EXPLORING EFL STUDENTS' PERCEPTIONS AND CHALLENGES IN INTEGRATING RECIPROCAL TEACHING AND COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

In today's global context, reading and speaking is a key skill for helping students succeed academically. Teaching methods are crucial in shaping learning outcomes in English as a Foreign Language (EFL) settings. This study aims to determine how EFL students feel about and deal with the difficulties of combining two popular language teaching methods, Reciprocal Teaching (RT) and Communicative Language Teaching (CLT), in higher education institutions. A mixed-methods approach was used to gather data from English Language Education Study Program students. This included observations, questionnaires, and interviews. The results show that most students think combining RT and CLT is a good way to help them understand what they read, speak fluently, and learn with others. RT strategies help make predictions, ask questions, clarify, and summarize texts. CLT, on the other hand, promotes real-life communication activities like group discussions and role-playing. Students also expressed a preference for interactive, contextual, and collaborative learning. But this study also found several challenges, such as insufficient time to learn, anxiety when speaking and a tendency for some students to prefer independent learning. Cultural factors, learning styles, and support affect students' involvement and reactions to both methods. These findings highlight the importance of urgently addressing RT related challenges to optimize its integration with CLT. These findings contribute to developing more effective, student-centred, and relevant English language learning.

Keywords: Communicative Language Teaching, Challenges, Perception, Reciprocal Teaching

ABSTRAK

Dalam konteks global saat ini, membaca dan berbicara adalah keterampilan utama untuk membantu siswa berhasil secara akademis. Metode pengajaran sangat penting dalam membentuk hasil belajar dalam pengaturan English as a Foreign Language (EFL). Penelitian ini bertujuan untuk mengetahui bagaimana perasaan mahasiswa EFL dan menghadapi kesulitan menggabungkan dua metode pengajaran bahasa populer, yaitu Reciprocal Teaching (RT) dan Communicative Language Teaching (CLT), di perguruan tinggi. Pendekatan metode campuran digunakan untuk mengumpulkan data dari mahasiswa Program Studi Pendidikan Bahasa Inggris. Ini termasuk observasi, kuesioner, dan wawancara. Hasilnya menunjukkan bahwa sebagian besar siswa berpikir menggabungkan RT dan CLT adalah cara yang baik untuk membantu mereka memahami apa yang mereka baca, berbicara dengan lancar, dan belajar dengan orang lain. Strategi RT membantu membuat prediksi, mengajukan pertanyaan, mengklarifikasi, dan meringkas teks. CLT, di sisi lain, mempromosikan kegiatan komunikasi kehidupan nyata seperti diskusi kelompok dan bermain peran. Siswa juga menyatakan preferensi untuk pembelajaran interaktif, kontekstual, dan kolaboratif. Namun penelitian ini juga menemukan beberapa tantangan, seperti waktu belajar yang tidak mencukupi, kecemasan saat berbicara dan kecenderungan beberapa siswa lebih memilih belajar mandiri. Faktor budaya, gaya belajar, dan dukungan memengaruhi keterlibatan dan reaksi siswa terhadap kedua metode tersebut. Temuan ini menyoroti pentingnya segera mengatasi tantangan terkait RT untuk mengoptimalkan integrasinya dengan CLT. Temuan ini berkontribusi untuk mengembangkan pembelajaran bahasa Inggris yang lebih efektif, berpusat pada siswa, dan relevan.

Kata Kunci: *Communicative Language Teaching, Tantangan, Persepsi, Reciprocal Teaching*

INTRODUCTION

Knowing English is becoming increasingly important in the globalized world, particularly for students studying in countries like Indonesia, where English is used as a foreign language (EFL). Various teaching strategies have been created and implemented to enhance English language proficiency. The integration of Reciprocal Teaching (RT) and Communicative Language Teaching (CLT) is one of the strategies to improve the students' reading and speaking skills. Predicting, Questioning, Clarifying, and Summarizing are the four primary strategies used in the collaborative approach known as reciprocal Teaching, which stresses student involvement in reading text comprehension. These strategies allow students to learn something first and then share what they have learned with other students (Koşar & Akbana, 2021; Rojabi, 2021; Taka, 2020). Students' text comprehension and critical reading abilities have increased due to this method. According to a research conducted by (Pamuji, et al., 2024; Ratama et.al, 2021; Richards & Rodgers, 2014), RT greatly enhanced the reading comprehension of EFL students. Many students find it challenging to comprehend complicated academic texts, recognize key concepts, and draw conclusions because they lack reading strategies and have a limited vocabulary.

