

*International Journal of Learning, Teaching and Educational Research*  
 Vol. 25, No. 5, pp. 177-199, May 2026  
<https://doi.org/10.26803/ijlter.25.5.9>  
 Received Feb 3, 2026; Revised Apr 13, 2026; Accepted Apr 16, 2026

## Synergizing Reciprocal Teaching and Communicative Language Teaching: Lecturers' Views from Indonesia and Thailand

Ni Wayan Krismayani\* , I Komang Budiarta 

Ni Luh Putu Dian Sawitri 

Universitas Mahasaraswati Denpasar  
 Kamboja Street No. 11 A Denpasar 80233,  
 Bali, Indonesia

Chalermsep Karanjakwut 

Bansomdejchaopraya Rajabhat University  
 1061 Soi Itsaraphap 15, Itsaraphap Road,  
 Hiranruchi, Thonburi, Bangkok, Thailand 10600

**Abstract.** Integrating Reciprocal Teaching (RT) and Communicative Language Teaching (CLT) may strengthen students' reading comprehension and speaking skills and promote a more engaging learning environment. However, empirical evidence remains limited regarding how lecturers perceive this integration, how it is enacted in classroom practice, and what constraints emerge during implementation. This study used a mixed-methods exploratory case study design to obtain a comprehensive understanding of how lecturers in Indonesia and Thailand implement and comprehend the integration of RT and CLT in English Language Teaching. Classroom observations, interviews, document analysis, and questionnaires were the instruments used in this study. 6 lecturers and 172 students participated in this study. The finding shows that lecturers perceive the integration of RT and CLT as beneficial for enhancing students' critical thinking, reading comprehension, and communication skills in Indonesia and Thai universities. However, lecturers encountered several challenges; some students were not actively involved in discussions and collaborative activities; others were unfamiliar with discussion-based learning and had limited speaking skills; implementing RT and CLT in large classes was difficult; lecturer training in integrating RT and CLT was insufficient; and teaching resources, particularly authentic materials, were limited. Lecturers are likely to perceive integration as effective for improving. Students' interactional confidence, turn-taking, and idea elaboration, especially when the RT structure reduces silence and increases accountable peer

Citation:

Krismayani, N. W.,  
 Budiarta, I. K., Sawitri,  
 N. L. P. D., &  
 Karanjakwut, C. (2026).  
 Synergizing Reciprocal  
 Teaching and  
 Communicative  
 Language Teaching:  
 Lecturers' Views from  
 Indonesia and Thailand.  
*International Journal of  
 Learning, Teaching and  
 Educational Research*,  
 25(5), 177-199.  
<https://doi.org/10.26803/ijlter.25.5.9>

---

\*Corresponding author: Ni Wayan Krismayani; [Chrismayani@unmas.ac.id](mailto:Chrismayani@unmas.ac.id)

talk. Furthermore, this research is expected to contribute to both institutions in improving the quality of English language teaching through more innovative and communicative approaches.

**Keywords:** Communication; Communicative Language Teaching; Integration; Reading; Reciprocal Teaching

## 1. Introduction

Language exposure, student involvement, and teaching strategies largely influence the development of English competence. Meaningful language exposure is reduced when students lack opportunities to use English in their daily lives, and the persistence of teacher-centered teaching methods has limited their opportunities to actively practice and engage with the language. As a result, students often struggle with reading comprehension and speaking fluency, both of which are key components of effective language learning (Leonita et al., 2023).

To address these challenges, various pedagogical approaches have been proposed. Reciprocal Teaching (RT) has been recognized for its structured cognitive support in improving students' reading comprehension through the processes of predicting, questioning, clarifying, and summarizing. At the same time, Communicative Language Teaching (CLT) emphasizes real-life communication. However, prior studies have mostly surveyed these strategies separately, paying little attention to how they can be combined to simultaneously improve communication and understanding. Moreover, there is a lack of research on lecturers' perspectives on implementing such integration approaches, especially in Southeast Asian EFL environments. Furthermore, comparative research in EFL environments remains limited, especially in Southeast Asian nations such as Indonesia and Thailand.

Based on preliminary observations conducted in English Departments both in Indonesia and Thailand, students show limited active participation in English learning. This condition is influenced by the minimal practical use of English in their daily lives. As a result, student engagement in interactive activities such as discussions and speaking practice is decreasing. To meet the demands of 21<sup>st</sup>-century education, Indonesia (Cahya & Meliyani, 2025; Wulandari, 2021) and Thailand (Panpistharwee & Suwanarak, 2024; Ruangprasertkun, 2022) have embraced RT and CLT. However, a few comparative studies still examine how well this integration works in various Southeast Asian higher education contexts. These conditions suggest a mismatch between existing instructional practice and students' learning needs. These gaps emphasize the need to find practical ways to integrate RT and CLT. Therefore, this study aims to explore lecturers' views in Indonesia and Thailand regarding the integration of the RT and CLT in the EFL Classroom.

Academic progress, critical thinking, and effective communication are all significantly enhanced through language teaching (Ilyas & Istaryatiningtias, 2025; Nurfitri et al., 2025). RT and CLT are two pedagogical approaches proven effective in improving students' language skills and comprehension. RT emphasizes four

reading strategies, namely predicting, questioning, clarifying, and summarizing, to encourage participatory, student-led learning. RT is an interaction-based learning strategy that improves reading comprehension through dialogue between teachers and students (Afrizatama, 2018; Hawa et al., 2024; Hermansyah et al., 2022; Rojabi, 2021). RT has been shown to improve students' reading and critical thinking skills (Doolittle et al., 2006; Maspul, 2024; Sholihah et al., 2025) by enhancing reading comprehension, promoting collaborative learning, developing metacognitive skills, and fostering student independence (Abdelmoati Mohamed, 2023; Afrizatama, 2018; Hermansyah et al., 2022).

