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Improving Speaking Skills Through Sequence Pictures by Padlet

Fathurrahman Daffa Faiz Haq[1], Zulfa Sakhiyya[2]

[1]Post Graduate Student, English Education of Universitas Negeri Semarang, Indonesia
[2]Lecturer, English Education of Universitas Negeri Semarang, Indonesia

Corresponding Author: Fathurrahman Daffa Faiz Haq

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ABSTRACT

This quasi-experimental study aimed to examine the effectiveness of English-speaking learning through sequence pictures on Padlet in improving students' speaking skills; to investigate whether there were significant differences between students taught using the sequence picture method via Padlet and those taught using the traditional method; and to assess students' perception toward this learning method. Data collection involved pre- and post-tests and a Likert-scale students' attitude questionnaire. The results revealed that using sequence pictures via Padlet.com proves to be an effective method for enhancing students' speaking skills. The positive attitude emerged because sequence pictures on Padlet.com provided visual support and an interactive digital platform that helped students organize ideas more easily, collaborate with peers, and practice speaking in a more engaging learning environment. Statistical analysis indicates that using sequence pictures on Padlet.com significantly outperforms traditional teaching methods. The questionnaire results show that students had a very positive attitude toward using sequence pictures on Padlet.com for speaking activities.

Keywords: Speaking Skills, Visual Aids, Padlet, Sequence Pictures

INTRODUCTION

Speaking skills are among the most difficult productive skills to master. It requires appropriate use of vocabulary, clear pronunciation, the ability to deliver ideas fluently, and real-time production and processing. As Nunan (1989, 2003) proposed, adequate speaking performance is not a single ability, but consists of several connected components: vocabulary, pronunciation, grammar, fluency, and content. Many students appear to be struggling with developing their speaking skills. Deswalantri et al. (2024) report that a lack of confidence and anxiety hinder student learning. In addition to anxiety, Alrasheedi (2020) reveals affective factors influencing students' speaking performance, such as fear of making mistakes, peer pressure, anxiety, and shyness. Moreover, Khan (2022) finds that problems in learning English include students' accents, the influence of their mother tongue, pronunciation, and vocabulary knowledge. In the EFL context, speaking activities are limited and often conducted using traditional teaching methods, which are insufficient in stimulating students' willingness and motivation to speak.

In Indonesia, the English education landscape faces numerous challenges, particularly in developing students' communicative skills. Wahyuningsih and Afandi (2020) demonstrate that, according to students, learning to speak English is

difficult due to limited exposure to the language and pronunciation challenges. Besides the minimal exposure, Putri et al. (2020) show students' views that teacher factors mainly dominate the factors hindering their learning. To address these problems, teachers are required to explore innovative teaching methods for speaking to help students enhance their speaking skills and increase their willingness to speak. Such strategies include the use of visual aids in English language teaching. Mayer (2005), in a Cognitive Theory of Multimedia Learning (CTML), proposed that people tend to learn effectively through a combination of words and pictures. This principle is relevant to teaching and learning speaking, as language learners often face the challenge of conceptualizing and expressing their ideas.

Visual aids, such as images, videos, and diagrams, provide contexts that help students develop meaningful representations of the ideas they wish to express. A well-chosen visual aid helps them connect with linguistic forms through focused reference. One example of a visual aid is sequence pictures, which are a set of pictures arranged logically to describe a scene or tell a story. It provides a contextual visualization that helps students build a coherent spoken narrative. The pictures offer real-time visual support in reducing their anxiety due to cognitive loads, and allow them to focus more on expressing what's in the pictures verbally. Jitpranee et al. (2024) reveal that students demonstrated positive attitudes toward the implementation of the sequence picture in storytelling learning. Additionally, Ekaningsih and Haq (2022) present that using sequence pictures significantly improved students' speaking abilities. Likewise, Aridasarie and Rohmah (2024) discover that the use of printed pictures and a story audiotape help students speak in English confidently and reinforces their creativity in storytelling. Thus, previous studies have reported that the use of sequence pictures to teach speaking is beneficial for improving students' speaking.

Along with the growth of technology, it is necessary for teachers to integrate sequence pictures with online tools to foster creativity and collaboration. One of the online platforms to teach English is Padlet.com. It is a cloud-based virtual bulletin platform that allows users to create, upload, and share content, such as texts, pictures, videos, and documents. In EFL speaking instruction, Padlet.com provides an interactive and dynamic platform that facilitates students' practice of oral production in a collaborative environment. Through its multimedia features, students can directly access learning materials, allowing them to develop their speaking skills at their own levels and take into account their learning. This website helps reduce students' anxiety and boosts their motivation in English-speaking learning. Ta et al. (2023) highlight students' positive views toward using Padlet as a means of delivering speaking lessons. Moreover, Zainuddin et al. (2020) indicate that the use of Padlet significantly improves student engagement during English-speaking learning. Similarly, Alastal et al. (2022) underscore that including Padlet in English-speaking activities improves students' speaking skills and deductive thinking skills. Therefore, Padlet.com is a suitable tool to be integrated into EFL speaking instruction to facilitate students' speaking skills development.

