



Purposive Communication Through Pecha Kucha Teaching and Learning: A Phenomenological Approach

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Abstract

The study aims to identify the Pecha Kucha in Purposive Communication subject in teaching and learning process. Qualitative phenomenological approach is utilized in the process of research design where it measures the contribution of Purposive Communication through Pecha Kucha in teaching and learning. The study comprised One Hundred Fifty (150) respondents only. Results show that improve communication skills are focused on enhancing speaking and confidence in the oral presentation where it develops speaking capacity and skills concise communication process ability, show that expand vocabulary is focused on specific language for Pecha Kucha vocabulary and knowledge process where it enhances the approach in the language proficiency engagement interesting and dynamic vocabulary knowledge, show that improve organization provides clear structure on the main ideas in outlining the logical progress of the message and conclusions where it visualizes the process of communication to ensure the topic to direct discussion in teaching and learning, and show that reinforce language concepts emphasize utilization to encourage teaching and learning on relevant connectors of vocabularies where it provides structure and feedback, correct word utilization, fluency, and pronunciation of the language concept and presentation.

Keywords: Purposive communication, Pecha Kucha, teaching and learning, improve communication skills, expand vocabulary, improve organization, and reinforce language concepts

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Introduction

Pecha Kucha promotes engagement and active learning presentation format for students to share knowledge and ideas concisely. It is a slide format to be utilized to enhance students in developing self-confidence in speaking and delivering the message based on the topics presented. This is true with the Purposive Communication subject where students are exploring different methods and techniques in communication (Sapriadi et al., 2018). It involves presenting ideas,

speaking, and writing. It enhances people to achieve goals in the school system. It builds to convey information to enhance presentation skills and self-directed learning to motivate promising approaches in the educational system setting and practice. It improves explanatory skills among students effectively. It utilizes teaching and learning communication skills of students. It enhances effective and efficient learning to improve students' engagement, creativity, learning, and speaking skills (Van Ruler, 2018). In contrast, promotion of Pecha Kucha in teaching and learning increases learning satisfaction, skills, and presentation knowledge of students. It determines the protocol and knowledge of students' involvement in Purposive Communication subject. It involves submission and evaluation of tasks on the reflective essays, assignments, and students participation in the classroom setting. It addresses complement to prepare student competency and confidence development skills of presentation ability. It is capable of solving issues, challenges, effective communication, collaboration, analysis, and critical thinking. It engages in an innovative approach in presentation skills to enhance meaningful teaching and learning. It equips with correct principles and approach of presentation opportunity (Al-Fraihat et al., 2025).

On the other hand, the benefits of Pecha Kucha in teaching and learning specially on Purposive Communication subject for presentation skills and practices (Abakah, 2023). It advances critical thinking and thoughtful decision making of students' presentation. It improves communication skills and creativity to pay attention to the needs of students. It enhances the perception of knowledge and the instruction process. It guides the effectiveness of Pecha Kucha techniques in the learning outcome of students' academic performance. It analyzes the impact of learning and teaching process through the application of Pecha Kucha in Purposive Communication subject. It assesses the contribution of the Pecha Kucha learning process of students to ensure the application of teaching engagement. It highlights support of inquiry learning to maximize academic performance and guidance of students as centers of learning (Zhang & Xu, 2025). Also, the benefits of Pecha Kucha in teaching and learning specially on Purposive Communication subject modifies self-directed learning. It provides a framework and process of learning presentation and diagrams (Dhivya et al., 2023). It facilitates opportunities for students to explore creativity in the presentation proper of the lesson set for Purposive Communication subject. It encourages students to actively participate in the lesson that leads to various skills development. It generates an active learning method towards a learner-centered curriculum in improving teaching and learning processes such as communication, self-directed learning, collaborative, lifelong learning, and retrieving information skills (Morris et al., 2025). It facilitates skills in Purposive Communication through Pecha Kucha teaching and learning support for pedagogical innovation approach systems. It explores the learning process utilization, strategies, learning resources, learning frame goals, and evaluation learning outcome (Brickhill et al., 2025).