Meanwhile, CLT emphasizes language learning that focuses on authentic and meaningful interaction and communication within a social context (Firiady, 2018; Jiang & Paulino, 2024; Setiyorini et al., 2022). CLT is a student-centered approach in which the instructor serves as a facilitator in the learning process (Ramadhani et al., 2024; Sitosanova, 2021). Students are actively engaged in activities such as role-playing, discussions, and problem-solving tasks (Jiang & Paulino, 2024;). CLT emphasizes aspects of language such as language functions, speaking skills, and the comprehension of meaning in communication. The goal of CLT is to equip students with the skills to use the target language effectively across various situations (Aguti et al., 2014; Ratama et al., 2021).

Most of the research currently available in Indonesia focuses on how RT improves reading comprehension and critical thinking. In contrast, studies in Thailand usually emphasize the value of CLT in promoting oral communication and digital integration. Few studies, however, have systematically examined the integration of RT and CLT on students' overall language development, especially in balancing communicative fluency, reading comprehension, and critical thinking. The integration of RT and CLT offers a new method for English language teaching.

Teaching through the integration of RT and CLT brings together two complementary approaches to enhance language proficiency: RT emphasizes two-way interaction between teachers and students, while CLT aims to develop students' ability to use English actively in various real-world situations. Therefore, the researchers formulated the following research problems: (1) How do lecturers at Indonesian and Thai universities integrate RT and CLT in the classroom? (2) What challenges do lecturers face, and what best practices do they apply in the integration of RT and CLT in classroom learning at universities in Indonesia and Thailand? (3) How do lecturers perceive the effectiveness of integrating RT and CLT in enhancing students' communication skills?

## **2. Literature Review**

The goal of RT, an interaction-based learning approach, is to enhance reading comprehension by facilitating communication between educators and learners. Predicting: students make predictions about the content of the text before reading it; Questioning: students develop questions based on the reading to test their understanding; Clarifying: students identify and clarify difficult-to-understand parts of the text; and Summarizing: students summarize the main content of the text they read. RT allows for the creation of a collaborative learning environment

(Koşar & Akbana, 2021). This method can improve communication skills and emphasize social interaction as an important part of learning. In this strategy, students are encouraged to discuss and collaborate with peers, allowing them to share insights and correct mistakes independently. This method not only improves social interaction in the classroom but also builds students' confidence in understanding the text.

Enhancing students' critical thinking and problem-solving abilities is one of the primary advantages of the RT (Hawa et al., 2024; Rodli & Prastyo, 2017; Rojabi, 2021). When prediction strategies allow students to infer a text's content from their prior knowledge, they become more engaged in the learning process. Students can identify and comprehend potentially perplexing terminology or concepts with the aid of the clarify step. In the meantime, students are encouraged to perform a more thorough analysis of the text by asking questions (Ahmadi & Gilakjani, 2012; Wu et al., 2024). Lastly, the summarizing phase enhances memory and helps students identify key points. By employing these techniques, students can become better readers and engage more meaningfully with the material.

CLT emphasizes the use of language in pertinent and meaningful contexts (Jiang & Paulino, 2024; Sitosanova, 2021). Additionally, CLT makes learning more comprehensive by combining reading with other language skills, including speaking, writing, and listening. Students' comprehension is strengthened when they are required to discuss, write, or give an oral summary of the material after reading it. CLT encourages students to engage with texts from the real world, including blogs, news items, and articles. Students' comprehension of meaning from context is enhanced by these real resources, which also helps them become better readers overall.

CLT teaches students to recognize key details and significant ideas in a book by using strategies including looking for specific information and skimming for primary ideas (Irmawati, 2012). When students get used to deciphering texts using context rather than just literal translation, CLT encourages autonomous learning (Ghafar et al., 2023). Because students actively participate in the reading process rather than passively absorbing information, this method also lowers anxiety and increases reading engagement. CLT assists students in developing strong reading abilities that are beneficial in daily communication by fostering an engaging, meaning-oriented reading experience.

A comprehensive method for learning English is provided by integrating RT and CLT, with CLT assisting students in using language in everyday conversation and RT focusing on reading comprehension (Pamuji et al., 2024). RT provides a basis for the development of comprehension and critical thinking abilities. Students' comprehension of language and discourse structures improves when RT is used, particularly during the questioning and summarizing phases, thereby helping them perform better on communicative tasks. In addition to strengthening their reading and listening abilities, students gain confidence in communicating in a second language by integrating communicative activities from CLT with explicit comprehension strategies from RT. For example, students might use their

comprehension skills to express and exchange ideas through CLT-based activities such as group discussions, debates, or interviews after reading a text using RT methods. Because students may apply the language in ordinary conversations in addition to understanding the book, this combination of tactics makes language acquisition more effective. This research would benefit from the inclusion of a diagram illustrating the relationship between 'input-cognitive strategies' and 'output-communicative use,' along with a conceptual framework figure to enhance theoretical clarity further.

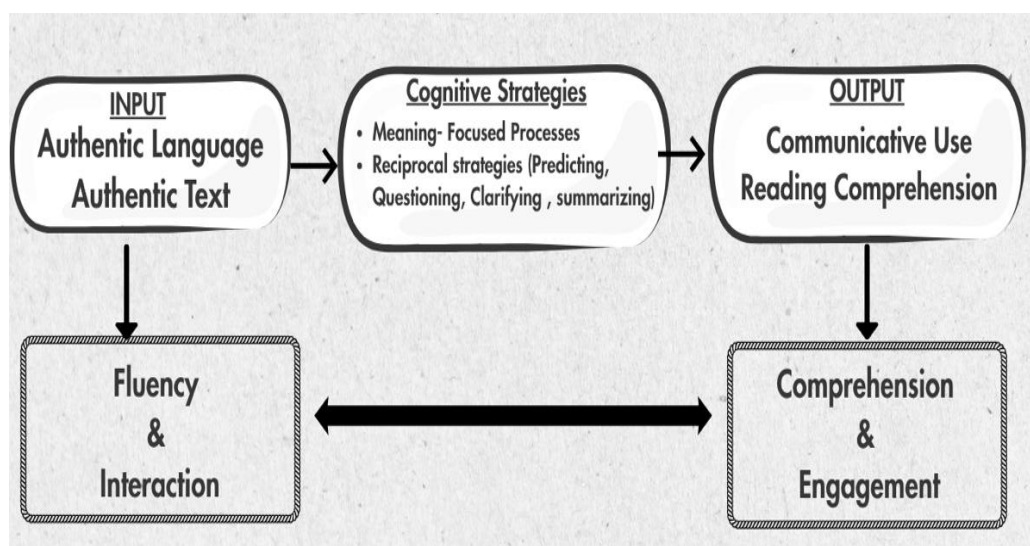


Figure 1: Conceptual framework of RT and CLT: from authentic input to communicative output

