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## Scaffolding techniques and speaking skill

*Técnicas de andamiaje y habilidad para hablar*

**Lic. María Esther Almeida Obando**

[marylive11@gmail.com](mailto:marylive11@gmail.com)

<https://orcid.org/0009-0000-0237-8937>

Investigador Independiente, Ecuador

**Lic. Norma Cecilia Bastidas Guevara**

[cnbg@hotmail.com](mailto:cnbg@hotmail.com)

<https://orcid.org/0009-0009-2887-9540>

Investigador Independiente, Ecuador

**Mg. Paola Nathaly Mantilla Carrera**

[pnmantilla@espe.edu.ec](mailto:pnmantilla@espe.edu.ec)

<https://orcid.org/0009-0006-9216-5217>

Universidad de las Fuerzas Armadas ESPE, Ecuador

**Lic. Javier Guillermo Solís Mejía**

[javiersolis83@outlook.com](mailto:javiersolis83@outlook.com)

<https://orcid.org/0009-0008-4955-7922>

Investigador Independiente, Ecuador

**Lic. Lourdes Elizabeth Bejarano Urquiza**

[loubekarano48@gmail.com](mailto:loubekarano48@gmail.com)

<https://orcid.org/0009-0000-5964-7974>

Investigador Independiente, Ecuador

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### ABSTRACT

The use of scaffolding techniques in the classroom help students improve the development of their language skills. The present study aimed to analyze the influence of Scaffolding techniques on the development of speaking skill in students of seventh semester in “Pedagogía de los Idiomas Nacionales y Extranjeros.” The research developed a quantitative approach and it was experimental. The population in the study were 24 students of seventh semester. The instruments used during the investigation were a preand posttest, the researcher used part 3 of B1 preliminary test to assess students before and after the treatments. The treatments consisted on 5 session where the researcher applied scaffolding techniques, additionally, a survey was applied to determine students’ perceptions towards the use of scaffolding techniques. Assessing speaking performance rubric was used to evaluate speaking sub skills such as: grammar and vocabulary, discourse management, pronunciation and interactive communication. At the end of the investigation, the findings showed an improvement in students speaking development since the average before the treatment was 6,8/10, in contrast, after the treatments students’ average was 7,7/10. Thus,

scaffolding techniques influence the speaking skill instudents of seventh semester from Pedagogía de los Idiomas Nacionales y Extranjeros atUniversidad Técnica de Ambato.

*Keywords:* scaffolding techniques, speaking skill, speaking sub skills

### RESUMEN

El uso de técnicas de andamiaje en el aula ayuda a los estudiantes a mejorar el desarrollo de sus habilidades lingüísticas. El presente estudio tuvo como objetivo analizar la influencia de las técnicas de Scaffolding en el desarrollo de la habilidad oral en estudiantes de séptimo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros. La investigación desarrolló un enfoque mixto y fue experimental. La población en estudio fueron 24 estudiantes de séptimo semestre. Los instrumentos utilizados durante la investigación fueron un pre y post test, la investigadora utilizó la parte 3 del examen preliminar B1 para evaluar a los estudiantes antes y después de los tratamientos. Los tratamientos consistieron en 5 sesiones donde el investigador aplicó técnicas de andamiaje, adicionalmente se aplicó una encuesta para determinar la percepción de los estudiantes hacia el uso de técnicas de andamiaje. Se utilizó la rúbrica de evaluación del desempeño oral del examen PET para evaluar las sub habilidades del habla, tales como: gramática y vocabulario, manejo del discurso, pronunciación y comunicación interactiva. Al final de la investigación, los hallazgos mostraron una mejora en el desarrollo del habla de los estudiantes ya que el promedio antes del tratamiento fue de 6,8/10, en cambio, después de los tratamientos el promedio de los estudiantes fue de 7,7/10. Así la investigación concluyo que, las técnicas de andamiaje influyen la destreza oral en estudiantes de séptimo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato.

*Palabras clave:* técnicas de andamiaje, habilidad para hablar, sub habilidades para hablar

## INTRODUCTION

The investigation focused on applying scaffolding techniques to develop speaking skill. Scaffolding techniques encourages students to be active in the learning process and allow students to develop critical thinking skill and autonomy (Alwahibee, 2019). Scaffolding is an innovative technique that supports students to achieve their communicative and learning goals, and develop their understanding of language. This section analyzed previous studies about the topic that support the relation between the two variables. The studies were taken from google scholar and scopus.