Furthermore, the importance of Pecha Kucha in teaching and learning presentation at present is a fast-paced structure and dynamic process to sustain and ensure audience engagement for information monotony combats (Sun et al., 2022). It maintains engagement captivated to respond to crucial information on key messages positively (Zamiri & Esmaeili, 2024). It will not limit students' classroom presentation skills, opportunity, innovation, and creativity learning activities. Pecha Kucha engages in new promising pedagogy in the improvement of learning of students' speaking and survival skills (Nieto Herrera et al., 2024). It involves various slides presentations to explore capacity in explaining to provide information and create confidence in speaking (Shalini Roy & Gandhimathi, 2025). It establishes an exposure presentation of the topic through Pecha Kucha. This involves intervention assessment, classroom presentation, homework, assignment, and training skills. It provides significant learning experiences of students to enhance mastery of the lesson and classroom presentation. It enhances the confidence of students in teaching and learning activities skills and development (J. Xu et al., 2025). In addition, the importance of Pecha Kucha in teaching and learning presentation requires sustainability diverse challenges especially in the communication process. It describes the Pecha Kucha utilization requirements to facilitate the learning and teaching process. It supports the entire process of students' learning aspects on cooperative learning techniques and

strategies for holistic learning (Zou et al., 2025). It prompts generated questions based on Pecha Kucha slides to encourage collaborative learning and critical thinking. It builds students' learning activity on communication skills, understanding and sustainable development goals in the educational system. It distills the salient learning process on communicative efficiency through Pecha Kucha presentation. It develops broader knowledge in teaching and learning. It engages various multiple skills and development (Suwartono & Furqon, 2021). It prepares students to be confident in adhering to the learning process and system (Deping & Xiukui, 2025).

Finally, the utilization of Pecha Kucha presentations provides interaction in teaching and learning to enhance critical thinking inside the classroom (Beltrán-Palanques & Querol-Julián, 2024). It prepares students to express emotion, feelings, thoughts, knowledge, and ideas on the message presented. It helps to enhance speaking skills and develops self-confidence in the learning process (Ida Ayu Oka Purnami, 2024). It is one of the skills in Purposive Communication subject for mastery of the four elements in the English language such as speaking, writing, reading, and listening (Botha et al., 2025). It conveys the function of Pecha Kucha usage and presentation to express spontaneously the message orally. It is the art of language in communication and interaction with other people. It increases learning activities in speaking to display potential capacity delivery of the message. It helps students to develop speaking ability (Faliyanti & May Ratih, 2021). Lastly, the utilization of Pecha Kucha presentation in teaching and learning innovates the slide presentation to entice the audience on the information provided for the topic discussed. It is a mode of teaching and learning to be utilized in its simple essence in the global knowledge of Pecha Kucha. It provides creativity and effectiveness of Pecha Kucha presentation innovation style of learning and instructions. It views teaching and learning as significant to impart and prepare knowledge and skills. It presents knowledge and authentic engagement information for students' efficiency. It integrates classroom order of learning and teaching for Purposive Communication subjects. It revolutionizes teaching and learning technology classroom processes. It aids the Pecha Kucha presentation on various advancement of technology to equip students in the trends of the latest learning process.

Methodology

The research employs the qualitative phenomenological approach process. It analyzes and evaluates the Pecha Kucha enhancement teaching and learning in purposive communication, provides vocabulary expansion, improves the organization and structure logically in teaching and learning process, and reinforces language concept in a dynamic presentation of purposive communication teaching and learning process. It explores the qualitative phenomenological approach in the analysis, procedure, and collection of data. It saturates the position of the research design achievement and shared experiences. It explains the common understanding and academic background of data gathering. It follows the qualitative approach through phenomenology to help in the concrete analysis of data. It is oriented with deep understanding and experiences of the study under investigation

Subjects of the study

The subjects of the study are the students of the government Higher Education Institutions who are enrolled in Purposive Communication subject. Pecha Kucha is their final examination where the data is collected in the analysis of teaching and learning. The study comprised One Hundred Fifty (150) respondents only.

Data gathering and procedures

Presented in this section is the data gathering and procedures on Purposive Communication through Pecha Kucha in teaching and learning which is illustrated below: Mapping. Mapping is done through analyzing the concept of Purposive Communication subject among students. This is one way of improving the system from good, better, and best through Pecha Kucha in teaching and learning;

Formulation of Research Title. After the mapping is done, the research title is formulated based on the needs of the research process. Therefore, the researcher cope with Purposive Communication subject through Pecha Kucha teaching and learning; Finalization of the Research Questions. The research questions are formulated based on the research variables needed for the study as to enhancement of teaching and learning process to provide vocabulary expansion, improvement of organizational structure logically, and reinforcement of language concept in a dynamic presentation of Pecha Kucha in Purposive Communication subject; Validation of Research Instruments. After the formulation of the research questions. The instrument tools are also validated by the expert in the qualitative research process. They are Doctors Degrees and Psychometricians. All their suggestions are given emphasis before the floating of questionnaires to students; Analysis of the Data. The results of the answers of students are being collected, analyzed, and interpreted accordingly.