### 3. Methodology

#### 3.1 Research Design

This study employed a mixed-methods exploratory case study design combining qualitative data (interviews, observations, document analysis) and quantitative descriptive statistics (questionnaire results). The goal is to gain an in-depth understanding of how lecturers in Indonesia and Thailand implement and interpret the integration of RT and CLT in English language learning. The exploratory case study lets the researcher examine phenomena, focusing on English classrooms at the higher education level. This research takes place in classrooms, allowing direct observation of teaching interactions and practices. There are four phases in the methodology. The main goal of the preparation phase is to find classes that integrate RT and CLT.

Other tasks include creating research tools such as observation sheets, questionnaires, and interview guidelines. For thorough empirical evidence, the data collection phase involves direct classroom observations, distributing questionnaires, conducting in-depth interviews with lecturers and students, and gathering relevant instructional documentation. Interview recordings are transcribed and analyzed for themes, while observational and questionnaire data are reviewed for recurring patterns of RT and CLT integration. Data triangulation cross-validates results from several sources to guarantee validity and reliability. In the conclusion phase, the researchers summarized findings on how RT and CLT

integration are applied across national contexts. This is followed by a comparison that emphasizes the educational similarities and differences between Indonesia and Thailand.

### **3.2 Research Participant**

This study involved lecturers and students from the English Language Education Program, Faculty of Teacher Training and Education Universitas Mahasaraswati Denpasar, Indonesia, and the English Programme at the Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand, who are taking the reading course. There were three lecturers from each of Indonesia and Thailand. In total, six lecturers were involved in this study. The overall number of students involved was 172. In particular, 80 students were Indonesian, and 92 were Thai. The Indonesian students were in their fourth semester, while the Thai students were in their third year. These lecturers were selected using purposive sampling to ensure that they had relevant experience in teaching English in related programs and were willing to share their views on the integration of RT and CLT.

Lecturers were chosen for their direct experience in applying these strategies, while students were selected for their experience with the impact of these teaching methods. The combination of both allowed the researchers to obtain a more comprehensive perspective. Both study programs had strong academic relevance as they focused on English language education and taught strategies such as RT and CLT; had a focus on innovation in English language teaching, making them representative for this research; contributed to international collaboration by comparing the implementation of teaching strategies in two countries, while also encouraging the exchange of experiences between educators and accessibility factors due to institutional cooperation, which facilitates the research process, from permissions to data collection, as well as the involvement of lecturers as participants.

### **3.3 Research Instrument**

This study used both qualitative and quantitative research instruments to ensure comprehensive data. Observation sheets, interview guidelines, and document analysis were the qualitative instruments. The observation sheets were used to record classroom interactions during the implementation. The interview guidelines include 10 questions for lecturers and students to investigate lecturers' experiences, difficulties, and viewpoints on the integration of RT and CLT. Moreover, document analysis was carried out using a checklist to assess the lesson plan and teaching materials. Meanwhile, the quantitative data were collected through a questionnaire. The researcher used a Google Form questionnaire with both open-ended and closed-ended items. The open-ended questions offered qualitative insights; the closed-ended questions used a Likert scale to quantify participants' perceptions.

### **3.4 Data Collection and Analysis**

This study aims to produce thorough and reliable results by collecting data with several integrated methods. Lecturers' use of RT and CLT is observed directly in classrooms. The focus is on lecturer-student interactions and students' responses to these methods; both students and lecturers' complete questionnaires to share

their opinions and experiences of the strategies. The Ethical Committee of the Universitas Mahasaraswati Denpasar, Indonesia has granted approval for this study on 5 September 2025 (Ref. No. 03.0152/KEP-Unmas/IX/2025). Teaching materials and lessons were reviewed to analyze how the approaches are applied. In-depth interviews were conducted with lecturers and students to gather insights into their experiences, difficulties, and opinions on the effectiveness of RT and CLT for English learning. Data from observations, questionnaires, documents, and interviews were triangulated to assess validity.

Data analysis has three stages: reducing data by selecting and organizing information relevant to the research objectives; presenting data by summarizing findings with field note excerpts, questionnaire results, interview summaries, tables, and interpretative narratives; and conclusion drawing and verification that involves formulating conclusions related to the effectiveness of the strategies applied. Additionally, a coding and thematic analysis approach was used to assess the qualitative data. All interview transcripts and observations were read several times. Then, by selecting significant portions associated with the research focus, preliminary codes were created. These codes were categorized based on similarities. To ensure the accuracy of the research results, data triangulation was conducted by comparing various sources of information.

#### **4. Results and Findings**

This study employed a mixed-methods exploratory case study design combining qualitative data (interviews, observations, document analysis) and quantitative descriptive statistics (questionnaire results). The RT and CLT in Indonesia and Thailand are insightfully examined in Table 1. This integration highlights how both countries, through their educational systems, combine these two influential teaching methodologies to enhance language learning. RT encourages student collaboration and comprehension through structured dialogues and thoughtful discussions. At the same time, CLT emphasizes interactive language use and real-world communication. The table provides important insights into the efficacy of these approaches in enhancing language competence and communication skills among students in both Indonesia and Thailand, demonstrating how they are implemented across diverse cultural and educational contexts.