Very few studies have explored the pedagogical potential of combining the sequence picture method and Padlet integration to improve students' speaking skills. Existing literature on Padlet often focuses on its independent use, while studies on sequence pictures center on stimulating students' speaking skills traditionally in face-to-face classroom settings. Nevertheless, the collaboration between Padlet's multimedia features and the structured narrative prompts involving sequence pictures has not been thoroughly investigated. This represents a significant gap, as the combination of both could offer advantages in supporting students' English-speaking skills development; however, these

benefits remain unexplored. Therefore, this study is entitled "Improving Speaking Skills through Sequence Pictures by Padlet: A Case of Seventh Grade Students at Al Azhar Junior High School Semarang", aimed to examine the effectiveness of English-speaking learning through sequence pictures on Padlet in improving students' speaking skills; to investigate whether there were significant differences between students taught using the sequence picture method via Padlet and those taught using the traditional method; and to assess students' perception toward this learning method.

MATERIALS & METHODS

This study employed a quantitative approach. Creswell (2012) describes a quantitative approach as the method for testing objective theories by investigating relationships among variables. These variables were measured with instruments to collect numerical data and were analyzed using statistical procedures. This approach was used to examine the effectiveness of English-speaking learning through sequence pictures on Padlet in improving students' speaking skills. Besides, this study aimed to investigate whether there were significant differences between students taught using the sequence picture method via Padlet and those taught using the traditional method. In addition, the qualitative approach was beneficial for assessing students' perception toward this learning approach, as it helps promote their motivation throughout the learning process. Thus, the quantitative approach was suitable to support the aims of this study.

In the scope of the quantitative approach, this study integrated a quasi-experimental design. It is a quantitative approach used to determine and measure the effectiveness of an intervention (Creswell, 2012). This design involved providing a treatment to both a control group and an experimental group. It enabled testing the effectiveness of using sequence pictures on Padlet as an intervention to enhance students' speaking skills and allowed this study to infer whether the intervention caused changes by analyzing statistical differences between students taught with the sequence picture method on Padlet and those taught with the traditional method.

To achieve the aims of this study using a quasi-experimental design, the steps included designing the study by structuring the research problems, conducting theoretical reviews, and selecting a sample. The study began by administering a pre-test to the control and experimental groups. Students were then taught differently; the control class was taught using the story expansion technique with controlled themes for each group. In contrast, the experimental class was taught using the story expansion technique involving sequence pictures posted on Padlet. The next step was administering a post-test to both classes. After conducting a set of experimental activities, a Likert-scale questionnaire was then distributed to the experimental class to assess students' perception toward this learning approach. Data from students' pre-test, post-test, and questionnaire responses were analyzed statistically and then described using the results of the analyses and relevant theories.

The population is the generalization area, encompassing the subject that demonstrates specific characteristics and qualities determined by the researcher as the research site (Sugiyono, 2015). The population in this study comprised grade 7 students at SMP Al-Azhar 29 in the academic year 2025/2026, totaling 120 students in 4 classes. The four classes represented the population based on their classification into similar classes. Moreover, the sample in this study was selected using convenience sampling. Convenience sampling is a sampling technique that allows researchers to select participants who are easier to access or willing to participate (Creswell, 2015). This sampling method was chosen because the control and experimental classes were available during data collection. It consisted of one control class with 30 students and one experimental class

with 27 students. This sample is appropriate for the aims of the study, which centers on examining the effectiveness of English-speaking learning through sequence pictures on Padlet in improving students' speaking skills.

In Pre-test and Post-test, Control and Experimental classes received a brief explanation of the pre-test topic, then took the pre-test for 30 minutes. The pre-test was conducted in a group, consisting of describing a sequence of pictures for 3 minutes each. A post-test was also administered to both classes. The control class received printed sequence pictures for each group and was asked to create a story description for each picture. In contrast, the experimental class viewed the picture sequence on Padlet and was asked to develop a story description for each picture in groups. Students were scored using a speaking rubric with indicators for speaking aspects.

In addition, after conducting a set of experimental activities, a Likert-scale questionnaire was then distributed to the experimental class to assess students' perception toward this learning approach. The questionnaire consisted of nine questions and was completed in 10 minutes by selecting 1-5 to indicate their level of strong disagreement to strong agreement. A total of 27 students responded to the questionnaire, providing complete responses to points 1-9. To conclude, the data collection methods involved administering a pre- and post-test for both classes and distributing a Likert-scale questionnaire in the experimental class

This study employed quantitative data collection instruments, including pre- and post-test protocols and a Likert-scale questionnaire to measure students' perception.

A pre-test was a test administered before treatment to measure participants' background or initial knowledge, in this study, students' speaking skills. It allowed researchers to determine pre-existing differences between the control and experimental groups. In contrast, a post-test was a test administered after treatment was completed to evaluate the treatment's effectiveness. It showed how much participants improved by comparing the results to the pre-test. The pre- and post-test protocol consisted of instructions for students to: work in groups, narrate a set of sequence pictures with a minimum of 9 sentences for each picture, and present their work within a specified time limit. The test scoring was guided by a speaking scoring rubric with four indicators, adapted from Brown (2004) and Heaton (1988).

