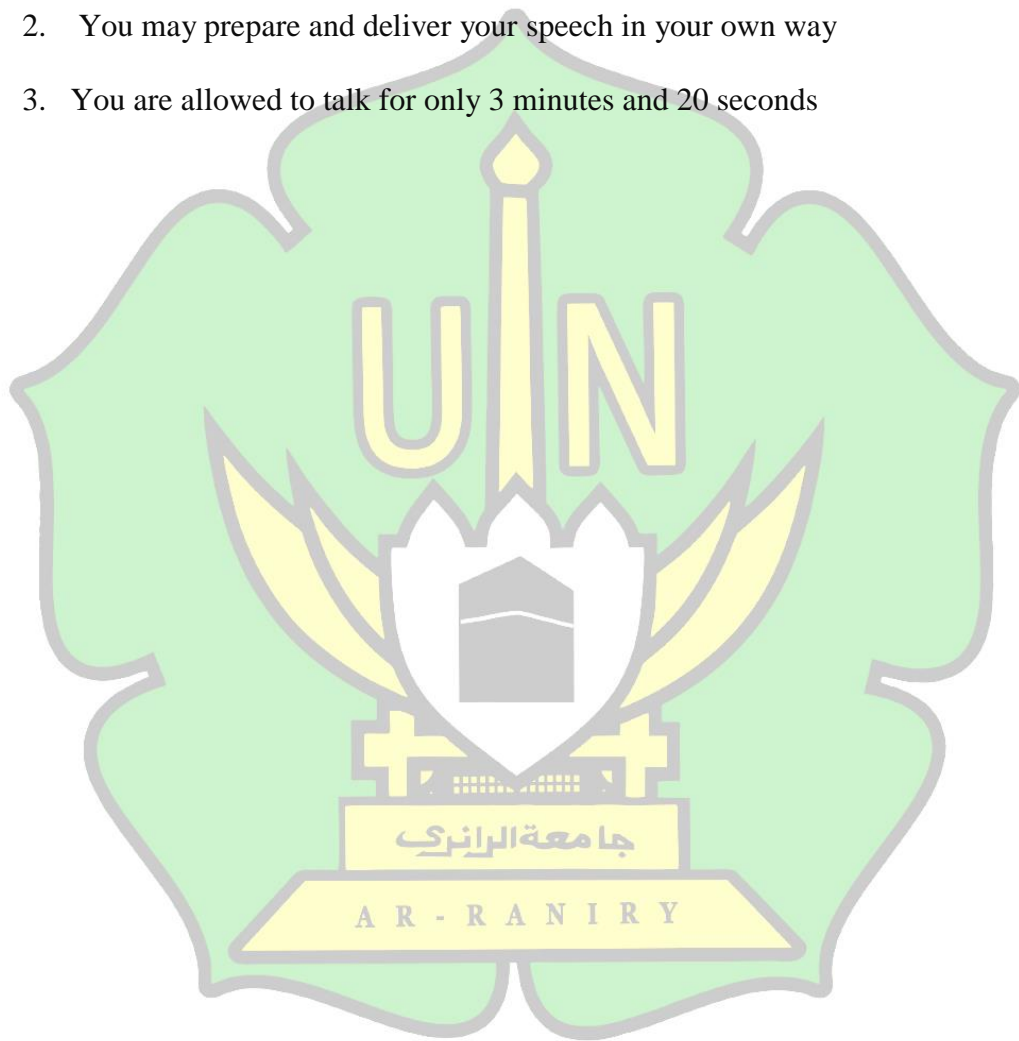
Post-Test Activity

Speaking Test

1. Students performing their presentation by using Pecha Kucha format entitled "Passion"

2. You may prepare and deliver your speech in your own way

3. You are allowed to talk for only 3 minutes and 20 seconds

LIST OF QUESTIONNAIRE

Baker (2014) maintains that presenters can achieve automation and speak more confidently as a result of the Pecha Kucha experience because such presentations require a lot of practice for the presenter to manage the time allocated properly.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I am happy to prepare and present my presentation by using Pecha Kucha method	23.1%	69.2%	7.7%	0%
Pecha Kucha is a useful format for improving my presentation skill	46.2%	53.8%	0%	0%
Pecha Kucha method helped me made better presentations than freestyle presentations	46.2%	46.2%	7.7%	0%
I had to prepare more and practice harder in using Pecha Kucha method than traditional presentation	30.8%	53.8%	15.4%	0%
Preparing a Pecha Kucha presentation is more difficult than a traditional presentation	30.8%	38.5%	30.8%	0%
Pecha Kucha method helped me improve my speaking skills in English	61.5%	38.5%	0%	0%
Pecha Kucha provided a fun learning activities	38.5%	61.5%	0%	0%

AUTOBIOGRAPHY

Name   : Zahra Namira

Place/Date of Birth   : Jakarta/August 12th, 1999

Religion   : Islam

Sex   : Female

Nationality/Ethnic   : Indonesian/Acehnese

Marital Status   : Single

Occupation   : Student

Address   : Mns. Tanjong, Lhoknga, Aceh Besar

Parents

    Name of Father   : Saiful Bahri (Alm)

    Name of Mother   : Erwin Nastiti

Educational Background

    Elementary School : SD Muhammadiyah Meureudu

    Junior High School : SMP 1 Meureudu

    Senior Highschool : SMA 1 Meureudu

    University   : UIN Ar-Raniry