Meanwhile, CLT emphasizes fluency, learner interaction, and contextual language use while concentrating on the functional use of language in authentic communication contexts. A popular method in foreign language instruction, CLT places more emphasis on meaningful speech and engagement than on rote memorization and grammatical drills (Jiang & Paulino, 2024; Mujahidah & Asni, 2023; Setiyorini et al., 2022). The understanding that language is a tool for communication rather than merely a collection of grammatical rules to be learned has influenced CLT as a methodology (Pamuji et al., 2024). Speaking can be difficult for students due to a lack of opportunities to practice communicative English in real-world contexts, poor confidence, and inadequate fluency. Personal psychological concerns, such as a lack of confidence, fear of making mistakes, fear of speaking, and fear of comparing oneself to others, are the first cause. This issue is frequently made worse by teacher-centred training and test-oriented courses. Through social engagement and explicit training, the integration of communicative RT and CLT can promote metacognitive awareness.

Reciprocal Teaching enables teachers to scaffold the learning process and progressively transfer that scaffolding to students until they can use the tactics independently. As they understand texts, students are taught to employ metacognitive thinking through reciprocal teaching practices (Abrori et al., 2023; Koşar & Akbana, 2021). CLT strongly emphasizes helping students connect and develop their speaking abilities through purposeful, task-based activities. This method is predicated on the idea that language acquisition equates to communication. As a result, education ought to promote the meaningful, genuine, and contextual use of language in daily interactions. According to (Kadwa & Alshenqeeti, 2020; Sitosanova, 2021), CLT has supplanted traditional grammar-focused techniques as the predominant methodology in language instruction,

emphasizing interaction and valuable communication skills.

Most previous research has only separately addressed Reciprocal Teaching (RT) or Communicative Language Teaching (CLT). This research stands out because it attempts to integrate both strategies, resulting in a more comprehensive approach. It is essential to comprehend their perspectives and challenges to ensure successful teaching strategies. Thus, this study explores how EFL students respond to integrating these two strategies, what difficulties they encounter during implementation, and how these strategies influence students' reading comprehension and communicative competence. This study is expected to offer practical insights for the lecturer to improve both comprehension and communicative approach among EFL Learners.

METHODS

This study investigates how EFL students in Indonesian institutions perceive and deal with integrating RT and CLT. This study used a mixed-method approach (Creswell, 2012), combining qualitative and quantitative data to understand students' educational experiences thoroughly. This strategy was selected to enable the researcher to obtain deep insights from narrative data and broad trends from statistical data. The fourth-semester students of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar are the respondents of this subject. Purposive sampling was used in this study because only students who had participated in learning using RT and CLT were relevant to serve as a data source. Twenty students were selected as the sample in this study. The selected respondents were expected to be able to provide in-depth information regarding their experiences, responses, and challenges they faced during the learning process. Another reason for choosing purposive sampling is that it allows researchers to obtain data that aligns with the research focus and supports content validity, given that the selected subjects were directly related to the phenomenon being studied. Semi-structured interviews and questionnaires served as the study's instruments. The questionnaire aimed to gauge students' opinions about their difficulties and the efficacy of RT and CLT. This questionnaire consisted of 30 items divided into six sections: (1) student background; (2) RT and CLT understanding and use; (3) RT and CLT efficacy perceptions; (4) implementation challenges; (5) institutional support; and (6) expectations. Semi-structured interviews gathered detailed information on their experiences, obstacles, and RT and CLT implementation expectations.