Alwahibee (2019) led a study to analyzed the impact of scaffolding techniques on Saudi English-language learners' speaking abilities, the study was applied to 50 students from level 3 in the department of English language at Al-Imam Mohammed Bin Saud Islamic University. The researcher applied a mixed-method technique, the group was divided into 2 groups experimental and control group. The researcher developed scaffolding techniques in the experimental meanwhile, in the control group the teacher used standard speaking instructions. As a result, the experimental group outperform control group, so that, the results of the use of scaffolding techniques was useful to develop speaking in nonnative speakers.

Naibaho (2019) carried out a study to know the effectiveness of scaffolding method on students' speaking skill. The research was applied at University Kristen Indonesia, the method used in the study was classroom action research that consisted of four stages, namely: planning, the implementation, the observation and the reflection. The result of this study demonstrated that scaffolding method was effective on improving students' speaking achievement.

Razaghi, Bagheri and Yamini (2019) in the investigation called "The impact of cognitive scaffolding on Iranian EFL learners' speaking skill" examined the role of cognitive scaffolding in speaking. The methodology was qualitative and quantitative, since the researchers used a pretest and posttest to measure the progress of learners, and the assessment criteria used to evaluated speaking performances were grammar and vocabulary, pronunciation, discourse management and interactive communication. The study was applied at Iranian language institution on four groups of 30 students, two groups were selected as control group and two groups as experimental group, the treatments of scaffolding cognitive were applied just in experimental group. The researchers determined that cognitive scaffolding could foster speaking skill and its components.

Pishadast, Mojavesi and Okati (2021) developed a study called "The impact of scaffolding techniques on Iranian EFL learners' writing ability", the study indicated the effectiveness of motivational, metacognitive, scaffolding in developing English as a foreign language in Iranian learners' writing ability. The population of this study was 60 EFL students. The research methodology was mixed approach, the researchers used a pretest and posttest standardized (PET), and analyzed the data obtained. The result of the study showed a significant different in developing Iranian EFL learners' writing ability.

Obatta, Agama, and Onu (2020) carried out a research titled “Effects of scaffolding strategy in creative writing ability in adolescents with dysgraphia.” This study investigated the effect of scaffolding strategy on creative writing ability of in adolescents with dysgraphia in Nsukka. The research was quasi-experimental with a pretest and posttest created by the researcher and validated for experts. The population were 170 adolescents divided in control and experimental group. The findings of this showed that adolescents in experimental group, achieved higher grades than adolescents of control group.

### **Objectives**

#### **General Objective**

To analyze the influence of Scaffolding techniques on the development of speaking skill in students of seventh semester in “Pedagogía de los Idiomas Nacionales y Extranjeros”

#### **Specific Objectives**

- To evaluate students’ speaking development before and after the experiment.
- To determine the speaking sub skills that are developed during the application of scaffolding techniques.
- To determine students’ perceptions towards the use of scaffolding techniques

## **METHODOLOGY**

According to Cherry (2018) materials are measures, equipment, or stimuli used in the experiment. This may include testing instruments, technical equipment, or other materials used during the course of research. Also, White (2019) said that the materials section describe in detail all the materials that have been used to conduct a study as well as the procedures that are undertaken. For developing the study called “Scaffolding techniques and speaking skill” the following resources were taken into consideration to obtain the outcomes of the research.

### **Human resources**

Human resources according to Cherry (2018) refers to the human beings who participated into the investigation. In the present investigation the following humans being participated.

Students of seventh semester of Pedagogía de los Idiomas Nacionales Y Extranjeros from Universidad Técnica de Ambato.

Research tutor.

Researcher.

### **Materials**

It includes physical assets like laboratories, libraries, instructional tools, writing materials, classrooms, etc used to develop student academic performance Cherry (2018). The materials used in the investigation were: academic articles and E-books that contributed supporting the

theoretical scientific foundation. Additionally, computer, internet, Google forms, a recorder, videos, and worksheets were used to collect and analyze data applied during the treatment.

### **Methods**

Research methodology was the method that the researcher used to solve the research problem by collecting data using various techniques, providing an interpretation of the collected data, and drawing conclusions about the research data. According to Newman (2018) a research method is a strategy used to implement the research. The methodology helped the research to justify the research design by showing that, the methods and techniques chosen were consistent with the goals and objectives of the research, and that the research provided valid and reliable results. On the other hand Jones (2018) mentioned that research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

### **Research Approach**

The investigative work was quantitative approach. Quantitative approach according to Ryser (2021) uses the collection and analysis of data to answer research questions, it is based on numerical measurement and the use of statistics to accurately establish patterns of behavior in a population. Jones (2018) on the other hand, said that quantitative research gathers numerical data which can be ranked, measured or categorized through statistical analysis.

