

ABSTRACT

Nurhabibah, Siti Octaviani (2026): The Effect of Sentence Frames on EFL Students' Speaking Performance

Speaking performance requires EFL learners to develop ideas, organize them coherently, use appropriate language, and maintain fluency in real-time oral production. These demands may be challenging for learners who need linguistic support to express their ideas clearly. Sentence frames provide partial language structures that can function as linguistic scaffolding during speaking activities. This study aimed to identify students' speaking performance before and after the use of sentence frames and to determine whether there was a significant difference between the two measurements.

This study employed a quantitative approach with a pre-experimental onegroup pre-test and post-test design. The participants were eleventh-grade students at SMAN 26 Bandung, with 32 students included in the final analysis. Students completed individual two-minute opinion-based monologues assessed through content, organization, grammar, vocabulary, and fluency. They received three treatment meetings using sentence frames. The data were analyzed using descriptive statistics, a paired-samples t-test, and N-Gain analysis.

The results showed that the mean score increased from 32.69 in the pre-test to 55.75 in the post-test. The paired-samples t-test showed a statistically significant difference, $t(31) = 13.767$, $p < 0.001$. The mean N-Gain score was 0.34580, categorized as medium. These findings indicate that students demonstrated better speaking performance after the sentence-frame treatment.

In conclusion, sentence frames can serve as useful linguistic scaffolding for supporting EFL students in producing structured opinion-based monologues. The findings suggest that sentence frames can help learners manage the linguistic and organizational demands of speaking tasks.

Keywords: Sentence Frames; Speaking Performance; EFL; Linguistic Scaffolding; Opinion-Based Monologue