**Table 1: The integration of RT & CLT**

<b>Steps</b>	<b>Indonesia</b>	<b>Thailand</b>
Prediction	<ul style="list-style-type: none"> <li>- More analytical-conceptual</li> <li>- Guiding questions focus on building an initial framework for a deeper understanding of the text.</li> <li>- Emphasizes increased awareness of critical reading and academic collaboration, with an emphasis on content and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- More multimodal and contextual-local: images/animations of the current</li> <li>- Emphasis on visual-verbal collaboration due to student preference for supporting media.</li> <li>- Establishes a safe space for English use in relevant contexts.</li> </ul>
Questioning & Clarifying	<ul style="list-style-type: none"> <li>- Questions are learner-initiated, analytically focused, and academically precise.</li> <li>- Clarification utilizes paraphrases/synonyms, including L1 bridges as needed within the group; emphasis is placed on polite questioning and clear explanations.</li> </ul>	<ul style="list-style-type: none"> <li>- Templates and examples from the lecturer support questions.</li> <li>- Clarification is more public (writing difficult sections on the board) and multimodal (visual illustrations). The lecturer actively walks around as a facilitator to reduce affective barriers and build English language confidence.</li> </ul>
Communication-Based Interactive Activities (CLT)	<ul style="list-style-type: none"> <li>- Emphasizes an explicit RT sequence (Predicting, Questioning, and Clarifying) followed by open discussion to enhance reading comprehension before oral production.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasizes performative CLT (news simulation/mini debate) with visual and auditory support, thereby encouraging fluency, thematic vocabulary, and academic register in public forums.</li> </ul>
Summarizing	<ul style="list-style-type: none"> <li>- Emphasizes structured peer feedback on ideas, sentence structure, and diction clarity.</li> <li>- Summaries can be delivered orally or in writing to practice concise argumentation based on textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasizes multimodal scaffolding (mind maps, summary diagrams) before paragraph composition.</li> <li>- Reading summaries in front of the class and oral feedback reinforce fluency in public settings.</li> </ul>

Table 2 highlights lecturers' understanding of their use across both countries. It examines how lecturers from both countries perceive and implement these teaching methods in their classrooms, focusing on their knowledge of theoretical foundations and practical use of RT and CLT. Table 3 shows the effectiveness of RT and CLT in language teaching. It helps lecturers and institutions understand which approach has the greatest potential to enhance language learning results.

Table 4 explores institutional support and professional development opportunities for educators. It highlights the opportunity for lecturers to improve their teaching methods through professional development workshops, seminars, and collaborative learning. Table 5 sheds light on potential advances and challenges in these methods by offering perspectives on the current use and development of RT and CLT. It examines how both teaching approaches are changing, including emerging trends, new technologies, and the difficulties teachers face in implementing them effectively. This data is essential for determining the future course of language teaching.

**Table 2: Lecturers' Understanding of the Use of RT and CLT in Indonesia and Thailand**

<b>Indonesia</b>			
<b>Lecturers' Understanding of the Use of RT and CLT in Indonesia and Thailand</b>	<b>Mean</b>	<b>Total Variance</b>	<b>Standard Deviation</b>
I am familiar with the principles of RT.	3.67	0.67	0.58
I am familiar with the principles of CLT.	4.00	0.00	0.00
I use RT strategies in my reading classes.	3.00	2.00	1.00
I use CLT strategies in my speaking classes.	4.67	0.67	0.58
I combine RT and CLT in my lessons.	3.67	0.67	0.58
<b>Thailand</b>			
I am familiar with the principles of RT.	3.67	0.67	0.58
I am familiar with the principles of CLT.	4.33	0.67	0.58
I use RT strategies in my reading classes.	4.00	0.00	0.00
I use CLT strategies in my speaking classes.	4.33	0.67	0.58
I combine RT and CLT in my lessons.	4.33	0.67	0.58

**Table 3: Effectiveness of RT and CLT**

<b>Indonesia</b>			
<b>Perceived Effectiveness of RT and CLT</b>	<b>Mean</b>	<b>Total Variance</b>	<b>Standard Deviation</b>
RT improves students' reading comprehension.	4.33	0.67	0.58
CLT enhances students' speaking confidence.	5.00	0.00	0.00
RT encourages students' critical thinking skills.	4.33	0.67	0.58
CLT increases student participation in class.	5.00	0.00	0.00
The combination of RT and CLT provides a more engaging learning experience	5.00	0.00	0.00
<b>Thailand</b>			
RT improves students' reading comprehension.	4.00	0.00	0.00
CLT enhances students' speaking confidence.	4.67	0.67	0.58
RT encourages students' critical thinking skills.	4.33	0.67	0.58
CLT increases student participation in class.	4.33	0.67	0.58
The combination of RT and CLT provides a more engaging learning experience	4.33	0.67	0.58

**Table 4: Institutional Support & Professional Development**

<b>Indonesia</b>			
<b>Institutional Support &amp; Professional Development</b>	<b>Mean</b>	<b>Total Variance</b>	<b>Standard Deviation</b>
My institution encourages the use of RT in reading classes.	4.00	2.00	1.00
My institution encourages the use of CLT in speaking skills.	5.00	0.00	0.00

I have access to adequate teaching materials for RT.	3.33	2.67	1.15
I have access to adequate teaching materials for CLT.	4.67	0.67	0.58
I receive training opportunities to improve my RT skills.	3.67	0.67	0.58
I receive training opportunities to improve my CLT skills.	4.67	0.67	0.58
<b>Thailand</b>			
My institution encourages the use of RT in reading classes.	4.00	2.00	1.00
My institution encourages the use of CLT in speaking skills.	3.33	0.67	0.58
I have access to adequate teaching materials for RT.	3.67	0.67	0.58
I have access to adequate teaching materials for CLT.	4.00	2.00	1.00
I receive training opportunities to improve my RT skills.	4.00	2.00	1.00
I receive training opportunities to improve my CLT skills.	4.00	2.00	1.00