It assists with uncovering patterns or relationships, and for making generalizations. This type of research is useful for finding out how many, how much, how often, or to what extent. Additionally, Jones (2018) mentioned that the data collection tools in quantitative approach are: surveys or questionnaires, observation or experiments. The study was quantitative since, it included an analysis data of a pre-test, post-test and a survey to analyze and measure the development of students before and after the application of scaffolding techniques. With the data collected the researcher developed a statistical analysis to measure the improvement in the development of speaking skills in students of seventh semester.

## **RESULTS**

### **Pretest results**

For the application of the post test, the speaking section of PET exam was taken, 24 students of seventh semester of “carrera de Pegagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato were evaluated. To evaluate the speaking skill in students, the following assessing criteria was taken into account: grammar and vocabulary, discourse management, pronunciation and interactive communication.

The students were asked to discuss in pairs for 2 minutes about a topic given by the researcher, the rubric was adapted over 10 and each assessing criteria had a performance over 2,5. The discussing topic was taken from PET's exam material.

**Table 1**

*Pretest results*

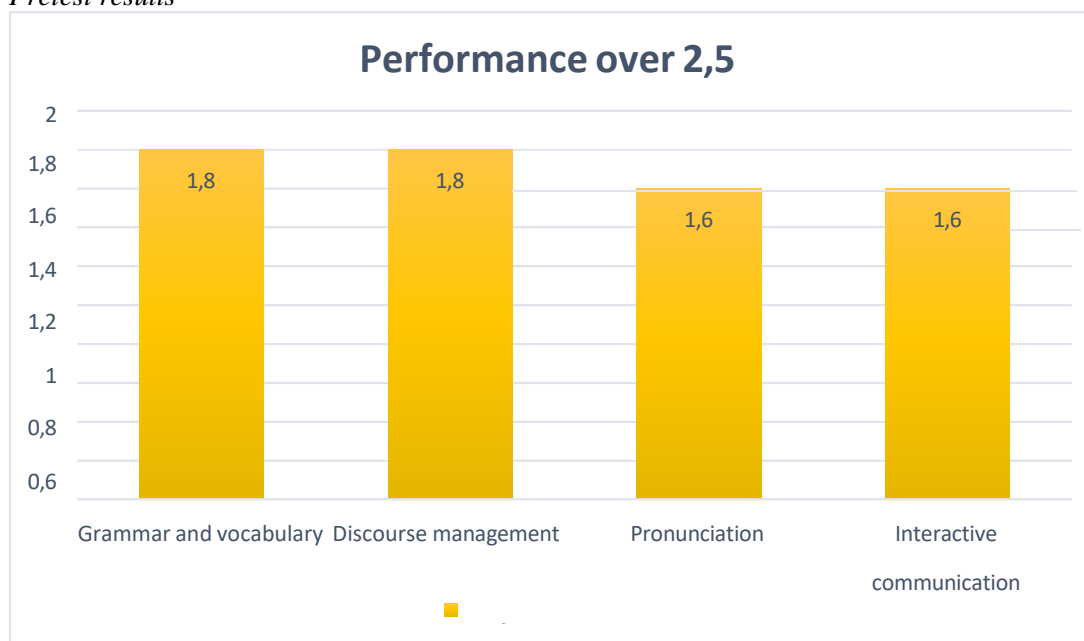
Speaking rubric criteria	Performance over 2,5
Grammar and vocabulary	1,8
Discourse management	1,8
Pronunciation	1,6
Interactive communication	1,6
<b>Total</b>	<b>6.8</b>

Source: PET speaking pre test

Author: Almeida, M (2022)

**Figure 1**

*Pretest results*



Source: PET speaking pre test

Author: Almeida, M (2024)

According to the table, and figure above, the average of the 24 students was 6.8/10 during the pretest, it show that students needed to improve their speaking skills. In accordance with the students' average, in grammar and vocabulary criteria students achieved 1.8/2.5. According to the level of students, they developed a modest performance using suitable vocabulary and grammar. Similarly, the students' performance of discourse management was 1.8/2.5, they used linking

words and tried to use connectors to construct a complete ideas being these the most developed speaking sub skill in students.

