

ABSTRACT

This study investigates scaffolding techniques used by an EYL teacher in teaching speaking and examines students' responses to these techniques. Scaffolding provides structured support tailored to students' understanding, enhancing language development. By focusing on methods such as modeling, recasting, expansion, and visual aids, this research aims to reveal how these techniques facilitate speaking skills and highlight students' cognitive, affective, and conative responses.

A qualitative case study method was employed to explore the scaffolding process in-depth. Data were collected through classroom observations, interviews, and questionnaires allowing a comprehensive understanding of teaching techniques and students' experiences. This approach enabled the researcher to capture the diversity of scaffolding practices and their impact on learners' participation in speaking activities.

Results indicate that an EYL teacher applied seven scaffolding techniques: modeling, sentence starters, recasting, expansion, visual aids, chunking, and collaborative tasks. These techniques supported pronunciation, sentence formation, confidence, and overall speaking proficiency. Students responded positively across cognitive, affective, and conative domains, showing active participation, enthusiasm, and collaboration. Although all seven techniques were implemented, their frequency and emphasis varied according to classroom context and instructional goals. The integration of teacher guidance, visual media, and interactive tasks created a motivating and supportive classroom environment.

Scaffolding is an effective technique for enhancing EYL students' speaking skills. Combining multiple techniques fosters independence, engagement, and motivation, while visual and collaborative tasks enhance enjoyment and interaction. Teachers are encouraged to use diverse scaffolding methods and interactive media, while students should actively practice both in and outside the classroom. Future research may involve larger participant groups and comparative studies to further evaluate scaffolding effectiveness.

Keywords: *Scaffolding Techniques, Student Responses, Speaking Skills*