**Table 5: Future Perspectives on RT and CLT**

<b>Indonesia</b>			
<b>Future Perspectives on RT and CLT</b>	<b>Mean</b>	<b>Total Variance</b>	<b>Standard Deviation</b>
RT should be widely implemented in language classrooms.	4.33	0.67	0.58
CLT is more effective than traditional teaching methods.	4.67	0.67	0.58
I want to receive further training on integrating RT and CLT in my teaching.	4.67	0.67	0.58
I recommend combining RT and CLT for other lecturers.	4.67	0.67	0.58
<b>Thailand</b>			
RT should be widely implemented in language classrooms.	4.00	0.00	0.00
CLT is more effective than traditional teaching methods.	4.00	2.00	1.00
I want to receive further training on integrating RT and CLT in my Teaching.	4.67	0.67	0.58
I recommend combining RT and CLT for other lecturers.	4.33	0.67	0.58

## 5. Discussion

### 5.1 Implementation of Integration of RT and CLT

Integrating RT and CLT aligns with the needs of 21<sup>st</sup>-century learning, emphasizing collaboration, communication, and critical thinking. In this study, the researchers implemented four main stages of RT: Predicting, Questioning, Clarifying, and Summarizing. RT was then combined with CLT through group discussions, interactive Q&A sessions, role-playing, and oral presentations. Here is the integration of RT and CLT in both Indonesia and Thai universities:

#### 5.1.1 Prediction

The prediction stage helps students develop an initial understanding of the topic before they begin in-depth reading. This activity encourages students to explore their curiosity and activate their prior knowledge (Pornita et al., 2023; Rodli & Prastyo, 2017). In EFL classes in Indonesia, it is more analytically conceptual. Before reading the text, the lecturer showed a map of global ocean currents and an image of melting glaciers in Antarctica. Students were asked questions such as, "What do you think will happen to the ocean if more ice melts in Antarctica?" or "How do you think ocean currents affect the world's climate?" They were then asked to write two or three predictions about the reading and to give a short presentation of the results of their discussion to the class. Students not only guessed what was read in the text but also how to build on their initial understanding. This increased their awareness of the importance of critical reading and collaboration skills in an academic context.

In comparison, a lecturer in Thailand began the reading activity by creating context using visual media depicting the Antarctic continent's condition before and after it melted. Because many students in Thailand feel more comfortable with supporting media when speaking, the prediction activity in Thailand was primarily driven by visual and verbal collaboration. The lecturer created a safe environment for students to use English in relevant contexts by incorporating predictions and light-hearted discussions. This reflects the principles of CLT, which emphasize the importance of engaging in meaningful communication from the beginning of the lesson.

#### 5.1.2 Questioning and Clarifying

The questioning process can improve text comprehension and communicative questioning and answering skills, which are at the heart of CLT (Abdelmoati Mohamed, 2023; Hermansyah et al., 2022). Students use English to ask questions and explain their answers to their groupmates, thereby engaging in meaning negotiation. Clarifying, on the other hand, is an additional step when students encounter difficult-to-understand sections of the text. It is in line with Ruiz (2025) who claims that pointing out unclear concepts, foreign words, or complex sentence structures clarifies and empowers readers to address comprehension problems actively. Students can more successfully reconstruct meaning by employing techniques including rereading, asking questions, and using contextual information. Clarifying encourages students' autonomy in the reading process and helps with deeper comprehension.

Indonesian students are encouraged to use peer assistance to clarify any ambiguous aspects. In the clarifying stage, students are taught by the lecturer to explain the meaning of words by paraphrasing or using synonyms in their own language, then comparing their explanations with those of group members. Questioning and clarifying activities not only improve students' understanding of what they read but also help them to ask others politely, provide clear explanations, and speak academically in English. Therefore, a cooperative, meaningful, and authentic learning experience is created by the integration of RT and CLT.

Thai students are trained to generate questions based on the reading content using a format guided by the lecturer. The lecturer provides sample questions to encourage students to create their own versions. In addition to developing appropriate questioning skills in an academic context, this activity fosters active engagement. During explanation sessions, the lecturer asks students to identify difficult sections of the text and write them on the board. Other students are allowed to use their own words to explain the terms or sentences. The use of synonyms, paraphrases, and visual illustrations is beneficial for Thai students, who are generally more comfortable with multimodal learning.

Furthermore, discussions to provide explanations are conducted in groups, with the lecturer acting as a facilitator as groups move from one to another. This encourages students to discuss meaning and creates a more active learning dynamic (Abrori et al., 2023; Zaw et al., 2021). Students can build a shared knowledge of the text, clarify misconceptions, and share viewpoints through peer engagement. As a result, group discussions help students develop their critical thinking abilities and promote cooperative learning. This questioning and clarification phase increases students' confidence in using English, aligning with CLT's emphasis on collaborative interaction.

### *5.1.3 Communicative Language Teaching*

The implementation of CLT-based learning is carried out to enhance the reciprocal learning process. Real-life situation simulations, group discussions, and role-plays are essential components of the learning process (Octavianita et al., 2021). It aligns with (Xiang, 2025) who state that students can apply their academic knowledge in relevant, useful situations. Students can improve their communication, problem-solving, and decision-making abilities by participating in interactive exercises.

Additionally, these experiential learning techniques improve learning results' long-term retention and boost student motivation. Indonesian students are encouraged to apply their English knowledge in real-life situations. They utilize critical thinking and collaboration. For example, students are asked to proceed to open discussions that address questions in more depth after the Questioning and Clarifying stages. Furthermore, assignments requiring dialogues or group presentations enable students to develop interactive speaking and listening skills. In this study, the lecturer designed problem-based discussion activities to improve reading comprehension.

