

Utilizing Pecha Kucha Principle Towards Students Improved Communication Performance

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ABSTRACT

This study is designed to determine the level effectiveness of utilizing the Pecha Kucha Principle in Students Communication Performance in Oral Communication Subject, the respondent's perception on the utilization of Pecha Kucha Principle and the barriers and challenges met by the respondents during its utilization as basis for necessary solutions and recommendations to be formulated. This study was carried out in Sta. Lucia National High School, Asturias District 2, Asturias, Cebu. Through random sampling utilizing Slovin's formula, 90 identified grade 11 students were requested to participate as respondents. This study utilized descriptive methods employing adaptive survey questionnaires through google forms, supplemented with interviews which determine the level of effectiveness and respondents' perception on the utilization of Pecha Kucha Principles. The study revealed that majority of the respondents asserted that when a teacher uses Pecha Kucha in class, they felt better understood and it enhances their capacity to learn. Also, a presentation using the Pecha Kucha format is encouraged to be simpler and imaginative. Time constraints were identified as the prevalent barrier in the effective utilization of Pecha Kucha Principles. It is recommended that further studies on the effective utilization of Pecha Kucha Principles in developing and improving students' academic performance be conducted.

KEYWORDS: *Descriptive-Survey Method, Pecha Kucha Principles, Level of Effectiveness, Sta. Lucia National High School, Asturias District 2*

I. INTRODUCTION

Many nations have seen significant changes as a result of globalization, particularly in the areas of technology, communication, business, and even education. The introduction of sophisticated technology gradually altered the conventional modes of communication. Advance technology has had a huge impact on the world and has undoubtedly facilitated faster and easier communication. Unfortunately, studies show that mobile technology has a negative effect on sociability and in-person communication.

In the aspect of education, technology also became embedded in its core, teachers are encouraged to be technologically conscious and are expected to maximize the utilization of technology to deliver the instructions to students thereby achieving the desired goal of the department of education in the Philippines. In order to support the teaching and

learning processes, educators must also make sure that information and communication technology (ICT) is used constructively. Whereas the students are expected to master and be equipped with Critical thinking, problem-solving, communication, teamwork, creativity, and digital literacy which are all examples of 21st century abilities.

There is more to successful technology integration in the classroom than just adding hardware and software. It entails matching educational objectives with technology, developing students' digital literacy, and encouraging critical thinking and creativity through technology-integrated activities (CA Eden et al, 2024). Also, Dublar (2023) investigated how different developing technologies—such as social media, e-learning, artificial intelligence, and others—affect student learning outcomes and highlighted that the use of technology has improved the student

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learning, increased student performance and engagement, and made high-quality educational information more accessible. This assumption about the incorporation of technology into education aligns with Sanchez (2024) assumption that using technology to teach Filipino is very successful and greatly improves students' learning achievement in the Filipino language.

Additionally, Agatep et. al (2022) concluded that technology integration was perceived as effective and efficient and recommended that there is a need for projects and programs on the implementation of ICT to positively associate the availability of ICT to literacy skills of the students. Anent to this, Kilag et.al, (2023) investigated and assessed the utilization of ICT in the teaching-learning process and found that a student's performance is a critical factor that influences their success in a variety of topics and fields. Large investments were backed by the solid conviction that technology may raise student academic performance by facilitating more effective and efficient ICT integration into the teaching-learning process.

In classroom settings, teachers prepared and delivered teaching techniques and strategies that are aligned and responsive to the students' educational needs in difficult situations which include geographic isolation, chronic illness and diseases, displacement, resettlement or disaster, child abuse, and child labor. One of the ways to achieve this is to use a range of teaching strategies including ICT integration that enhance students' numeracy skills, literary skills, creative thinking, and higher order thinking skills. Lee, S., Kuo, L. J., Xu, Z., & Hu, X. (2020) examined the effectiveness of technology-integrated literary instructions in the classroom settings and confirmed that instructions integrated with technology produced a positive effect on literacy compared to a traditional method of instructions.

Another teaching strategy that enables students to have 21st century skills is the implementation of differentiated instructions in the lesson delivery. Magableh & Abdullah (2022) investigated how well differentiated instruction works on students' proficiency level which resulted in the conclusion that differentiated instructions affected the reading comprehension skills positively. Subsequently, teachers allow the students to maximize the availability of digital technology by letting students use technology in the passing and presentation of outputs, taking the test when tests were given through the use online and offline platforms, and the teachers encourage the students to use technology in doing the assigned group or individual task such as reporting

(Zounek et. al., 2022). Timotheou et. al., (2023) suggested that the use of ICT in classrooms affects a number of other school-related factors in addition to the academic achievement of students. Additionally, the effect of digital technology on education is influenced by several aspects. These components are crucial to the digital transformation process and are interconnected. The results of the study shed light on how ICTs could help schools make the transition to digital and what factors must be considered for the shift to be effective.