Data was collected in an organized and methodical manner to guarantee reliable and thorough results. The researcher used three primary methods: semi-structured interviews, questionnaires, and classroom observations. Observations were made using RT and CLT to comprehend how the method was applied and how students responded during the learning process. Student involvement and engagement during the learning process were recorded using field notes. Students were also given questionnaires to complete to gather quantitative information about their issues and perceptions. Following that, semi-structured interviews were held, either in-person or through a video conferencing platform, depending on

availability, and were focused on their backgrounds and questionnaire response patterns.

An integrated approach was used to examine the data gathered via interviews, questionnaires, and observations. Descriptive statistics, including frequencies, percentages, and mean scores, were used to evaluate quantitative data to find student views and obstacles trends. Thematic analysis approaches were used to code, categorize, and interpret the meaning of the qualitative data based on patterns found in the interview transcripts. The researcher used triangulation techniques to improve the findings' validity and dependability by comparing and validating results from many data sources.

RESULT AND DISCUSSION

Table 1. Student Background & Learning Experience

No	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	I enjoy learning reading comprehension in this language.	0	0	15	55	30
2	I feel confident when speaking in this language.	0	0	40	55	5
3	I prefer learning through interactive activities rather than traditional lectures.	0	0	25	40	35
	Total Percentage			**80**	**150**	**70**
	Mean	**0**	**0**	**26,67**	**50,00**	**23,33**

According to the questionnaire results, most students have a favourable opinion of their educational journey. According to the data, 55% of students agreed and 30% strongly agreed with the assertion that students enjoy acquiring reading comprehension in this language, while just 15% were neutral. 85% of respondents said they appreciated participating in reading comprehension exercises, suggesting that this component of their education has grown worthwhile and pleasurable. A respectable degree of self-assurance in one's speaking abilities is also demonstrated by the fact that 55% of respondents said they felt confident speaking the language, which is a crucial aspect of overall language proficiency. 40 % were neutral, and 5 % were strongly agreed. The high neutral response suggests that some student still require additional training to develop speaking skills trust, even if the majority showed reasonable confidence. When asked about their preferred learning methods, 40% of students agreed and 35% strongly agreed that they preferred interactive activities to traditional lectures, while 25% were undecided. According to these comments, most students (75%) favour active and interactive teaching strategies, such as language games, group discussions, simulations, and other cooperative learning activities. The interview result supports this finding as follows:

> *"I like when we learn through games or group activities because I can speak more and understand the lesson better than just reading the book." (BA)*

"I feel more comfortable sharing my ideas when we work in groups, and I can learn from how my friends explain things." (AI)

Similarly (Herlina,et al. 2017; Ratama et al., 2021) also mention that integrated learning activities get people involved, help them assist each other, and make the classroom a better place to learn, which helps with both understanding and speaking.

An analysis of the overall data reveals that, on average, 50% of respondents agreed, 23.33% expressed strong agreement, and 26.67% remained neutral. With over 73% of respondents demonstrating positive perceptions, the learning experience was enjoyable and constructive. Moreover, these findings suggest a general openness among students toward communicative and interactive learning approaches. Based on student background and learning experiences, this finding aligns with the principles of 21st-century learning, which emphasizes the active engagement of learners. An interactive and communicative learning environment increases motivation and learning comfort and strengthens the mastery of language skills through hands-on practice (Abdelmoati, 2023; Ratama et al., 2021). Therefore, learning strategies that combine reading activities, strengthening speaking skills, and collaborative activities are considered more effective in supporting the development of students' overall language competence (Göer, 2010; Kagan & Kagan, 2009).

Table 2. Understanding and Use of Reciprocal Teaching (RT) and Communicative Language Teaching (CLT)

No	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	I am familiar with Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing).	0	10	40	45	5
2	I am familiar with Communicative Language Teaching strategies (role-playing, discussions, group activities).	0	10	10	65	15
3	My teacher often uses Reciprocal Teaching to help improve my reading comprehension.	0	15	15	50	20
4	My teacher often uses Communicative Language Teaching to improve my speaking skills.	0	5	10	55	30
5	I prefer learning through Reciprocal Teaching compared to traditional reading methods.	0	5	25	45	25
	Total Percentage	**0**	**45**	**100**	**260**	**95**
	Mean	**0**	**9**	**20**	**52**	**19**