While Interactive CLT-based activities using a visual-auditory approach are designed to accommodate Thai students' learning styles. The ability to ask and respond in real-world situations is directly related to this. When expressing their opinions, they use images, diagrams, or quotes from the text as aids. In EFL classes in Thailand, CLT activities involve news simulations or mini debates in which students take on the role of reporters and present to an audience on climate issues. These activities not only help students master thematic vocabulary but also provide examples of academic language use. This demonstrates how CLT and functional communication principles work well together in a supportive environment (Aprilianin et al., 2025; Nggawu, 2023).

#### *5.1.4 Summarizing*

The summarizing stage helps students summarize important information from reading texts they have already understood. Indonesian students are asked to identify the main ideas and supporting information from the text and then rephrase them using their own words (Maryam, 2025; Xiang, 2025). CLT activities can also be seen in the summarizing stage, where they engage in group activities such as group presentations. In this study, students, working in groups, provide comments and feedback on the content of the text. They are asked to comment on their partners' ideas, sentence structure, and precise vocabulary. Critical writing and critical reading skills are simultaneously improved through this activity.

Summarizing activities combined with communication between students demonstrate the best synergy between the RT and CLT approaches. This results in a thoughtful, collaborative, and communicative learning experience. In EFL classes in Thailand, the summarizing stage typically begins with exercises to identify the main ideas and essential information from the text. Lecturers use graphical techniques such as mind maps or summary diagrams. This helps students develop their English writing skills. Afterward, students are asked to create paragraphs based on their notes and discussion results. As part of academic achievement training, some students are invited to read summaries aloud to the class.

In contrast, others are allowed to provide feedback to support the principles of CLT. In this integration of RT and CLT, students not only learn to compose effective summaries but also develop metacognitive skills and collaboration during this assessment (Krismayani et al., 2025; Putu et al., 2025). The summarizing stage in Thailand is not only a writing exercise but also an opportunity to improve communication skills and express reflective thinking in learning English.

## **5.2 Challenges and Best Practices in Implementation**

The integration of RT and CLT is an effective language-learning method implemented in higher education, particularly for reading and speaking skills. Although research shows that integrating RT and CLT improves language learning, several challenges arise when implementing it in practice. The following describes some of the difficulties lecturers and students face in implementing RT and CLT integration in both Indonesia and Thailand.

The first main challenge is the number of students who are not actively involved in discussions and collaborative activities. This is influenced by poor English skills and a lack of confidence, especially when having to ask questions or express opinions in front of the class. This is supported by research from Bagus & Putra (2021) and Krismayani et al. (2023), who highlight that students who struggle with English may become worried and nervous, making them unwilling to voice their opinions in class. This is supported by statements (Durdas et al., 2024) that emotions such as speaking anxiety and language delight also affect students' performance in the classroom. Anxiety related to learning a foreign language hinders progress. The following is an excerpt from an interview with a lecturer and students:

*"Most of my students rarely speak up during discussions. They say they're afraid of mispronunciations or misspellings. They prefer to remain silent and listen to their peers." (Respondent Thai Lecturer A)*

*"I faced various challenges such as limited resources, lack of training, large class sizes, and low student motivation and language skills when trying to integrate RT and CLT. Despite these obstacles, I am still willing to implement this integration if provided with adequate support, relevant training, and appropriate teaching materials to ensure its effectiveness in my teaching context." (Respondent Thai Lecturer B)*

*"When asked to speak, I sometimes don't know where to start." (Respondent Indo Students A)*

*"I understand the reading material given by the lecturer, but it's difficult to express it in English, so it's safer to just listen." (Respondent Indo Student B)*

The second challenge is that many students at both universities are unfamiliar with discussion-based learning and have limited speaking skills, making them passive in RT and CLT activities. As noted by (Chand, 2021; Pratolo et al., 2019), students with poor oral skills frequently feel nervous and afraid of making mistakes during class discussions, which further restricts their involvement. Therefore, consistent practice, supportive feedback, and a safe classroom environment are crucial to encourage students to become more active and confident speakers. The following is an excerpt from an interview with a lecturer and students:

*"Students are already used to learning through lectures in this situation. They are elements to consider when asked to participate in a discussion or to express their ideas. There are moments when the classroom is quiet because their speaking abilities are still developing." (Respondent Thai Lecturer B).*

*"We have heard teachers' explanations more often since high school. So, when we were asked to discuss it, it felt a bit awkward." (Respondent Thai Students A)*

*“There are moments when I'm unsure of what to say in group talks. I'm not used to sharing my thoughts with others.” (Respondent Indo Students C)*

*“The discussion method is new to me.” Since I was unfamiliar with the structure, I initially just kept quiet.” (Respondent Indo Students D)*

The third challenge is that this RT and CLT integration method can be challenging to implement in large classes. In large classes, lecturers have difficulty monitoring RT processes, such as clarifying and summarizing, and not all students get the opportunity to speak. Large classes affect the use of teaching materials and methods. Prior research has demonstrated that larger class sizes often limit individual engagement and make it more difficult for instructors to provide prompt feedback to each student (Bakanibona et al., 2022; Nyagope, 2023). Students and lecturers may become overwhelmed by the additional time and classroom management skills needed to handle group interactions in large classrooms. The following is an excerpt from an interview with a lecturer and students:

*“It seems like when there are a lot of students, it's difficult for me to keep track of who's done clarifying or summarizing. Discussion times take longer, and not everyone gets a turn to speak.” (Respondent Indo Lecturer A)*

*“If the class is crowded, it can be challenging to get a turn to speak. Sometimes the discussion is dominated by the most active people.” (Respondent Indo Students E)*

*“I wanted to try to summarize, but time ran out before my group got a chance.” (Respondent Indo Students F)*

The fourth challenge is the lack of training for lecturers on integrating RT and CLT. The following is an excerpt from an interview with a lecturer and students:

*“I have never received any formal training on integrating RT and CLT. Therefore, I have been learning independently through reading journals and experimenting in the classroom.” (Respondent Thai Lecturer A)*

*“Sometimes the lecturers' explanations of the RT or CLT methods are not sufficiently clear, so we are still confused about the steps.” (Respondent Thai Students B)*