With the aforementioned advantages of using technology, the advent of the use of multimedia to improve students' speaking and communication skills begins. Mahdi, D. A. (2022) examined the relationship between students' use of multimedia devices throughout the classroom learning process and their speaking proficiency and revealed that the performance of the students demonstrated that multimedia improved their learning. The findings showed that the multimedia environment had a beneficial effect on students' growth in speaking and presentation abilities. One of the timely and relevant form of multimedia used by students is the Pecha Kucha Principles.

The core principle behind Pecha Kucha was to "talk less, show more". Since then, it has become a global phenomenon, gaining prominence outside of the design industry. These days, these presentations are utilized in a wide range of contexts, including corporate meetings, academic conferences, and even casual get-togethers. If students can utilize this format or principle in creating and presenting information, it will help them to present concisely and effectively. Beltrán-Palanques et. al., (2024) concluded that speech and images work together to successfully convey meaning and sustain the attention of the listener. They also offer vital information for creating a research-based teaching strategy that would improve the multimodal literacy of students.

One benefit of using Pecha Kucha principle as a teaching method is that it's entertaining and quick. Both students and teachers may find it interesting because it is very visual and adapts well to a variety of learning scenarios and audiences. It also helps students feel more confident when giving presentations in the future. Pecha Kucha is also seen as being visually appealing, succinct, quicker, and helping to lessen reliance on text-heavy slides. Namira (2021) indicated that when using the Pecha Kucha presentation method, the majority of students actively engage in the learning process. Faliyanti, Eva & Ratih, Devi (2021) also concluded that there is significant influence of using Pecha Kucha Technique

in students' speaking skill. It is worth noting that the three (3) research studies indicated that the use of Pecha Kucha approach brings forth a significant positive effect to its users

With the number of studies that indicate that the use of Pecha Kucha approach in teaching and learning resulted to a positive result. Still, this is not the case to all kinds of students and leaning environment. It will always be dependent on the kind of students we have, the way they adapt to it, and to the status of the learning environment of the students. Also, the success of this approach also depends on knowledge of the teacher to use and implement this approach to the delivery of instructions. It will be advantageous on the part of the students and teacher that if the result of the study is significant or not, the output that can be crafted through this study, can help in making the communicative performance of the students be improved.

Lastly, the researcher expects that when Pecha Kucha approach will be used to the respondents of the study, which is the grade 11 students of Sta. Lucia National

1.2. Framework of the study

High School in the subject Oral Communication, it will bring good results, and it will also address the learning problems of the students. Additionally, it will also increase the performance output of the students when it comes to communication.

1.1. Objectives of the study

The study will determine the level effectiveness of utilizing the Pecha Kucha Principle in Students Communication Performance in Oral Communication Subject among Grade 11 students at Sta. Lucia National High School, Asturias District II for the 1st Semester, school year 2024 – 2025.

- 1.1.1. What is the respondent's perception on the utilization of Pecha Kucha Principles in Oral Communication,
- 1.1.2. What is the level of effectiveness of utilizing the Pecha Kucha Principles on communication performance, and
- 1.1.3. What are the barriers and challenges met during utilization of Pecha Kucha in oral communication subject?