A Likert-scale questionnaire was used to measure students' perception toward learning speaking using sequence pictures on Padlet. A Likert-scale questionnaire presents respondents with a set of statements and asks them to indicate their level of agreement on a fixed scale ranging from 1 (strongly agree) to 5 (strongly disagree). This questionnaire was adapted from Pirka et al. (2024) to examine students' perception after a writing activity facilitated by sequence pictures; hence, the questionnaire items were altered to meet the needs of this study. It consisted of nine statement items and scoring indicators for each item. A Likert-scale questionnaire is suitable for this study due to its simple format and statistical scores.

This study utilized expert judgement to validate the students' attitude questionnaire. It was done by seeking evaluations and recommendations from experts with competence in the field under investigation, in this case, teaching speaking skills. Creswell (2012) states that experts must review the instruments used in a study to ensure that each item accurately measures the target construct. In addition, Sugiyono (2013) highlights that validity can be established through expert judgement of the relevance and appropriateness of each instrument item. This process was essential because it ensured that the instrument aligned with the academic standards. Therefore, expert judgement was conducted by distributing a validation sheet outlining a

completion procedure, indicators, recommendations, and conclusions.

The data analysis was conducted in a series of steps that included a normality test, a homogeneity test, a Wilcoxon test, an n-gain test, a Mann-Whitney test, and descriptive statistics to determine the data range.

A normality test was performed to assess whether data from both sample groups followed a normal distribution. If the samples were normally distributed, it was assumed that the populations were also normally distributed, allowing for the application of corresponding statistical theories. In this study, the normality test was conducted using the SPSS software as follows.

Hypothesis:

H_0 = Normal data distribution

H_1 = Abnormal data distribution

In this study, the homogeneity test employed the Shapiro-Wilk test because many samples in both classes were under 50. The criterion for hypothesis testing was that if the significance value (sig) exceeded 5%, H_0 would be accepted, indicating that the data are normally distributed (Sukestiyarno, 2014).

The homogeneity test was a statistical method used to assess whether two sample groups have equal variances. In this study, the homogeneity test was performed using the SPSS software as described below.

Hypothesis:

H_0 = Similar variants (the two classes are homogeneous)

H_1 = Different variants (the two classes are not homogeneous)

This study employed the Levene Test for homogeneity. The hypothesis was accepted if the significance value (sig) exceeded 5% (Sukestiyarno, 2014).

The Wilcoxon Signed-Rank test was a nonparametric test used to assess whether there was a significant difference between two related sets of scores, such as pre-test and post-test results for the same participants.

Formula:

$T = \min (T^+, T^-)$ (where T^+ = sum of positive ranks and T^- = sum of negative ranks).

The N-Gain, or normalized gain, was a test used to determine how much students improve after receiving an instructional treatment. Instead of simply comparing pre-test and post-test scores, N-Gain evaluated how much each student improved relative to the maximum possible improvement.

Hypothesis:

H_0: There is no significant improvement in students' learning outcomes based on the N-Gain score.

H_1: There is a significant improvement in students' learning outcomes based on the N-Gain score

The Mann–Whitney U test was a statistical test that did not assume normality (non-parametric statistical), utilized to assess if two independent groups have significant differences. Unlike tests that assume normality, it ranked all values from both groups together and examined the distribution of these ranks. Formulas:

$U_1 = n_1 \cdot n_2 + [n_1 (n_1 + 1) / 2] - R_1$

$U_2 = n_1 \cdot n_2 + [n_2 (n_2 + 1) / 2] - R_2$

$U = \min (U_1, U_2)$

This process aimed to analyze data distribution by using the average (mean) as a reference. In basic statistics, the mean indicates the center of the data, and the range shows the extent of data spread from the minimum to the maximum value.

Ranges:

Low = $X \leq (\mu - 1\sigma)$ or $X < (\mu - 1\sigma)$

Average = $(\mu - 1\sigma) < X < (\mu + 1\sigma)$

High = $X \leq (\mu + 1\sigma)$

This study addressed and obeyed several ethical considerations to ensure participants' privacy and well-being. All participants were fully informed about the procedure of the study, and their personal information remained confidential. The results of this study will be reported aggregately to protect participants' identities. In addition, the researcher ensured that the process of data collection was ethical and that participants did not experience any harm. Furthermore, both the control and experimental classes

were treated fairly despite their background. Finally, this study has obtained approval from the school before the data collection process.

RESULT

Data collection took place at SMP Islam Al Azhar 29 Semarang, located at Jl RM Hadisoebeno Sosrowardoyo, BSB City, Semarang, from May 19th to 23rd, 2025. The data were gathered from grade 7 students in two classes, each with 27 and 30 students. One class was designated as the experimental group, and the other as the control group. After the statistical data analysis, this sub-chapter covers the research setting, data description, and results analysis.