The questionnaire results show that most EFL students in Indonesia have a reasonably good understanding of RT and CLT approaches. Regarding statements about familiarity with RT strategies, such as predicting, questioning, clarifying, and summarizing, 45% of respondents agreed and 5% strongly agreed. This means that half of them feel familiar with these strategies. However, 40% of the respondents were neutral, and 10% disagreed, indicating that all respondents' understanding of RT was not yet entirely consistent. In addition, the responses were more positive when asked about their familiarity with CLT strategies, such as role-playing, discussion, and group work. 65% of respondents agreed and 15%

strongly agreed, meaning that 80% were quite familiar with this approach. Only 10% chose neutral, and 10% disagreed. This suggests CLT will likely be applied more frequently in their learning than RT.

Moreover, regarding classroom application, 50% of students stated that their lecturers use RT strategies to improve reading comprehension. The following excerpts of the interview supported it:

> *"The lecturer also encouraged us not just to memorize the text, but to improvise so that communication felt natural."(AS)*
>
> *"This activity helps me to be more confident in speaking English since we have to work in small group discussions, and it makes me more focused and easier to understand the content of the reading." (MA)*

While 20% strongly agreed. On the other hand, 15% chose neutral and 15 % disagreed, which may indicate that not all students have uniformly felt the application of RT. Moreover, 5% of respondents chose disagree, and10 % prefer neutral.

In contrast, responses to the application of CLT for developing speaking skills tend to be more positive. As many as 55% of respondents agreed and 30% strongly agreed that their lecturers use CLT strategies to support speaking skills. 5% disagree and 10 % neutral. This percentage reflects that CLT has become dominant in teaching oral skills. Furthermore, when asked about their preferences for learning methods, 45% of students stated that they preferred the RT approach over traditional reading methods, and 25% strongly agreed.

Meanwhile, 25% were neutral and 5% disagreed. This shows that most students think RT is more interesting and valuable than conventional reading instruction. As supported by the following excerpt of the interview:

> *"I prefer learning to read with Reciprocal Teaching to traditional methods. Traditional methods used by lecturers only involve reading and answering questions, but RT encourages us to actively ask, discuss, and explain." (NA)*

Overall, the average results show that 52% of respondents agreed with various statements in the questionnaire, 19% strongly agreed, 20% chose neutral, and only 9% disagreed. This high level of agreement indicates that most students positively perceive implementing RT and CLT strategies in their learning process. In addition to feeling familiar with them, they also experience their direct application in the classroom and even prefer these strategies in supporting reading comprehension and speaking skills.

Table 3. Effectiveness of Reciprocal Teaching

No.	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	Reciprocal Teaching helps me understand reading texts better.	0	0	10	60	30
2	Reciprocal Teaching encourages me to think critically about what I read.	0	0	5	65	30
3	Predicting what a text is about before reading helps me understand it better.	0	0	30	55	15
4	Summarizing after reading helps me remember key information.	0	0	0	60	40
5	Working in groups during Reciprocal Teaching helps me learn more effectively.	0	0	10	35	55
	Total Percentage	**0**	**0**	**55**	**275**	**170**
	Mean	**0**	**0**	**11**	**55**	**34**

The questionnaire results reveal how students perceive RT to improve their reading comprehension and increase their engagement with the text. Only a small percentage of respondents choose to disagree or stay neutral, with the majority generally responding favourably, agreeing or strongly agreeing with the five claims that were put forth. 60% of respondents agreed and 30% strongly agreed with the first statement, which claimed that RT improved their content comprehension. This comparatively large proportion suggests that students believe RT is a good way to improve reading. Additionally, 30% of students strongly agreed and 65% stated that RT prompted them to consider their reading more critically. Only 5% remained neutral. This suggests that RT helps with comprehension and encourages deeper cognitive involvement, two of critical reading's main objectives (Abdelmoati, 2023; Choo et al., 2011). Nonetheless, there was some variation in the answers to the question regarding anticipating a text's content before reading it. It is also supported by the excerpt of the interview as follows:

> *"When I clarify something, I have to tell my friends what the hard part is, which means I have to grasp it well first. This technique helps me not just recall things, but also think about them."(YI)*
>
> *"When the teacher asked us to predict, ask questions, clarify, and summarise, it made me think more about what the material means. I must connect ideas and see how they relate, which helps me think critically." (ES)*

Most of the students said that predicting what a text would be about before reading it helped them comprehend it better. There were 55% of those who agreed with this perspective, 15% who strongly agreed, and 30% remained neutral. Based on these results, most students think that the prediction step of Reciprocal Teaching is a good way to get them to use what they already know and provide a purpose for reading, which helps them understand better. With 60% of respondents agreeing and 40% strongly agreeing, the summary after reading is also fully supported. Summarizing is seen as a successful method that aids students in remembering crucial information, as evidenced by the lack of indifferent or disagree responses. Also, 35% of students agreed and 55% strongly agreed that working in groups during RT helped them study more effectively. Most respondents still preferred group-based learning, even though 10% disagreed. This supports Vygotsky's Sociocultural Theory, which says knowledge is built through working together, interacting, and helping each other (Harmer, 2010).

Most students said RT improved their comprehension of the text, aided in critical thinking, and helped them retain key information using techniques like summarizing and predicting. Furthermore, group learning in RT is thought to improve learning efficacy. RT helps students become more independent and introspective while enhancing their reading comprehension (Wu et al., 2024; Yuniarti etal., 2014).

In conclusion, with only 11% of respondents remaining neutral and none expressing disapproval, 34% strongly agree, and 55% chose agree. The findings indicate that RT is well-liked and successful in helping students improve their reading abilities. This research also emphasizes how crucial it is to use RT techniques in EFL classes to establish a

dynamic, student-centred learning environment that incorporates the development of many abilities.

Table 4. Effectiveness of Communicative Language Teaching

No.	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	Communicative Language Teaching helps me feel more confident speaking in class.	0	0	5	70	25
2	Role-playing/ group work activities help me practice real-life conversations.	0	0	0	25	75
3	I enjoy using pair and group activities to practice speaking.	0	0	0	40	60
4	CLT helps me understand how to use the language in real-life situations.	0	0	5	40	55
	Total Percentage	0	0	**10**	**175**	**215**
	Mean	0	0	**2,5**	**43,75**	**53,75**

The questionnaire results show how respondents felt about the CLT that help them speak more fluently and use the language more naturally in everyday situations. None of the respondents expressed or strongly disagreed with the four assertions reviewed, and overall, the replies were highly positive. Only 5% of respondents were ambivalent on the first factor, with

70% agreeing and 25% strongly agreeing that CLT increased their confidence when speaking in front of the class. This suggests that this strategy is crucial for helping students gain confidence in communicating orally. Interactive exercises like role-playing and group projects also received a lot of encouragement. While 25% of respondents agreed, up to 75% strongly agreed that these exercises helped respondents practice discussions that resembled real-life situastions. The lack of neutral answers demonstrates how highly respondents value experiential and group learning opportunities. The following excerpt of an interview also supports it:

"We sometimes read real news articles, then use them as the basis for group discussions or role-plays. Because the reading materials are authentic, the conversation feels closer to my real life. I can imagine using the same phrases outside the classroom." (PD)

" I like authentic texts because they are more interesting and updated." (IC)

40% of respondents agreed and 60% strongly agreed that speaking practice exercises in pairs and groups are enjoyable. These results imply that, generally speaking, peer-based interactive learning is preferred over traditional or individual-based assignments, most likely because it fosters greater engagement and lowers anxiety. Only 5% of respondents were neutral; however 55% strongly felt that CLT helped them grasp how to utilise language in authentic situations, compared to 40% who shared this opinion. This demonstrates how well this approach improves speaking fluency and raises students' understanding of how language is used in everyday interactions. In general, respondents' opinions of CLT's efficacy were consistently favourable. They see this

method as improving speaking confidence, enhancing comprehension of functional language use, and making speaking activities more enjoyable (Kayi, 2006; Krismayani et al., 2023). Tasks and simulations that rely on discussions foster meaningful communication, expand vocabulary, and improve speaking abilities in pertinent situations (Menggo et al., 2023).