The last challenge, limited material resources, especially authentic materials, is a characteristic of the implementation of RT & CLT integration. Some lecturers face difficulties in providing authentic teaching materials and in supporting communication. The lack of authentic resources may impede students' ability to develop communicative competence, as they have fewer opportunities to engage with language in authentic contexts (Fitria, 2022). As a result, students tend to rely on textbook-based language that does not reflect real-life communication. This condition limits their exposure to pragmatic language and natural expressions,

both of which are critical for successful communication. The following is an excerpt from an interview with lecturers and students:

*“Authentic materials are essential to make discussions livelier. But finding them takes time, and sometimes it’s difficult to find ones that match the students’ level.” (Respondent Thai Lecturer B).*

*“It’s hard to find authentic materials.” (Respondent Indo Lecturer A)*

*“If the materials are in the form of original texts, such as articles or videos, it’s easier to discuss them.” (Respondent Thai Students C)*

Despite facing several obstacles, lecturers in Indonesia and Thailand have developed best practices to support the implementation of RT & CLT. One example is prediction and clarification aided by interactive visual and digital media. Furthermore, lecturers use news simulations, short videos, and infographics to open discussions after clarification sessions. This helps students connect academic texts to real-world situations and encourages students’ courage to speak up (Nggawu, 2023).

Additionally, to support RT methods and promote meaningful communicative encounters, lecturers purposefully choose real materials that are strongly relevant to students’ everyday life, such as local news, social issues, or well-known cultural topics. To improve student engagement and learning outcomes, systematic scaffolding is also provided, including discussion frameworks, guided questions, and designated group roles. For students to actively participate in RT and CLT activities, these techniques help create a supportive learning environment that improves their psychological comfort and sense of safety.

### **5.3 Lecturers’ Perceptions of Effectiveness on Students’ Communication Skills**

The questionnaire distributed to lecturers in both countries aimed to collect data on understanding the implementation of RT and CLT; the effectiveness of RT and CLT; institutional support and professional development; and future perspectives on their implementation.

#### *5.3.1 Lecturers' understanding of the use of RT and CLT in Indonesia and Thailand*

The comprehension and implementation of RT and CLT lecturers in Thailand and Indonesia are contrasted in Table 2. With the highest mean score for the use of CLT in teaching speaking (4.67) and the lowest for the use of RT in teaching reading (3.00), most Indonesian lecturers demonstrated an excellent understanding of the concepts of RT and CLT. The decreased variance and standard deviation for CLT indicate greater consistency in their use. In contrast, lecturers in Thailand had higher mean scores. They demonstrated greater familiarity with the RT and CLT principles than those in Indonesia, particularly in their use in speaking (4.33) and reading (4.00) sessions. Higher consistency was also evident in Thailand’s standard deviation, particularly in the integration of both teaching approaches and the use of RT in reading classes. While there are gaps in the implementation of RT in Indonesia, particularly in reading classes, it is essential to consider that various factors, such as limited training or a lack of resources, may influence the level of acceptance of this method’s integration. On

the other hand, the better performance in Thailand may reflect more supportive educational policies for integrating these methods or a stronger training system.

Therefore, there is significant potential to improve RT implementation in Indonesia through additional training and greater access to adequate materials. More training and easier access to sufficient resources could greatly enhance RT implementation in Indonesia. Teachers' confidence and pedagogical ability in using RT methods consistently and successfully can be improved with such training. In line with (Wibawa, 2020), who states that appropriate and pertinent learning resources can help students with their comprehension processes, encourage interactive learning activities, and ultimately enhance their reading and communication abilities.

### 5.3.2 *The Effectiveness of RT and CLT*

Table 3 above shows that Indonesian and Thai lecturers view RT and CLT as practical. Lecturers in Indonesia strongly believe in the effectiveness of CLT in improving students' speaking confidence (mean score of 5.00) and in the combined use of RT and CLT to create a more engaging learning experience (mean score of 5.00). Furthermore, the application of RT to improve students' reading comprehension and critical thinking skills also received a high score (4.33). The low variance and standard deviations demonstrate high consistency in these views across several statements. On the other hand, in Thailand, there is a strong belief in the use of RT and CLT, especially in improving students' critical thinking skills and participation. The mean score for CLT in improving speaking confidence is slightly lower than in Indonesia. However, the standard deviations indicate that these perspectives differ across the two countries.

Although Indonesia expressed strong confidence in the effectiveness of CLT and its integration with RT, practical implementation on the ground may pose challenges, requiring ongoing training and adequate resources. On the other hand, although Thailand expressed positive views on both methods, its slightly lower score on CLT for improving speaking confidence may indicate that there is still room for improvement, particularly in more specific speaking-teaching techniques. Overall, both countries have great potential to implement RT and CLT, but more consistent implementation and stronger institutional support are needed to achieve optimal results.

These findings are strong evidence that RT and CLT complement each other at the level of the learning process, in addition to the high perceived efficacy. To provide students with a clear pathway for developing comprehension and critical reasoning, RT frequently organizes academic interactions around phases of reading (e.g., predicting, clarifying, questioning, and summarizing). Concurrently, CLT offers a meaningful communication environment that requires students to use language for authentic purposes (negotiating meaning, collaborating, presenting, and discussing), allowing for more natural growth in speaking confidence. It aligns with Putu et al. (2025), who state that integrating RT & CLT can produce a complete learning flow: strong text input and cognitive processing via RT, followed by oral output and authentic interactions via CLT, ultimately enhancing both language and higher-order thinking skills.

### *5.3.3 Institutional Support & Professional Development*

The table above shows institutional support and professional development for the use of RT and CLT in Indonesia and Thailand. Although institutions in Indonesia encourage the use of CLT in speaking instruction, access to Teaching materials for RT remains limited, with a mean score of 3.33, and training opportunities for RT are low, with a mean score of 3.67. On the other hand, access to CLT materials and CLT training opportunities is better, with a mean score of 4.67. Compared with Indonesia, the variation and standard deviation indicate that the implementation of RT is more diverse in Indonesia. In Thailand, support for the use of RT in reading instruction is evident, with a mean score of 4.00; however, training opportunities and access to materials for RT and CLT are more evenly distributed, with higher mean scores for RT (4.00) and CLT (4.00) and less variation.