On the other hand, the average obtained in pronunciation was lower, this being one of the sub-skills in which the students struggled, the average over 2.5 was 1.6, in this case the students made some mistakes in pronunciation and intonation.

Finally, the development of the students in interactive communication was 1.6/2.5, some students did not interact with each other, they could not reach an agreement and it was difficult for them to analyze the topic together.

### **Post test results**

For the post test, 24 students of seventh semester in the “Carrera de Pegagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato were evaluated. In the post test, the researcher evaluated the same speaking criteria of PET exam taking into consideration the speaking sub skills and assessment criteria (grammar and vocabulary, discourse management, pronunciation and interactive communication).

To apply the post test, the students had to discuss in pairs approximately 2 minutes about the same topic of the pretest. The same topic was chosen by the researcher in order to analyze the difference use of language that students used during the pretest and posttest. Through these, the difference before and after the treatments was analyzed to examine the influence of scaffolding techniques in the development of speaking skill.

**Table 2**

*Post test results*

<b>Speaking rubric criteria</b>	<b>Performance over 2,5</b>
<b>Grammar and vocabulary</b>	1,9
<b>Discourse management</b>	1,8
<b>Pronunciation</b>	1,8
<b>Interactive communication</b>	1,7
<b>Total</b>	<b>7,2</b>

Source: PET speaking post test

Author: Almeida, M (2024)

**Figure 2**  
*Post test results*



Source: PET speaking post test

Author: Almeida, M (2024)

Analyzing the table and figure, significant improvement can be seen in each of the skills after the treatments developed by the researcher. After applying the post test the students' average was 7.2/10.

The grammar and vocabulary used by students was better, they used idioms, correct grammar structures and vocabulary according to the topic. The average was 1.9/2.5, the result show that the different scaffolding techniques applied in students help them to improve their creativity to speak.

In contrast, in the use of discourse management the average stood the same 1.8/2.5, some students used basic cohesive devises and linking word, their contribution was mostly relevant so that students tended to hesitate.

Whereas, pronunciation in students was satisfactory, the score obtained by students was 1.8/2.5 gaining a remarkable improvement, their performance was mostly intelligible, the majority of students had controlled of phonological features and word stress was accurate.

Last, the score obtained by students in interactive communication criteria was 1.7/2.5, it implies that students improved the way how they interact each other, during the posttest students shared ideas together, asked and responded questions appropriately. Besides, students kept their discussions prompting and supporting each other.



### Pretest and posttest comparison

**Table 3**

*Pretest and posttest comparison*

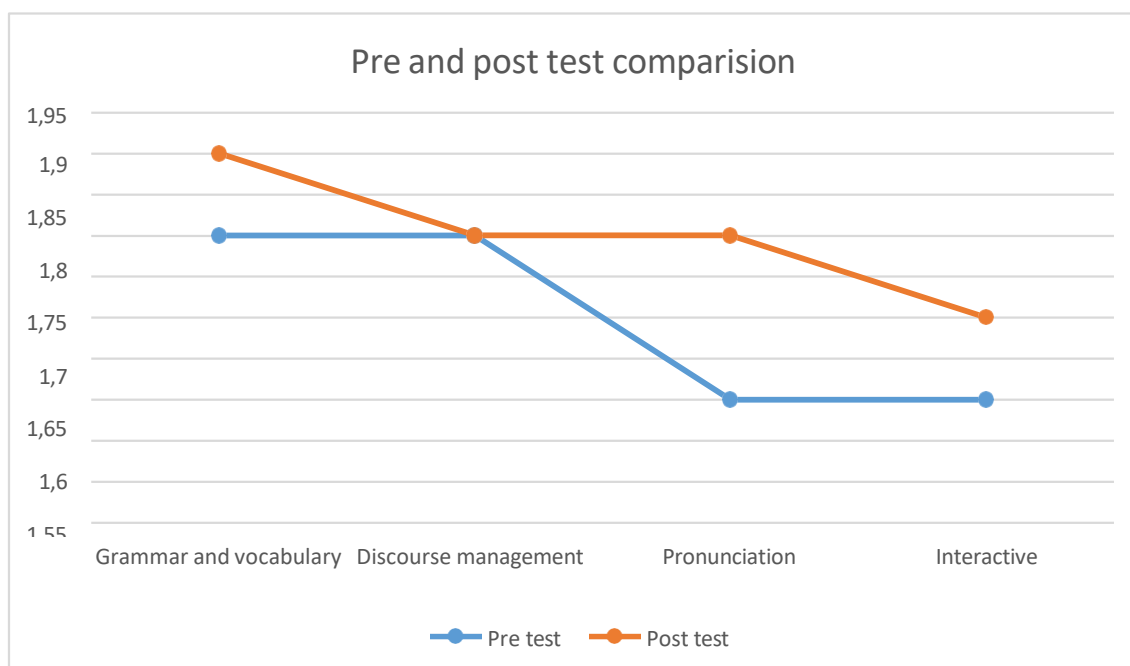
Speaking criteria	Pre test	Post test
<b>Grammar and vocabulary</b>	1,8	1,9
<b>Discourse management</b>	1,8	1,8
<b>Pronunciation</b>	1,6	1,8
<b>Interactive communication</b>	1,6	1,7
<b>Total</b>	<b>6,8</b>	<b>7,2</b>