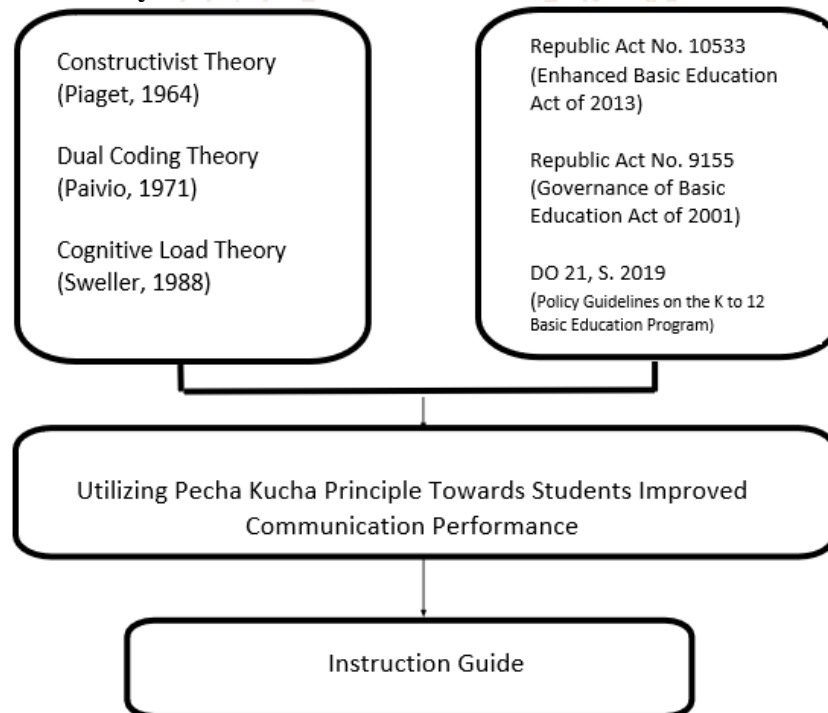


Figure 1. Framework of the Study

Figure 1 delves the framework which presents the variables of the study on the utilization of Pecha Kucha Principles on Communication Performance in Oral Communication subject among the Grade 11 students at Sta. Lucia National High School.

The research centers on various theories and legal bases that give emphasis on the utilization of Pecha Kucha Principle towards student's improved communication performance in Oral Communication subject. The Republic Act, a DepEd Order and the tenets of different theories support the study. These help the researcher provide strong proof that proves the effectiveness of using Pecha Kucha Principle to improve the student's performance in communication and will serve as the basis for the recommendations and doable instruction guide to be made.

as stated by Jean Piaget in his theory of constructivism. The role of social connections in children's development was the focus of child development psychologist Jean Piaget (1896–1980). According to Jean Piaget, self-development involves balancing one's perception of the social world with their imagination (Piaget 1954).

Both the Pecha Kucha presentation format and Jean Piaget's theory of cognitive development place a strong focus on active learning and visual communication. While Pecha Kucha's use of visuals and brief, succinct slides promote a comparable active engagement with information, according to Piaget's thesis, children actively create knowledge through interactions with their environment.

More so, Dual Coding Theory developed by psychologist Allan Paivio (1971) are related because the theory's tenets of improving memory and understanding through the use of both verbal and visual information are consistent with Pecha Kucha's focus on visual imagery. Pecha Kucha uses dual coding to create presentations that are more memorable and captivating by combining graphics with a succinct vocal narrative.

Additionally, our working memory has a finite capacity, according to Cognitive Load Theory (CLT) by John Sweller in 1988. PechaKucha presentations, with their emphasis on clear narration and simple images, might assist reduce unnecessary cognitive load and possibly improve audience learning. PechaKucha can facilitate learning by making material easier for the brain to comprehend and remember through streamlined and captivating presentation.

In this connection, the Department of Education issued DepEd Order No. 21 series of 2019 entitled “Policy Guidelines on K to 12 Basic Education Program” which is consonant with Republic Act No. 9155 or the Governance of Basic Education Act of 2001 and Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 which main purpose is to enhance the Basic Education System in the Philippines. There DepEd Order and Republic Act share common goals of ensuring quality, accessibility, and equity in education, while also emphasizing the importance of learner-centered and developmentally appropriate curricula.

Thus, the study's findings will serve as the foundation for the feasible instruction guide to maximize and properly utilize the principles of Pecha Kucha in improving the student's communication performance in the subject Oral Communication.

II. METHODOLOGY

In this study, descriptive-survey method was used to identify the respondent's perception on the utilization of Pecha Kucha Principles in Oral Communication and its level of effectiveness. Also, the challenges met by the respondents in using the Pecha Kucha in their communication performance was also identified. Through the administration of survey questionnaire, 90 grade 11 Students identified as the respondents through sampling methos and using In this study, descriptive-survey method was utilized to identify the respondent's perception on the utilization of Pecha Kucha Principles in Oral Communication and its level of effectiveness. Also, the challenges met by the respondents in using the Pecha Kucha in their communication performance was also identified. Through the administration of survey questionnaire, 90 grade 11 Students identified as the respondents through sampling methos and using Slovin's formula to get the number of respondents. The respondents, which are grade 11 students at Sta. Lucia National High School, Asturias District II were asked to respond to the survey questionnaires. The researcher contacted the study's participants via a group chat in their respective class sections and asked them to access the sent link and complete a Google Form with correct information in order to gather pertinent data for the study. Some respondents were handed hardcopy survey questionnaires because they experienced trouble accessing the Google form. A formal letter request was sent, approved by the principal, and informed and parental agreement were obtained before the survey questionnaires were sent. In order to gather extensive data for this study, the researcher also used voluntary convenience interview approach.