This pattern can be seen in the average ratings for all four issues, where 43.75% of respondents agreed and 53.75% strongly agreed, while only 2.5% were neutral. There were no unfavourable comments. This high degree of agreement consistently demonstrates how well regarded CLT is for its communicative character, practical orientation, and ability to motivate students. These results demonstrate how crucial it is to implement CLT principles in English as a foreign language classes since they successfully foster communicative competence, boost learner confidence, and facilitate language use in authentic contexts.

Table 5. Challenges in Learning with RT and CLT

No.	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	It is challenging to apply the Reciprocal Teaching strategies when reading.	5	0	30	60	5
2	I sometimes feel nervous speaking in Communicative Language Teaching activities.	5	0	35	45	15
3	I prefer studying alone rather than in a group setting.	15	25	45	10	5
4	My teacher provides enough support and guidance when using these methods.	0	0	15	50	35
5	Learning through RT and CLT requires more effort than traditional teaching methods.	0	10	25	45	20
	Total Percentage	**25**	**35**	**150**	**210**	**80**
	Mean	**5**	**7**	**30**	**42**	**16**

Table 5 above shows the respondents' challenges when learning through the RT and CLT. There were some notable challenges, even though most respondents could adjust. 60% of respondents agreed, and 5% strongly agreed. This suggests that over 50% of the respondents believed they required extra assistance to apply the RT approach successfully, especially regarding text comprehension exercises as stated on the following excerpt of interview:

> *" Making good questions from the text is really challenging".(EK)*
> *"I like the idea of Reciprocal Teaching, but it can be too much to do all the strategies—predicting, questioning, clarifying, and summarizing—at once, especially when the reading passages are longer". (NC)*

In contrast, 15% of respondents strongly agreed and 45% agreed that they felt anxious when participating in CLT speaking activities. Furthermore, a tiny percentage disagreed, with 35% taking a neutral response. Based on this study, some students still struggle with speaking anxiety, which is probably caused by a lack of practice in a supportive setting and a lack of confidence. Regarding learning preferences, 15% of respondents agreed and 5% strongly agreed that they would

rather learn alone than in groups, whilst 45% were neutral, 25% disagreed, and 15% strongly disagreed. Even though collaborative learning is at the heart of RT and CLT, this suggests that differences in learning preferences still exist. While, 50% of respondents agreed, 35 % strongly agreed that teachers provide adequate guidance while utilising this strategy, and 15% were neutral. This emphasizes how important teachers are in assisting students in overcoming obstacles when using RT and CLT. Some respondents argued as follows:

> *"I believe that RT and CLT perform best in classrooms with fewer than 20 students. In a large class, we still learn, but the guidance is less frequent."(GL)*
>
> *"During role-play, the teacher can only listen to a few groups. Not all conversations get corrected." (NA)*

Lastly, 45% of respondents agreed, 20% strongly agreed, 25% were neutral, and 10% disagreed that learning using RT and CLT requires more work than traditional approaches.

This result indicates a favourable understanding of the benefits of approaches requiring higher social and cognitive engagement levels. It also shows that they are willing to accept these difficulties as a necessary component of a worthwhile educational process. The statistics indicate that although RT and CLT are highly welcomed, respondents know drawbacks such as additional work, worry, and implementation issues. To help overcome these obstacles, tailored instruction and constant instructor support are essential. These results also demonstrate how respondents' reflective attitudes and learning autonomy have grown, which are necessary for developing lifelong learning abilities.