Data Description

This study's data description provides a general overview of the research subjects' characteristics. Data collection was conducted using pre- and post-tests for both control and experimental classes, and questionnaires to assess students' perception toward learning to speak using sequence pictures on Padlet.com. The speaking rubric was used to measure students' speaking abilities in grammar, vocabulary, fluency, and pronunciation. The assessments were conducted by the researcher with the teacher, using a scoring range of 1-5 for nine student groups in the experimental class and ten in the control class. The first round of data collection served as the post-test to measure the students' initial abilities. The second round served as the pre-test to measure their abilities after treatment. Subsequently, the students' scores were totaled and tested for effectiveness using SPSS. The descriptive data from the observation sheet assessments are presented in the *Pre- and Post-test data Descriptions Table* below.

Table 1. Pre- and Post-test Data

Class	Statistic	Value
Pre-test Experiment	Mean	10
	Median	10
	Variance	2.50
	Std. Deviation	1.58
	Minimum	8
	Maximum	12
Post-test Experiment	Mean	19.33
	Median	20.00
	Variance	1.00
	Std. Deviation	1.00
	Minimum	17
	Maximum	20
Pre-test Control	Mean	8.80
	Median	9.00
	Variance	0.622
	Std. Deviation	0.788
	Minimum	8
	Maximum	10
Post-Test Control	Mean	15.30
	Median	15.50
	Variance	2.456
	Std. Deviation	1.567
	Minimum	13
	Maximum	18

The next instrument was a students' attitude questionnaire used to determine students' perception during the learning process. The questionnaire was given to students in the experimental class individually. The questionnaire consisted of 8 items; each

scored from 1 (strongly disagreed) to 5 (strongly agreed). Furthermore, the questionnaire scores for each student were used to classify students based on their attitudes. There were 3 categories of student attitudes towards learning: poor, good, and very good, with the data range determined by the mean and standard deviation. The questionnaire data are shown in the *Student Questionnaire Data Description* table.

Table 2. Student Questionnaire Data Description

Mean	Medi	Vari	Std. Dev	Min	Max
37.889	39	35.026	5.9182	23	45

The data showed an average (mean) of 37,889, while the median was 39. The minimum value was 23, and the maximum was 45. Variance was calculated at 35,026, with a standard deviation of 5.9182. Based on this, the data categories are: less good (23-31,970), good (31,971-43,807), and very good (43,807-45). (Table 1, Table 2, etc.), likewise for figures (Figure 1, Figure 2, etc.). Data in a table that would require only two or fewer columns and rows should be presented in the text. More complex data are better presented in tabular format. Figures are visual representations including graphs, charts, and drawing.

Assumption Test

Test of Normality

The normality test used in this study was the Shapiro-Wilk because the sample size was small (fewer than 50 respondents). The Shapiro-Wilk normality test was used to determine whether the data came from a normally distributed population. The decision criterion was that if the significance value (Sig.) was greater than 0.05, the data were considered normally distributed. Conversely, if the Sig. value was less than 0.05, the data were considered not normally distributed.

Table 3. Normality Test

Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Stat	df	Sig.	Stat	df	Sig.
Pre-Test Exp	.181	9	.200*	.898	9	.242
Post-Test Exp	.303	9	.017	.710	9	.002
Pre-Test Con	.245	10	.091	.820	10	.025
Post-Test Control	.197	10	.200*	.945	10	.609
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the Shapiro-Wilk normality test for the Speaking Skills Score data, it was observed that the Pre-Test Experimental (Sig. = 0.242) and Post-Test Control (Sig. = 0.609) had Sig. values greater than 0.05, indicating that the data were normally distributed. Conversely, the Post-Test Experimental (Sig. =0.002) and Pre-Test Control (Sig. =0.025) had Sig. values than 0.05, indicating that the data were not normally distributed. Since several data groups were not normally distributed, the normality assumption was not met.

Test of Homogeneity

The homogeneity test was used to determine whether the variances of the data groups were equal (homogeneous). The homogeneity test used in this study was Levene's Test, with the decision criterion that if the Sig. value is greater than 0.05, the data variances were considered homogeneous. Conversely, if the Sig. value was less than 0.05, the data variances were considered not homogeneous.

Table 3. Normality Test

	Lev Stat	df1	df2	Sig.
Based on Mean	3.129	3	34	.038
Based on Median	2.535	3	34	.073
Based on Median and with adjusted df	2.535	3	28.320	.077
Based on trimmed mean	3.106	3	34	.039

Based on the results of the homogeneity test using Levene's Statistic Based on Mean, the significance value (Sig.) obtained was 0.038. Since the Sig. value (0.038) was less than 0.05; was indicates that the data variances were not homogeneous, therefore, the assumption of homogeneity of variance was not fulfilled.

Hypothesis Test

Based on the results of the normality and homogeneity tests conducted previously, it was found that the assumptions of normality and homogeneity were not met. Therefore, the subsequent analysis employed non-parametric tests, namely the Wilcoxon test as an alternative to the Paired Sample T-Test and the Mann–Whitney test as an alternative to the Independent T-Test.