Results

This section presents the analysis of data through themes on Purposive Communication subject through Pecha Kucha in teaching and learning. It is categorized based on the answer of the respondents as follows: General if the response of the respondents falls in 50% and above, Typical if the response of the respondents falls in 25-49%, and Variant if the response of the respondents falls in 24% and below.

Table 1. Thematic Analysis on Purposive Communication Subject through Pecha Kucha in Teaching and Learning as to Core Ideas and Response of the Respondents

Themes	Respondents' Response	Core Ideas
1. Improve Communication Skills	General	*improvement of speaking *communication process ability *dialogue context *delivery process
2. Expand Vocabulary	General	*vocabulary knowledge process *language proficiency *discussion and stimulation process *learning practice and strategy
3. Improve Organization	General	*clear structure on main ideas *direct discussion *organization information and limit *engagement and interaction
4. Reinforce Language Concepts	General	*relevant connectors of vocabularies *language concept and presentation *language focus *concise presentation accountability

Improve Communication Skills

It refers to the skills in communication enhancement in providing best ability for students' ideas in an effective manner such as active listening, speaking clearly, using body language, asking for clarification, and being respectful. This must be based on the competency skills of lecturers in teaching and learning. It involves challenges and innovation for technical teaching and learning such as self-management, strategic action, teamwork, planning, and communication (Mallillin, & Mallillin, 2019). The participants stress that:

1. *It focuses on enhancing the improvement of speaking and confidence of the oral presentation of students". T1, P141 & P9*

2. *"It develops speaking capacity skills concise in the communication process ability". T1, P139 & P11*
3. *"It encourages students to be independent and active in the skills of communication for both monologue and dialogue contexts". T1, P131 & P19*
4. *"It defines and encourages the success of the delivery process in the communication idea, scheme, and structure concepts". T1, P127 & P23*

2. Expand Vocabulary

It is the process of teaching and learning utilization in improving communication skills and comprehension. It is a step in developing vocabulary knowledge and skills. It integrates vocabulary expansion in the language in explaining and understanding the Pecha Kucha concepts in Purposive Communication subject. It examines instructional teaching theory learning such as interactive resources, games, visualization, graphic, technology devices, electronic media, and printed materials (Mallillin, 2024, pp. 120-132). The participants stress that:

1. *"It focuses on a specific language to expand the Pecha Kucha vocabulary and knowledge process". T2, P142 & P8*
2. *"It enhances an approach in language proficiency that engages in interesting and dynamic vocabulary knowledge". T2, P138 & P12*
3. *"It conveys a message to incorporate vocabulary knowledge, context and efficiency for discussion and stimulation process". T2, P134 & P16*
4. *"It provides content knowledge and vocabulary expansion in teaching and learning complement practice and strategy". T2, P130 & P20*

Improve Organization

This refers to the improvement organization of the Pecha Kucha presentation to be prepared during the discussion of the message and context. It is effective in teaching and learning. It is a systematic arrangement of the presentation, assessment strategy, teaching method, and course content. It manages effectively and improves organization in teaching and learning. It identifies the contribution and success of educational system concept and theory framework in collaborative learning, management learning, immersive learning, and classroom interaction learning (Mallillin, 2023, pp. 1-17). The participants stress that:

1. *"It provides clear structure on the main ideas in outlining the logical progress of the message and conclusions". T3, P145 & P5*
2. *"It visualizes the process of communication to ensure the topic for a direct discussion in teaching and learning". T3, P140 & P10*
3. *"It ensures proper timing in the improved organization of the topic to be presented with clear information and limit". T3, P135 & P15*
4. *"It focuses on the key message and engagement of the audience to illustrate interaction in the presentation of Pecha Kucha". T3, P130 & P20*