Table 6. Student Preferences & Future Learning

No.	Statement	SD(%)	D (%)	N (%)	A (%)	SA (%)
1	I want my teacher to use more Reciprocal Teaching in reading lessons.	0	0	45	50	5
2	I want my teacher to use more Communicative Language Teaching in speaking lessons.	0	0	25	65	10
3	Combining RT and CLT makes language learning more enjoyable.	0	0	15	65	20
4	RT and CLT should be used in all language classes.	0	5	10	70	15
5	I recommend these learning methods to other students.	0	0	20	50	30
	Total Percentage	**0**	**5**	**115**	**300**	**80**
	Mean	**0**	**1**	**23**	**60**	**16**

Table 6 shows that most respondents strongly agree about using RT & CLT in language learning. 50% of respondents agreed, 5% strongly agreed that they wished their teachers to employ RT more frequently in reading classes, and 45% were neutral. This demonstrates that RT is already thought to help improve reading comprehension, even though confident students might require more time to comprehend its advantages fully. Similarly, most respondents approved of the use of

CLT in speaking classes. 10% strongly agreed and 65% agreed that teachers should use this approach more frequently. This demonstrates that students are eager to engage in more interactive and communicative activities and view CLT as a valuable strategy for improving their speaking abilities. Remarkably, 85% of respondents said combining RT and CLT enhanced the enjoyment of language learning when asked about the two approaches.

Additionally, about 85% of students (70% agreeing and 15% strongly agreeing) think both approaches should be used extensively in all language classes. Furthermore, with 80% of respondents expressing positive support for RT and CLT, most are also prepared to suggest these techniques to their friends. Furthermore, most students desire more RT and CLT applications in speaking and reading classes. By integrating the two, they think learning might become more efficient and pleasurable. Since these two approaches can improve student involvement, comprehension, and satisfaction during the learning process, many even propose that they be the norm in all language sessions. Opinions from students support these findings as well. It can be shown in the following excerpt of an interview:

> *"RT and CLT make learning more fun. We will be more active if we use them in all of our classes instead of just listening to lectures." (PS)*
>
> *"RT helps me understand what I read, and CLT helps me talk about it. "We can learn faster if we use both in our class." (MY)*

On the other hand, CLT tackles Reciprocal Teaching's shortcomings. This indicates that the two approaches work well together.

These answers highlight to the fact that the advantages of RT and CLT go beyond the classroom and have a beneficial effect on mental and emotional health, especially when it comes to boosting self-esteem and accommodating various learning preferences (Hermansyah et al., 2022; Kayi, 2006). Combining these two strategies gives students a clear structure while still having the opportunity to communicate freely. These results demonstrate the students' favourable attitudes and receptivity to creative teaching methods. Strong support for RT and CLT suggests that these approaches should be used more structurally in student-centred English language instruction that considers Southeast Asia's educational requirements.

Importantly, this study emphasises the combination of RT and CLT and explicitly investigates students' viewpoints as the main subjects of instruction, in contrast to earlier studies that tended to analyse these two methods independently. This unique method highlights the necessity for teaching strategies that combine structure with communicative freedom and demonstrate the combined usefulness of RT and CLT. Future studies should provide more useful frameworks for methodically modifying CLT to various EFL contexts, especially in Southeast Asia.

CONCLUSION

The results of this study indicate that combining RT and CLT in English language learning in EFL classrooms positively impacts students' learning experiences in Indonesia. RT helps students better understand reading texts and encourages them to think critically, while

CLT provides opportunities to boost confidence in speaking and practice language in authentic and contextual situations. Most students responded positively to implementing these two methods, finding them more enjoyable and supportive of active engagement in learning. However, some challenges remain, such as difficulties in applying RT strategies, nervousness when speaking, and a tendency for some students to prefer independent learning. This is where the role of teachers and institutions becomes crucial; support, training, and adaptive approaches are needed to ensure the integration of RT and CLT is more effective. Overall, the integration of RT and CLT enriches the academic aspects of language learning and impacts students' emotional and social development. When both are applied in a balanced and contextual manner, this approach can create a more lively, interactive, and meaningful learning environment. Therefore, RT and CLT are worthy of further development as primary strategies in student-centred English language teaching in Indonesia. For future research, they should explore how this combination can be adapted across different educational levels in Indonesia and integrated with local cultural contexts. They are also encouraged to examine the use of technology to enhance communicative practices and to conduct research that measures the long-term impact of CLT on students' language proficiency and confidence.

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