Wilcoxon Test

The Wilcoxon Signed-Rank Test serves as a non-parametric alternative to the Paired Sample T-Test for comparing differences between two paired data groups that are not normally distributed. The decision criterion was that if the Asymp. Sig. value was greater than 0.05, then it was accepted, indicating no significant difference between the two data groups. Conversely, if the Asymp. Sig. value was less than 0.05, then it was rejected and the alternative hypothesis was accepted, indicating a significant difference between the two data groups.

Table 5. Experimental Group Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Experimental - Pre-Test Experimental	Negative Ranks	0[a]	.00	.00
	Positive Ranks	9[b]	5.00	45.00
	Ties	0[c]		
	Total	9		
a. Post-Test Experimental < Pre-Test Experimental				
b. Post-Test Experimental > Pre-Test Experimental				
c. Post-Test Experimental = Pre-Test Experimental				

Table 6. Test Statistics Experimental

	Post-Test Experimental - Pre-Test Experimental
Z	-2.677[b]
Asymp. Sig. (2-tailed)	.007
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon test for the experimental group indicated a significant improvement in the Speaking Skills Score after the treatment using sequence pictures. This finding was supported by the fact that all subjects (N = 9) showed Positive Ranks (score improvement), and none showed a decrease (Negative Ranks). Based on the Wilcoxon test results, the Asymp. Sig. (2-tailed) The value obtained was 0.007, which was less than 0.05. Therefore, H_0 was rejected and H_1 was accepted, leading to the conclusion that there was a significant difference in the Speaking Skills Score between the Pre-Test and Post-Test. This indicated that the use of sequence pictures was effective in improving students' speaking skills in the experimental group.

Table 7. Control Group Ranks

	N	Mean Rank	Sum of Ranks
Neg Ranks	0[a]	.00	.00
Pos Ranks	10[b]	5.50	55.00
Ties	0[c]		
Total	10		
a. Post-Test Control < Pre-Test Control			
b. Post-Test Control > Pre-Test Control			
c. Post-Test Control = Pre-Test Control			

Table 8. Test Statistics Control

	Post-Test Control - Pre-Test Control
Z	-2.831[b]
Asymp. Sig. (2-tailed)	.005
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon test for the control group indicated a significant improvement in the Speaking Skills Score. This finding was supported by the fact that all subjects (N=10) showed Positive Ranks (score improvement) and none experienced a decrease (Negative Ranks). Based on the Wilcoxon test results, an Asymp. Sig. (2-tailed) value of 0.005 < 0.05 was obtained. Therefore, H_0 was rejected and H_1 was accepted, so it can be concluded that there was a significant difference in the Speaking Skills Score between the Pre-Test and Post-Test, indicating that, even without the use of sequence pictures, the students' speaking skills improved in the control group.

N-Gain Tests

The N-Gain test measured the effectiveness of a treatment by calculating the increase in scores between the pre-test and post-test, after accounting for the maximum possible score (the normalized gain). The formula is as follows:

$$N - Gain = \frac{Post - Test\ Score - Pre - Test\ Score}{Maximum\ Score - Pre - Test\ Score}$$

The N-Gain value obtained was then interpreted into the following categories:

Table 9. N-Gain Categories (Meltzer, 2002)

N-Gain Score	Category
N-Gain > 0,7	High
0,3 ≤ N-Gain ≤ 0,7	Medium
N-Gain < 0,3	Low

Table 10. N-Gain Descriptive

Group			Statistic	Std. Error
Experimental	Mean		.93	.037
	95% Confidence Interval for Mean	Lower Bound	.84	
		Upper Bound	1.01	
	5% Trimmed Mean		.94	
	Median		1.00	
	Variance		.012	
	Std. Deviation		.110	
	Minimum		1	
	Maximum		1	
	Range		0	
	Interquartile Range		0	
	Skewness		-1.988	.717
	Kurtosis		4.368	1.400
Control	Mean		.58	.043
	95% Confidence Interval for Mean	Lower Bound	.48	
		Upper Bound	.68	
	5% Trimmed Mean		.58	

	Median	.57	
	Variance	.019	
	Std. Deviation	.137	
	Minimum	0	
	Maximum	1	
	Range	0	
	Interquartile Range	0	
	Skewness	.332	.687
	Kurtosis	-1.373	1.334

Based on the descriptive analysis of the N-Gain Scores for both groups, the experimental group had an average (Mean) N-Gain of 0.93, categorized as high (since 0.93≥0.70). In contrast, the control group displayed an average (Mean) N-Gain of 0.58, which falls into the moderate range (0.30≤0.58<0.70). This difference indicates that the use of sequence pictures was more effective in enhancing students' speaking skills in the experimental group compared to the control group, which only used themes in expanding stories.

Mann-Whitney Tests

The Mann-Whitney U test is a non-parametric alternative to the Independent Sample T-Test, used to compare differences between independent groups when the data is not normally distributed. The decision was based on the Asymp. Sig. value: if it was greater than 0.05, the null hypothesis was accepted, indicating a significant difference between the groups. Conversely, if the Asymp. Sig. value was less than 0.05, the null hypothesis was rejected, suggesting no significant difference.