Source: PET speaking pretest and post test

Author: Almeida, M (2024)

**Figure 3**

*Pretest and posttest comparison*



Source: PET speaking pretest and post test

Author: Almeida, M (2024)

According to pretest and post test data, a remarkable improvement is appreciated. The figure 8 shows an increment in students' performance. Before the treatments the students' performance in grammar and vocabulary was 1,8 after the applications of scaffolding techniques

in classes, students improved their performance to 1,9, hence, it is concluded that students could use suitable grammar and vocabulary after the interventions.

Meanwhile, discourse management criteria did not have a remarkable change in students' performance, the students' average at the beginning of the research was 1,8 and it remained it 1,8 after the application. Despite of the score students used suitable linking words and they did not use basis cohesive devices.

On the other hand, the students' average in pronunciation speaking sub skill had a singular change, since in the pretest the score was 1,6 and after the treatment it changed to 1,8. So eventually, the students' pronunciation improvement was suitable and the results were exceptional.

Last, interactive communication average in the pretest was 1,6 and it increased to 1,7 after applying the posttest, thus, students' performance was better after the treatments carried out by the researcher.

### Survey results and analysis

**Question 1:** Teacher provides detail information or clarification about classroom speaking activities?

**Table 4**

*Instructional scaffolding for speaking activities*

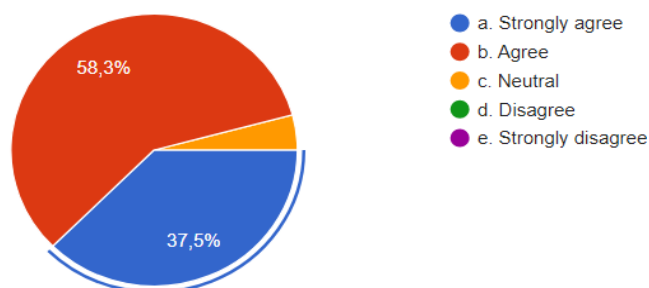
Frequency	Students	Percentage
Strongly agree	9	37,5%
Agree	14	58,3%
Neutral	1	4,2%
Disagree	0	0%
Strongly disagree	0	0%
<b>TOTAL</b>	<b>24</b>	<b>100%</b>

Source: Students' survey of seventh level

Author: Almeida, M (2024)

**Figure 4**

*Instructional scaffolding for speaking activities*



Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

### Analysis and interpretation

In accordance with table 1, 37.5% students strongly agree with the statement, meanwhile, 14 students that represent the 58.3% agree that teacher provides detail information about classroom activities. On the other hand, the 4.2% is represented by 1 student this students said that is neutral about the statement, meanwhile any student disagree and strongly disagree about instructional scaffolding for speaking activities.

According to the data, it can be concluded that the majority of students agree that teacher provides detail information or clarification for classroom speaking activities. These techniques support students to understand better classroom activities and motive them to speak.