III. RESULTS AND DISCUSSION

In the advent of the 4th industrial revolution in education, advance technologies were utilized including artificial intelligence in the delivery of instructions and in the making and presentation of students' output. New approaches also surfaced in our educational system and settings with the main purpose of maximizing the technology resources in making quality and innovative students. Based on the study conducted by the researcher, the grade 11 students in Sta. Lucia National High School under Cebu Province Division were also introduced with different approaches to improve their communication performance in Oral Communication, one of which is the Pecha Kucha Presentation. This includes how the students perceived the use of Pecha Kucha Principle, its level of effectiveness, and the barriers and challenges met during its utilization.

Table 1 displayed the statements on the perception of the respondents on the utilization of Pecha Kucha Principles in Oral Communication.

Table 1 Respondent's Perception on the Utilization of Pecha Kucha Principles in Oral Communication (n=90)

| Statements | Mean | VD |
|---|-------------|----------------|
| I get delighted when my teacher uses Pecha Kucha to teach the material. | 3.10 | Agree |
| When my teacher utilizes Pecha Kucha t in class, I feel more interested to learn. | 3.22 | Agree |
| When my teacher uses Pecha Kucha to educate, it motivates me to learn more. | 3.27 | Strongly Agree |
| When my teacher utilizes Pecha Kucha in class, I feel that our interactions are powerful. | 3.09 | Agree |
| When my teacher uses Pecha Kucha to teach, I feel better understood. | 3.44 | Strongly Agree |
| I believe that Pecha Kucha is a superior learning tool to textbooks. | 2.97 | Agree |
| Pecha Kucha encourages students to ask the teacher more questions during class. | 3.09 | Agree |
| Using Pecha Kucha, in my opinion, enhances my capacity to learn | 3.30 | Strongly Agree |
| The use of PowerPoint in class increases interest in the subject matter. | 3.01 | Agree |
| When my teacher uses Pecha Kucha to educate, I notice a greater improvement in my scores. | 3.07 | Agree |
| Average Weighted Mean | 3.16 | Agree |

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 1 contains statements that describe the respondents' perception on the utilization of Pecha Kucha Principles in Oral Communication. Based on the result of the survey, majority of the respondents asserted that when a teacher uses Pecha Kucha in class, they felt better understood, with the highest mean of 3.44, which means that the respondents strongly agree. On the other hand, with lowest mean of 2.97 describe as agree, the student also believes that textbook is still of use during class discussion. Furthermore, With a verbal description of "agree," the respondent's overall weighted mean score on the use of the Pecha Kucha Principle in oral communication is 3.16.

This indicates that the use of the Pecha Kucha Principles in Oral communication subject was positively perceived, and the respondents were affirmative with its potential to improve their understanding of the lessons and learning the competencies in Oral Communication.

The result of the survey coincides with Asri (2023) on the Pecha Kucha application to enhance English speaking and time management in presentations. The result revealed that the use of Pecha Kucha enhance English speaking, has a positive effect on students speaking abilities and helps them learn how to manage their presentation time.

Table 2 dishes out the level of effectiveness on the utilization of Pecha Kucha Principles in Oral Communication.

Table 2 Level of effectiveness of Utilizing the Pech Kucha Principles on Communication Performance (n=90)

| Statement | Mean | VD |
|---|-------------|--------------------|
| Compared to a traditional PowerPoint presentation, I felt more prepared for the Pecha Kucha presentation. | 2.44 | Somewhat Effective |
| The Pecha Kucha format improved my communication skills during presentation. | 2.87 | Effective |
| My comprehension of the lesson was improved by the Pecha Kucha format. | 2.91 | Effective |
| Compared to a traditional PowerPoint presentation, I was more likely to listen to a Pecha Kucha presentation. | 3.44 | Very Effective |
| Pecha Kucha's quick pace kept me interested throughout the presentation. | 3.24 | Effective |
| More effective visual communication was made possible by the Pecha Kucha format. | 2.89 | Effective |
| The presentation was more memorable because of the 20-second time limit. | 3.27 | Very Effective |
| Presentations using the Pecha Kucha format are encouraged to be simpler and imaginative. | 3.46 | Very Effective |
| Average Weighted Mean | 3.11 | Effective |

Legend: 3.26-4.00 – Very Effective (VE); 2.51-3.25 – Effective (E); 1.76-2.50 – Somewhat Effective (SE); 1.00-1.75 – Not Effective (NE)

Table 2 shows the Level of effectiveness of Utilizing the Pecha Kucha Principles on Communication Performance. It presents that the statements “Presentations using the Pecha Kucha format are encouraged to be simpler and imaginative” has the highest weighted mean of 3.46, describe as very effective, and seconded by the statement “Compared to a traditional PowerPoint presentation, I was more likely to listen to a Pecha Kucha presentation” which has a weighted mean of 3.44, also describe as very effective.