Table 11. N-Gain Test Statistics

	N-Gain Score
Mann-Whitney U	3.000
Wilcoxon W	58.000
Z	-3.472
Asymp. Sig. (2-tailed)	<,001
Exact Sig. [2*(1-tailed Sig.)]	<,001[b]
a. Grouping Variable: Group	
b. Not corrected for ties.	

The Mann-Whitney U test results indicated that the Asymp. Sig. (2-tailed) value was less than 0.001, which is below the significance threshold of 0.05 (0.001<0.05). Consequently, the null hypothesis was rejected while the alternative was accepted, suggesting a significant difference in N-Gain Scores between the experimental and control groups. This demonstrates that the sequence of pictures provided to the experimental group was more effective in enhancing students' speaking skills compared to the control group.

DISCUSSION

This quantitative study was carried out with a population that was neither normally distributed nor homogeneous, as determined by speaking rubric scores evaluating students' speaking abilities in grammar, vocabulary, and fluency.

Discussion of research question 1

Data analysis for hypothesis 1 showed that the students' average speaking ability in the experimental class was 10.22 before applying the sequence picture through the Padlet learning model and increased to 19.33 afterward. The Wilcoxon test results indicated a significant improvement across all students. Therefore, it can be concluded that using sequence pictures effectively enhances the speaking ability of students in the experimental group.

Grammar plays an essential role in producing and structuring spoken language

by ensuring that meaning and context are clearly conveyed. This view is consistent with Nunan's (1998) assertion that learners require a functional command of grammar to produce accurate utterances and avoid misunderstandings. The findings from the post-test presentation support this perspective, as students demonstrated improved grammatical accuracy when describing sequence pictures using the simple past tense. Through the task of constructing nine sentences collaboratively, grammar instruction was applied within a meaningful communicative activity rather than isolated practice. Group members actively checked verb forms, corrected grammatical errors, and ensured chronological consistency during their presentations, indicating that grammar functioned as a tool a support meaning. This aligns with the principle that grammar instruction should be integrated into real world communicative tasks and focused on meaning. Therefore, the improvement observed in students' group presentations suggests that treating grammar as a facilitator of communicative purpose effectively enhanced their spoken grammatical performance.

The improvement includes students' vocabulary mastery as they are able to describe the pictures by using a wide range of appropriate words and expression in spoken interaction, allowing them to express ideas clearly, describe confidently, and participate more actively. As Nunan (1989) highlighted that limited vocabulary knowledge is often a significant barrier to oral communication, students are able to describe better by using suitable range of words. It can be seen during the presentation session after the students were given instruction to describe the sequence picture on the use of the simple past tense, the classroom atmosphere indicated significant improvement in group vocabulary development. When presenting the sequence picture, each group was able to construct nine sentences that described the events in a logical order using appropriate past tense verbs. Group members collaborated effectively by helping each other recall verbs, choose suitable words, and correct incorrect vocabulary usage during the presentation. This collaborative process supported vocabulary expansion at the group level, as students learned new words from their peers while applying them in meaningful context. As a result, the presentations on the post test became more coherent accurate and expressive, showing that the integration of simple past tense instruction with sequence picture activities positively improve students' vocabulary mastery and their ability to use it communicatively.

The improvement includes students' fluency mastery can be seen during the post test presentation session, after the students received instruction on the simple past tense, the classroom condition showed a noticeable improvement in fluency at the group level. When presenting nine sentences to describe the sequence pictures, students were able to deliver their ideas more smoothly with fewer pauses, repetitions, and hesitations than in previous presentations. The clear sequence of events helped groups maintain a steady flow of speech and remain focused on the topic without losing coherence. This finding supports Nunan's (1989) view that meaningful speaking requires learners to deliver relevant and coherent content as part of communicative competence and discourse management. By engaging in a narrative speaking task, students practiced organizing ideas logically and supporting their statements with appropriate details, which contributed to more fluent oral production. Therefore, the post-test presentations indicate that integrating content-based narrative activities, such as describing sequence pictures, effectively enhances students' fluency by allowing them to manage discourse and communicate information more confidently and continuously.

The improvement includes students' pronounciation mastery can be seen During the post-test presentation session, after the

students received instruction on the simple past tense, the classroom condition indicated an improvement in pronunciation at the group level. When presenting nine sentences to describe the sequence pictures, students pronounced past-tense verbs and key vocabulary more clearly and consistently than in earlier sessions. Improvements were observed in segmental features, such as the accurate pronunciation of final *-ed* endings, as well as in suprasegmental features, including more appropriate stress, intonation, and rhythm when delivering sentences. Group members supported one another by modeling correct pronunciation and adjusting their speech during the presentation to ensure clarity. This finding supports Nunan's (2003) view that pronunciation is a key factor of oral proficiency because it directly influences listener comprehension. Rather than aiming for native-like pronunciation, students focused on producing intelligible speech that enabled listeners to easily understand the spoken discourse. Therefore, the post-test presentations demonstrate that integrating pronunciation focus within meaningful speaking tasks, such as describing sequence pictures, effectively enhances learners' oral comprehensibility and overall speaking performance.