**Question 2:** Teacher provides clues or suggestions for speaking activities?

**Table 5**

*Schema building scaffolding for speaking activities*

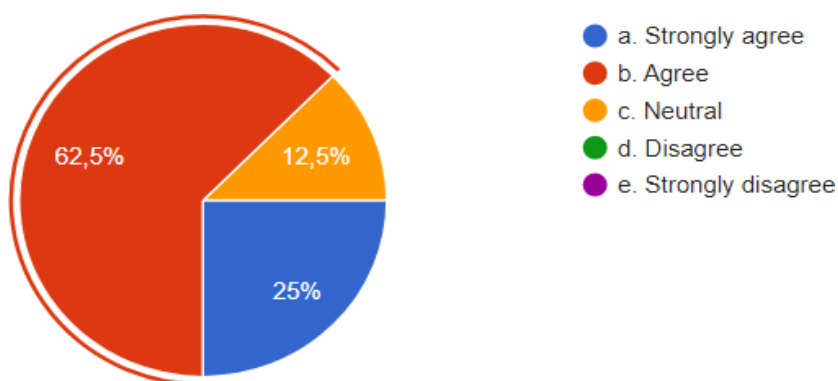
Frequency	Students	Percentage
Strongly agree	6	25%
Agree	15	62,5%
Neutral	3	12,5%
Disagree	0	0%
Strongly disagree	0	0%
<b>TOTAL</b>	<b>24</b>	<b>100%</b>

Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Figure 5**

*Schema building scaffolding for speaking activities*



Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

### Analysis and interpretation

According to the data obtained in this item, 6 students strongly agree that teacher provides clues and suggestions for speaking activities, they represent the 25%. Besides, 15 students agree

with the statement they constitute the 62.5%, however, 12.5% of students are neutral about schema building scaffolding that represents 3 students. On the other hand, any students disagree or strongly disagree.

It is concluded that most students agree that providing clues or suggestions for speaking activities encourage students to connect their ideas and develop their communicative skills, This technique is a necessary element in the teaching-learning process, since this technique helps students to establish relationships between their previous experiences, and knowledge.

**Question 3:** Teacher gives feedback to students to improve their speaking skill?

**Table 6**

*Feedback for improvement of speaking skill*

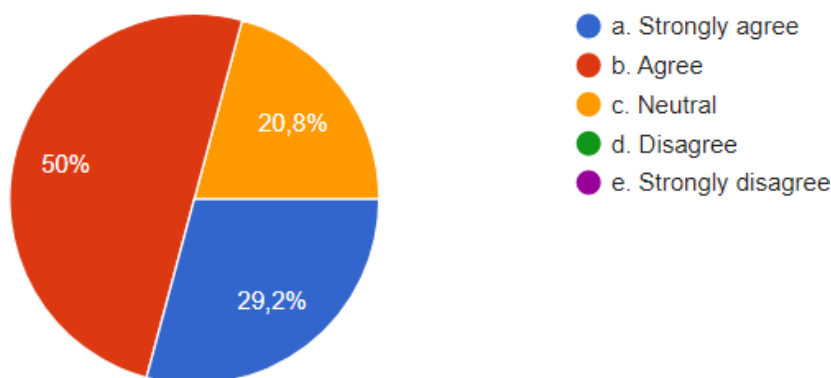
Frequency	Students	Percentage
Strongly agree	7	29,2%
Agree	12	50%
Neutral	5	20,8%
Disagree	0	0%
Strongly disagree	0	0%
<b>TOTAL</b>	<b>24</b>	<b>100%</b>

Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Figure 6**

*Feedback for improvement of speaking skill*



Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Analysis and interpretation**

Conforming to this item, 7 students strongly agree that teacher gives students feedback to improve their speaking skill, this quantity represent the 29.2% of students, meanwhile, the 50% represented by 12 students agree with this item, additionally 20.8% of students.

(5) are neutral about this survey statement. None disagree or strongly disagree with the item.

Conclusively, it is reported that, greater number of students had received feedback to improve their speaking skills in class, a least students mentioned that maybe they received feedback in order to improve their communicative ability. Certainly, the teacher becomes an elementary support that guides, corrects and provides recommendations and strategies for the student to improve their performance in the future.