On the other hand, the statement “Compared to a traditional PowerPoint presentation, I felt more prepared for the Pecha Kucha presentation” has the lowest mean of 2.44, with a verbal description of somewhat effective. Overall, the level of effectiveness of utilizing the Pecha Kucha Principle on communication performance has average weighted mean of 3.11 which means effective. This implies that the respondents think that the Pecha Kucha Principle was effective only if it is simple, challenging and imaginative contrary to what an ordinary power point presentation looks like.

This was supported by Asgher, et. al. (2023) which indicates that this creative Pecha Kucha method was captivating.

fun and efficient with time and that the Pecha Kucha Presentation has a major impact on the student's capacity to speak English (Dedy, et. al., 2024).

Table 3 presents the barriers and challenges met during the utilization of Pecha Kucha in Oral Communication Subject.

Table 3 Barriers and Challenges met during utilization of Pecha Kucha in Oral Communication Subject

(n=90)

| Barriers and Challenges met during utilization of Pecha Kucha in Oral Communication Subject | Mean | VD |
|--|------|----------------|
| Time Constraint: Presenters must be extremely well-organized and concise because of the 20-second constraint per slide, which may limit the amount of information they can cover. | 3.49 | Strongly Agree |
| Maintaining Engagement: Pecha Kucha moves quickly; therefore, speakers must be very animated and captivating to keep the audience's interest. | 3.47 | Strongly Agree |
| Technical Issues: It might be difficult to guarantee good sound, projection, and seamless slide transitions, particularly in informal settings. | 3.10 | Agree |
| Content Complexity: It may be challenging to adequately communicate extremely complicated subjects in the time and format allotted. | 3.06 | Agree |
| Visual Storytelling: Given how much Pecha Kucha depends on images, presenters need to be able to produce powerful and captivating slides in the allotted time. | 3.03 | Agree |
| Accessibility: People with vision impairments may not be able to access Pecha Kucha's visual emphasis. To guarantee inclusion, presenters should think about using several forms or approaches. | 2.94 | Agree |
| Relevance: Pecha Kucha could seem less relevant to other subjects to some students. | 2.90 | Agree |

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 3 exhibits the barriers and challenges in the utilization of Pecha Kucha Principle in Oral Communication subject. It shows that the main barrier and challenge is “**Time Constraint:** Presenters must be extremely well-organized and concise because of the 20-second constraint per slide, which may limit the amount of information they can cover” which has the highest weighted mean which is 3.49, describes as strongly agree followed by “**Maintaining Engagement:** Pecha Kucha moves quickly; therefore, speakers must be very animated and captivating to keep the audience's interest” with a weighted mean of 3.47, meaning strongly agree.

This implies that the prevalent barriers and challenges on the utilization of Pecha Kucha Principle are time constraints and maintaining engagement. According to Asri (2023), majority of the students faced similar challenges, indicating that time constraints are an obstacle for most. This also coincided with Asgher, et. al. (2023) where they revealed that time constraint was also the main challenge for educators. Though Pecha Kucha engaging and enjoyable, it does not provide teachers enough time to teach all the necessary information in a way that is appropriate for students.

IV. CONCLUSION AND RECOMMENDATION

In the light of the findings of this study, the utilization of Pecha Kucha Principle among the grade 11 students in their communication performance in the subject Oral Communication has a deep impact in the development of their communication skills. It was revealed in this study that the students are interested and positively perceived that the Pecha Kucha Principle has helped them improve their skills in speaking. With the number of research studies that indicated that the use of Pecha Kucha Principle in teaching and learning resulted in a positive result, barriers and challenges such as time constraint and maintaining engagement are still inevitable because it will always be dependent on the knowledge and skills of the students in using the Pecha Kucha Principle in and how they adapt to it. For teachers, the effectiveness of Pecha Kucha Principles also depends on the knowledge, skills, and adaptability of the teacher.

additionally, the researcher recommends that in order to maximize the potential of Pecha Kucha Principle in developing and improving the students communication skills and performance, students and teachers should work collaboratively, students should take opportunities to harness the potential of Pecha Kucha while teachers should deepen their understanding of Pecha Kucha Principles and use appropriate tools and mechanism such as the use of instruction guides to successfully implement the different and new approaches in teaching and learning.

Finally, the research also recommends that further studies on the effective utilization of Pecha Kucha Principles in developing and improving students' academic performance be conducted.

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