In line with Phuong (2018), using picture descriptions positively influences students' speaking coherence, and they had positive attitudes towards picture descriptions in English-speaking learning. In addition, Jitpranee et al. (2024) reflect that using sequence pictures reinforces cultural and language learning, enhances storytelling abilities, and strengthens analytical thinking skills. Ekaningsih and Haq (2022) also reveal that using sequence pictures significantly improved students' speaking abilities. This finding is supported by Aridasarie and Rohmah (2024), who discovered that the use of printed pictures and a story audiotape help students speak in English confidently and reinforces their creativity in storytelling. Similar to quasi-experimental studies by Annisa et al. (2022) and Pratiwi and Ayu (2020), which indicate that sequence pictures as English learning media help improve students' speaking skills. The results align with the Cognitive Theory of Multimedia Learning (CTML) by Mayer (2005), stating that a key component of this theory is the idea that the human mind comprehends ideas through two channels: verbal and visual. These channels are triggered simultaneously during learning. For instance, when sequence pictures prompt visual stimuli that help language learners visualize their ideas while organizing relevant vocabulary and grammatical structure in sequence. Instead of merely using linguistic memory, they can rely on visual cues to manage their speech, thereby allowing them to focus on making meaning rather than struggling to visualize their ideas.

Discussion of research question 2

According to the hypothesis 2 test results, the control class had an average post-test score of 15.3, whereas the experimental class averaged 19.33. The N-gain analysis revealed that the experimental class achieved a score of 0.93, placing it in the high category, whereas the control class scored 0.58, which is categorized as medium. These differences in scores and categories indicate that students who engaged with sequence-picture learning activities showed greater improvements in speaking skills than those who used traditional methods. The finding is consistent with Lai and Chen (2021), who reported that the experimental group showed greater vocabulary improvement. Likewise, Numonova (2024) finds that the experimental group showed vocabulary gains and participated actively during the learning process. In terms of student engagement, Situmorang et al. (2025) indicate significant levels of student engagement when learning English speaking using Padlet.com. Extending the student engagement, Ali et al. (2024) underscore Padlet's potential as a tool for enhancing EFL students' speaking proficiency,

primarily focusing on students' speaking accuracy, vocabulary, and fluency. Additionally, Alastal et al. (2022) show that including Padlet in English-speaking activities improved students' speaking skills and deductive thinking skills.

In line with previous study, Ta et al. (2023) examined the use of Padlet in speaking lessons for 93 business students at a Vietnamese university. Using questionnaires, speaking rubrics, and observations, the study found positive student attitudes and improved speaking performance, suggesting that Padlet can effectively enhance the quality of online English learning. During the COVID-19 pandemic, digital tools became essential in education, including in Vietnam where online learning was widely implemented.

Fifty students from MA Assalafiyah were divided into experimental and control groups investigated by Hikmah et al (2022) in quasi experimental of the use of podcast and Padlet to improve students' English productive skills. Speaking and writing tests were used to collect data, and t-test analysis showed that students taught with podcasts and Padlet achieved significantly higher scores than those taught through traditional lecturing methods.

This finding is supported by communicative language teaching (CLT) theory by Brown (2004). The concept highlights that speaking activity should facilitate both linguistic accuracy and functional use through techniques such as oral presentations and storytelling. Brown (2004) introduced the task sequence: pre-task modeling of the target material, task performance, and feedback with a language focus. The task sequence also encourages decision-making and problem-solving tasks by having students use language purposively and interactively. The researcher followed this task sequence in making the lesson plans, which helps foster students' active participation, thereby resulting in their speaking skills development.

In line with Brown (2004) introduced the task sequence: pre-task modeling of the target material, task performance, and feedback with a language focus. The instructional stages in this study consisted of pre-task modelling of the target material, task performance, and feedback with a language focus, which were implemented systematically across the four meetings. The pre-task modelling stage was mainly conducted in the second meeting, when the teacher reviewed the simple past tense and demonstrated how to describe sequence pictures by constructing nine past-tense sentences, including appropriate vocabulary use, grammatical structures, sentence sequencing, and pronunciation. The task performance stage occurred when students worked collaboratively in groups to prepare and present their descriptions, beginning from the pre-test preparation and continuing through the final meeting, in which students created a new description based on different sequence pictures and presented it orally as the post-test. Feedback with a language focus was primarily provided in the third meeting, where the teacher reviewed students' previous descriptive outputs and addressed common errors in vocabulary choice, verb forms, fluency, and pronunciation. Through this stage, students were guided to reflect on their language use and make improvements before completing the post-test, ensuring that all instructional stages contributed to the development of students' speaking performance.

Discussion of research question 3

The descriptive statistical analysis results of the student attitude questionnaire during the learning process were shown in the Students' Perception Percentages Table. According to the table, 18.5% of students were classified as poor in following the learning process, while 19 students, representing 70.37%, were classified as good. Additionally, three students were rated as excellent in participation. Based on this data, it was concluded that students generally had a positive attitude toward participating in learning using the sequence picture method.