Reinforce Language Concepts

It is a technique and strategy in reinforcing language concepts to praise and acknowledge accomplishment, behavior, and positive effort of teaching and learning. It helps to build and motivate learners' strength in the language concept through Pecha Kucha in Purposive Communication subject. It involves techniques and strategy of teaching to enhance the application of language concepts and reinforcement in the learning process. This is based on the instructional device in teaching effectively (Mallillin, 2024). The participants stress that:

1. *"It emphasizes the language utilization to encourage teaching and learning relevant connectors of vocabularies". T4, P137 & P13*

2. *"It provides structure and feedback, correct word utilization, fluency, and pronunciation of the language concept and presentation". T4, P132 & P18*
3. *"It provides various materials in the reinforcement of language concepts appropriate in Pecha Kucha presentation focus and task". T4, P129 & P11*
4. *"It provides a concise presentation on the explicit teaching and learning accountability concept of language for the Pecha Kucha process". T4, P125 & P25*

Discussion

It shows that improving communication skills in Purposive Communication subjects through Pecha Kucha focuses on enhancing speaking and confidence in the oral presentation of students. It develops speaking capacity skills and concise communication process ability. It identifies the skills on Pecha Kucha assessment in Purposive Communication subject of students' academic performance. It assesses the formative process supports of the subject to focus the outline through the Pecha Kucha learning process. It explores the improved academic performance of the learners through evidence on Pecha Kucha improved communication skills (Zakir et al., 2022). It positions the evidence of presentation and well-defined mechanics instructions and analysis of the subject module. It enhances the Pecha Kucha organization and clear presentation to develop creative thinking and self-confidence of students. It integrates Purposive Communication subject in the implementation of Pecha Kucha in teaching and learning (Vitoria et al., 2024). In addition, it shows that improving communication skills in Purposive Communication through Pecha Kucha encourages students to be independent and active for communication in both monologue and dialogue contexts. It defines and encourages success of the delivery process in the communication idea, scheme, and structure concepts (Hidayani, 2024). This is based on competency teaching and learning integration through literacy strategy and technique practice for Purposive Communication subject through Pecha Kucha presentation process. This is also based on the various domains of learning in the area of psychomotor, affective, and cognitive process. It uplifts the integrity of students in Pecha Kucha practice literacy process to assist learning process in terms of academic performance, attitude in learning, and comprehensive level (Yokoyama, 2019).

Indeed, expanding vocabulary in Purposive Communication through Pecha Kucha focuses on a specific language knowledge process. It enhances the approach of language proficiency that engages interesting and dynamic vocabulary knowledge. It examines the exposure of students' presentation proficiency in the subject and topic of the message inside the classroom. It identifies the expanded vocabulary knowledge in the various elements of the language such as reading, writing, listening, and speaking (Z. Xu et al., 2023). This includes correct usage, vocabulary, sentence structure, and syntax. It classifies teaching and learning based on the needs of students in terms of confidence in speaking and delivery of Pecha Kucha in Purposive Communication subject. It helps to understand the goals of Pecha Kucha to expand vocabulary in the delivery of presentations as part of the assessment of students' learning process (Al-khresheh, 2024). Moreover, expanding vocabulary in Purposive Communication subjects through Pecha Kucha conveys a message to incorporate knowledge of the context and efficiency for discussion and stimulation process. It provides content knowledge and vocabulary expansion in teaching and learning compliment practice and strategy. It analyzes the various techniques and approaches to the teaching process for Pecha Kucha in Purposive Communication (Manwa, 2020). It is the basis for teaching and learning to expand the vocabulary of students such as competency learning, activities, materials, usage of syllabus, and trend in teaching. It provides practices and instructions for teaching and learning proper techniques in Pecha Kucha presentations. It focuses on the approach of teaching and learning that suits students' needs and capacity (Zahid & Nawab, 2025).