**Question 4:** Teacher models activities to motive students to speak?

**Table 7**

*Modeling scaffolding to motivate students*

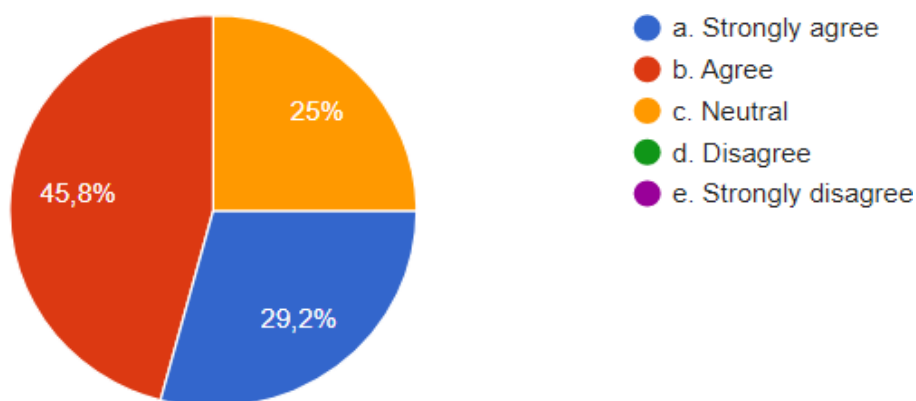
Frequency	Students	Percentage
<b>Strongly agree</b>	7	29,2%
<b>Agree</b>	11	45,8%
<b>Neutral</b>	6	25%
<b>Disagree</b>	0	0%
<b>Strongly disagree</b>	0	0%
<b>TOTAL</b>	24	100%

Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Figure 7**

*Modeling scaffolding to motivate students*



Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Analysis and interpretation**

Based on data obtained, 29.2% which represent 7 students strongly agree that teacher uses modeling scaffolding in class to motivate students to speak. 11 students which represent 45.8% agree about the use of modeling scaffolding in class and 25% represented by 6 students chose the option neutral. Finally, none disagree or strongly disagree.

The results demonstrated, that modeling activities had been used in class and these activities motivate them to speak during the class. On the other hand though, a few students manifested that maybe the teacher models the activities. Neither student manifested that teacher does not use modeling activities in class.

**Question 5.** Teacher uses videos, readings, mind maps or Venn diagrams to develop students' creativity to speak?

**Table 8**

*Resources to develop students' speaking creativity to speak*

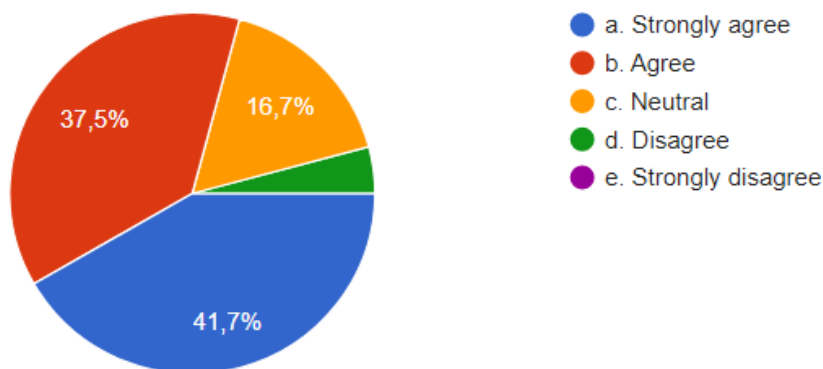
Frequency	Students	Percentage
<b>Strongly agree</b>	10	41,7%
<b>Agree</b>	9	37,5%
<b>Neutral</b>	4	16,7%
<b>Disagree</b>	1	4,1%
<b>Strongly disagree</b>	0	0%
<b>TOTAL</b>	24	100%

Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

**Figure 8**

*Resources to develop students' speaking creativity to speak*



Source: Students' survey of seventh level PINE

Author: Almeida, M (2024)

### **Analysis and interpretation**

According to the data obtained in this item, 41.9% which represents 11 students strongly agree in the use of videos, readings, mind maps or Venn diagrams to develop students' creativity to speak. Whereas, 9 students which represent 37.5% agree that.

According to the majority of students, the teacher uses resources such as: videos, readings, mind maps or Venn diagrams, these are used to develop students' creativity, build students' knowledge and reinforce students' learning. In contrast, few students remarked that teacher does not uses these kind of resources in order to motivate students to speak.

## DISCUSSION

The findings of this study are in line with those of other studies on scaffolding techniques' effect on the development of speaking. This study's findings mirror those of Zarandi and Rahbar (2016), who found that the participating students' overall speaking abilities improved very significantly after the students were introduced to scaffolding techniques and were trained to use them in class. Similarly, Razaghi et al (2019) found that the implementation of scaffolding techniques could foster speaking skill and its components. Naibaho (2019) demonstrated that scaffolding method was effective on improving students' speaking achievement. In this study, it was noticed that the overall mean posttest were higher than pretest, which indicates that the use of scaffolding techniques was successful.