Table 1. Students' Perception Percentages

No	Flow	Classification	Total	Percentage
1	$23 - 31.970$	Bad	5	18.5%
2	$31.971 - 43.806$	Good	19	70.37%
3	$43.809 - 45$	Very Good	3	11.11%

The statement "I think learning speaking by using sequence pictures is interesting" in the questionnaire is reflected in the classroom situation throughout the four meetings in the experimental class. After being introduced to the simple past tense and working in groups, students showed increased engagement when sequence pictures were used as the basis for speaking activities. The visual support helped students organize ideas more easily and apply past-tense forms meaningfully rather than memorizing rules. Through reviewing, practicing, and presenting their descriptions, students became more confident and active in group discussions. By the post-test, students demonstrated improvement in vocabulary, grammar, fluency, and pronunciation, indicating that the use of sequence pictures created an enjoyable and meaningful learning environment that supported students' speaking development.

The statement "I think learning speaking by using sequence pictures is easier than using traditional methods" in the questionnaire is supported by the learning process implemented in the experimental class. Throughout the four meetings, sequence pictures provided clear visual guidance that helped students understand the context of the speaking task and organize their ideas logically when constructing nine simple past tense sentences. Unlike traditional methods that often focus on isolated grammar exercises or memorization, the use of sequence pictures allowed students to apply vocabulary and grammatical forms in a meaningful and concrete context. Group work further reduced students' difficulties by encouraging peer support in selecting appropriate vocabulary, forming correct sentence structures, and practicing pronunciation. As a result, students showed gradual improvement in vocabulary, grammar, fluency, and pronunciation from the pre-test to the post-test, indicating that sequence pictures made the speaking task more accessible, structured, and easier for students to perform compared to traditional speaking instruction.

The statement "I am very happy to join this English class" in the questionnaire can be explained by the learning activities implemented in the experimental class throughout the four meetings. The use of sequence pictures in learning the simple past tense created an engaging and supportive classroom environment where students were actively involved in group work rather than passive learning. Starting from the introduction of positive, negative, and interrogative forms and appropriate time expressions, students were gradually guided to apply their knowledge in meaningful speaking tasks. The teacher's modelling, continuous review, and guided practice helped reduce students' anxiety in speaking English, while group collaboration encouraged mutual support in developing vocabulary, grammar, fluency, and pronunciation. By the final meeting, when students created and presented new descriptions based on different sequence pictures, they showed greater confidence and enthusiasm. Therefore, students' positive feelings toward the class can be attributed to the interactive learning process, clear instructional stages, and meaningful speaking activities that made the English class enjoyable and motivating.

The finding aligns with Ahmed (2018), who states that students indicated a positive attitude toward using multimedia aids to help with classroom management and students' English performance. Moreover, Sedghinasab and Akbarnozari (2019) find that integrating movie sessions as visual aids with well-designed activities can

enhance students' readiness and willingness to speak. In addition to students' willingness to learn, Numonova (2024) reports that incorporating visual aids into instruction increases students' motivation and makes lessons more engaging. Likewise, Chen (2021) discovers that students perceive that integrating digital learning tools could significantly enhance their overall views of the lesson. Furthermore, Alhadi and Mugaddam (2024) report positive perceptions of Padlet's use in their English learning. Supported by Jong and Tan (2021), a study providing reports on students' views on Padlet integration. The study reveals that participants respond positively to the use of Padlet in language learning. These findings are consistent with Cognitive Theory of Multimedia Learning (CTML) by Mayer (2005), emphasizing that visual aids such as images, videos, and diagrams provide suitable contexts that help learners develop meaning representations of ideas they want to express. A well-chosen visual aid allows them to connect with linguistic forms with a focused reference.

CONCLUSION

Based on the results of this study, the conclusions are as follows:

1. Using sequence pictures via Padlet.com proves to be an effective method for enhancing students' speaking skills. It combines structured visual aids with an accessible, interactive digital platform. Sequence pictures help students grasp the storyline coherently, boosting their confidence in generating and organizing ideas into oral descriptions. Meanwhile, Padlet offers a collaborative space where students can practice speaking, respond, and receive instant feedback. Its interactivity promotes active participation, boosts motivation, and allows teachers to monitor each student's progress in speaking skills. Overall, integrating sequence pictures with Padlet not only enriches the learning experience but also fosters a communicative environment that significantly improves speaking abilities.
2. Statistical analysis indicates that using sequence pictures on Padlet.com significantly outperforms traditional teaching methods, especially in enhancing students' speaking skills. The data show higher scores for the group using Padlet with sequence pictures, suggesting that this method creates a more engaging, motivating, and effective learning environment. It encourages students to practice and verbally express their ideas. Overall, the statistical results confirm that integrating technology and interactive visual media has a more positive impact than traditional methods.

The questionnaire results show that students had a very positive attitude toward using sequence pictures on Padlet.com for speaking activities. Responses indicated that this platform made learning more engaging, easier to understand, and allowed students to express their ideas freely without feeling pressured. Overall, these findings suggest that integrating sequence pictures with the Padlet platform is not only effective but also well-liked by students as a fun and useful tool for learning to speak.

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