Notably, improving organization in Purposive Communication through Pecha Kucha in teaching and learning provides clear structure on the main ideas in outlining the logical progress of

the message and conclusions. It visualizes the process of communication to ensure the topic for direct discussion in teaching and learning. It identifies capacity of the faculties instructional and teaching practices through professional development for Pecha Kucha process and pedagogy (Ssemugenyi, 2023). It indicates that improving organization in teaching pedagogy and learning instructional practices for faculty development expresses the knowledge for Pecha Kucha implementation and desires. It expresses the success of teaching and learning improvement in the school organization and setting among students. It provides skills for Pecha Kucha pedagogy teaching development to lead, plan, and initiate student learning processes (Hapsari et al., 2025). In consequence, improving organization in Purposive Communication through Pecha Kucha in teaching and learning ensures proper timing in the improved organization of the topic to be presented with clear information and limits. It focuses on the key message and engagement of the audience to illustrate interaction in the presentation of Pecha Kucha (Valente et al., 2024). It identifies the teaching and learning development contribution for the improved organization in the school system approach to equip quality education in the area of reflection, effectiveness, implementation, observed model, standard process, requirements, and acquiring knowledge skills in Pecha Kucha for Purposive Communication subject. It shows that an improved organization develops skills in the practice of Pecha Kucha presentation process and application of learning. It contributes to standard process and requirement for Purposive Communication through Pecha Kucha teaching and learning (Kwangmuang et al., 2021).

Moreover, reinforce language concepts in Purposive Communication through Pecha Kucha in teaching and learning emphasize utilization to encourage relevant connectors of vocabularies (Dickson & Ijeoma Peace Okechukwu, 2024). It provides structure and feedback, correct word utilization, fluency, and pronunciation of the language concept and presentation. It describes the profiles of faculties teaching Purposive Communication subject through various structural domains to include various approaches in teaching methods and strategies stress to reinforce language concepts in the academic performance, attitude towards learning, and comprehension level of students (Arnold et al., 2023). It provides the ability to reinforce language concepts in the lessons or activities in Purposive Communication through Pecha Kucha in teaching and learning (Pedroso et al., 2023). It reinforces language concepts on motivation and attention for learning (Nathir Ghafar, 2024), commitment, values, preference, acceptance, beliefs, worth attitude, satisfaction, and willingness to respond (Mehner et al., 2025). In addition, reinforcing language concepts in Purposive Communication through Pecha Kucha in teaching and learning provides various materials in the reinforcement of language concepts appropriate in Pecha Kucha presentation focus and task (Bashir et al., 2025). It provides a concise presentation on the explicit teaching and learning accountability concept of language for the Pecha Kucha process. it is designed for the learning process in the academic performance of students in Purposive Communication to explore in-depth learning activities (Lim, 2025). It provides the faculties to reinforce language concepts and work styles based on the ability of the students as centers of learning. It examines the techniques, methods, and strategies in teaching and learning in terms of academic achievements, attitude towards learning, and skills in learning. It carries the ability and execution of language concept and reinforcement implementation (Englefield & Beale, 2026).

Conclusion

It shows that improved communication skills focus on enhancing speaking and confidence in the oral presentation where it develops speaking capacity and skills concise communication process ability. This includes encouragement of students to be independent and active in the skills of communication for both monologue and dialogue contexts where it defines and encourages success of delivery process communication idea, scheme, and structure concepts. It shows that expanded vocabulary focuses on specific language to expand Pecha Kucha vocabulary and knowledge process where it enhances approach in the language proficiency engagement on the interesting and dynamic

vocabulary knowledge. This includes to convey a message to incorporate vocabulary knowledge of the context and efficiency for discussion and stimulation process where it provides content knowledge and vocabulary expansion in teaching and learning complement practice and strategy. It shows that improved organization provides clear structure on the main ideas in outlining the logical progress of the message and conclusions where it visualizes the process of communication to ensure direct discussion in teaching and learning. This includes proper timing in the improved organization of the topic to be presented with clear information and limit where it focuses on the key message and engagement of the audience to illustrate interaction in the presentation of Pecha Kucha. It shows that reinforced language concepts emphasize utilization to encourage teaching and learning on relevant connectors of vocabularies where it provides structure and feedback, correct word utilization, fluency, and pronunciation of the language concept and presentation. This includes providing various materials in the reinforcement of language concepts appropriate in Pecha Kucha presentation focus and task where it provides concise presentation to explicit teaching and learning accountability in the concept of language for Pecha Kucha process.

Conflicts of Interest

The author declares no conflict of interest.

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Author contribution

Leovigildo Lito D. Mallillin: Conceptualization, Formal analysis, Literature review and synthesis, Policy document analysis, Framework development, Writing–original draft, Writing–review and editing.

Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used Grammarly in order to improve English grammar and readability. After using this tool/service, the author(s) reviewed and edited the content as necessary and took full responsibility for the content of the publication.

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