Scaffolding techniques has proven to be useful in speaking skill but also scaffolding techniques has been useful in writing. Pishadast et al (2021) found that after applying scaffolding techniques the findings showed a significant improvement in developing Iranian EFL learners' writing ability. Similarly, Obatta et al (2020) shown that the use of scaffolding techniques seems to improve the in-school adolescent's creative writing more than adolescents who were taught without scaffolding techniques. Finally, the effect of scaffolding techniques had been a remarkable influence in reading comprehension, Zerei and Alipour (2020) the results of this study indicated that distributed scaffolding was the most effective technique on reading comprehension.

The study carried out a variety of activities applied to students of seventh semester from *Pedagogía de los idiomas nacionales y extranjeros*,” First, the researcher applied a pretest based on the speaking part of B2 Preliminary test. Students was asked to discuss about a topic given by the researcher for two minutes at the end of the intervention they had to get an agreement. The assessment criteria used by the research were grammar and vocabulary, discourse management, pronunciation and interactive communication. Students struggled in pronunciation and interactive communication. Pretest data results, helped to determine that students strived to speak suitably, some of them used basic language, not appropriated for the level, and also they usually hesitated.

Five treatments were applied after pretest, with the participation of the whole class, an improvement in their communicative ability was remarkable. During the treatment students developed many speaking activities, the researcher also used scaffolding techniques to help students to develop their critical thinking and confidence to speak. After the treatments, the influence of scaffolding techniques in the development of speaking skill had a good impact, since students improved their score in the post test, mainly in pronunciation and interactive communication.

To sump, scaffolding techniques contemplate, among other aspects, the development of appropriate contexts for oral comprehension and expression, the exploration of students' interests and needs, the activation of previous experiences and knowledge to support understanding. According to Swanson (2018), scaffolding is a student-centered teaching technique, which

promotes intentional understanding, independence, and critical thinking. Teacher should use scaffolding techniques in order to create a student's center environment where students could develop their abilities to construct their own knowledge.

## CONCLUSIONS

The influence of scaffolding techniques in students' speaking skill development was positive. Scaffolding techniques allow the teacher to build a bridge between the students' current knowledge to the information that will be taught. Scaffolding techniques model a given task and slowly transfer the knowledge to the student so that, students could developed their own ideas. Along the experiment, students felt motivated and participated in class when the researcher provided clues and suggestions to deliver the activity. Giving students visual aid also helped them to develop their critical thinking and expand their ideas. Scaffolding techniques helped students to produce oral language through the use of presentation templates, diagrams, videos, readings or writing script, These tools are the support that students need to create or produce something new. The influence of scaffolding techniques in student's speaking skill development could be determined, since the mean before treatments was 6,8 and after applying scaffolding techniques such as: modeling, bridging, schema building the students' mean average was 7,2.

One of the most difficult challenges that learners have is speaking, it is difficult for them to understand the books patterns or the speaking activities. The pretest findings showed that students struggled with speaking, it was difficult for them to create and support their ideas, the used of grammar, vocabulary and discourse management was basic, and the interaction between them was low. After the experiment, the post test results demonstrated that students improved their speaking performance, increasing their score from 6,8 to 7,2. It was not difficult for them to analyze the topic and discuss about them, the grammar and vocabulary used was suitable and the use of discourse management was appropriate, additionally students asked and responded to questions between them improving the communicative interaction remarkably.

The speaking sub skills developed during the application of scaffolding techniques were, grammar and vocabulary, pronunciation, interactive communication, and the use of discourse management, the activities were focus on the speaking sub skill mentioned, in order to student produce suitable language such as: the correct use of words, collocations, phrasal units as well as cohesion, fluency and discourse marks. It is important to handle all these elements exceptionally to give a clear message. The result findings demonstrated an improvement in speaking sub skills development after applying the post test: grammar and vocabulary 1,9, discourse management 1,8, pronunciation 1,8 , and interactive communication 1,7.

The survey's purpose was to determine students' perceptions towards the use of scaffolding techniques. It was concluded that students' perceptions to scaffolding techniques was positive.



Students are acquainted with the use of scaffolding techniques, they agreed that these techniques motivate them to speak. Students were strongly agree that providing clues and suggestions for speaking activities give them the opportunity to connect their prior knowledge with new ideas. Additionally, it was determined that, students are familiarized with the use of instructional scaffolding to provide detail information or clarification about classroom speaking activities. Finally, the most relevant survey item about the use of resources in class, students' perception was strongly positive since 41% of students agreed that the use of visual aids develop students speaking creativity to speak.

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