Although support for CLT is strong in Indonesia, limited access to RT teaching materials and fewer training opportunities indicate gaps in its development. This could hinder the effectiveness of RT implementation in the classroom. Conversely, in Thailand, although scores for RT and CLT are slightly lower, equality in access to materials and training provides an advantage in developing both methods more evenly. Therefore, to achieve optimal results, Indonesia needs to improve training facilities and access to materials for RT, while Thailand can focus on strengthening the implementation of CLT in speaking instruction.

These findings emphasize that institutional support must be realized within a comprehensive implementation ecosystem rather than through policy recommendations alone. In Indonesia, strong support for CLT needs to be balanced with strengthening RT through the provision of ready-to-use teaching materials (modules, lesson plans, worksheets, rubrics) (Lestari, 2024) and ongoing training to ensure RT implementation is not dependent on individual initiative and minimizes variation between classes. Meanwhile, Thailand benefits from equitable access to RT & CLT materials and training.

Still, it could enhance CLT's impact on speaking confidence by providing more specific speaking training (task-based speaking, scaffolding such as sentence starters/role cards, and secure formative feedback). Overall, both countries would be more optimal if professional development were carried out continuously through communities of practice and peer coaching, supported by time allocation, material banks, and aligned assessment systems to ensure consistent implementation of RT and CLT.

### *5.3.4 Future Perspectives on RT and CLT*

Lecturers in Indonesia and Thailand expressed their views on the future use of RT and CLT. They showed very positive attitudes towards the implementation of RT and CLT, with mean scores of 4.33 for RT and 4.67 for CLT. They also expressed a strong desire to receive further training on integrating both methods into their Teaching, with a mean score of 4.67. Furthermore, they indicated high consistency and low variability. In Thailand, confidence in RT was slightly lower (4.00), but opinions about CLT remained positive, with a 4.00 score for its effectiveness compared to conventional teaching approaches. However, the differences in Thailand were slightly greater, especially in RT and CLT effectiveness. They also

expressed a desire for further training on integrating RT and CLT (4.67) and recommended this method to other lecturers (4.33).

While lecturers in both countries held positive views toward the use of RT and CLT, Indonesia demonstrated greater confidence in integrating the two methods, with more consistent scores in training and recommendations to other lecturers. This could indicate that lecturers in Indonesia are better prepared to implement these approaches more widely, provided they receive adequate training. Conversely, while Thailand showed positive views toward both methods, the slight decline in RT scores suggests some challenges in its implementation. Therefore, focusing on further training and strengthening support for RT could help Thailand improve its implementation of these two methods in the future.

These findings suggest a strong opportunity to develop a more structured RT & CLT implementation roadmap in Indonesia and Thailand, as lecturers not only have positive attitudes but also a high need for integration training. To ensure that language input and output reinforce one another, development can focus on an integration model, such as RT as a framework for text processing and critical thinking (Abdelmoati Mohamed, 2023), and CLT as a venue for discussions, presentations, and problem-solving (Jiang & Paulino, 2024). Institutions must adopt an evidence-based strategy through standardized teaching resources, data collection on learning outcomes, communities of practice, and peer mentoring to be sustainable.

## **6. Conclusion**

The findings suggest that lecturers perceive the integration of RT and CLT as beneficial for enhancing students' critical thinking, reading comprehension, and communication skills. The RT approach can enhance cognitive and metacognitive skills through learning strategies, while CLT strengthens these skills through communication strategies. The integration of RT and CLT faces challenges, including students not being actively involved in discussions, unfamiliarity with discussion-based learning, which makes them passive in RT and CLT activities, failure to be implemented in large classes, a lack of training, and limited sources of authentic materials.

From a learning perspective, both lecturers and students generally support the integration of RT and CLT. They believe this method is appropriate for modern learning and can increase student participation and social and academic skills. The findings of this study emphasize the need for capacity-building strategies, practical guidelines, and integrated learning models to strengthen the integration of this method in the future, both in Indonesia and Thailand.

However, this study has some limitations. The research subjects were selected using a purposive sampling method, focusing on those taking the course. The present research had a limitation regarding its generalizability. To provide a more thorough understanding of RT & CLT integration, future studies could include a broader, more varied group of participants, including lecturers from various institutional settings and geographic locations.

## 7. Acknowledgments

The authors used Grammarly to enhance the language clarity and grammatical accuracy of the paper. This paper's arguments, analysis, and substantive content are all original to the authors.

## 8. References

- Abdelmoati Mohamed, R. A. (2023). Reciprocal teaching as a cognitive and metacognitive strategy in promoting Saudi university students' reading comprehension. *Open Education Studies*, 5(1). <https://doi.org/10.1515/edu-2022-0200>
- Abrori, A., Hifdil Islam, M., & Hamdani, B. (2023). The effectiveness of reciprocal teaching method on students' reading comprehension in descriptive text. *JADEs Journal of Academia in English Education*, 4(1), 71–88. <https://doi.org/10.32505/jades.v4i1.5755>
- Afrizatama, D. (2018). Teaching reading through reciprocal teaching strategy. *Academic Journal Perspective: Education, Language, and Literature*, 4(2), 88. <https://doi.org/10.33603/perspective.v4i2.1541>
- Aguti, B., Walters, R. J., & Wills, G. B. (2014). Effective use of e-learning technologies to promote student centered learning paradigms within higher education institutions. *International Journal for E-Learning Security*, 4(2), 391–398. <https://doi.org/10.20533/ijels.2046.4568.2014.0051>
- Ahmadi, M. R., & Gilakjani, A. P. (2012). Reciprocal teaching strategies and their impacts on English reading comprehension. *Theory and Practice in Language Studies*, 2(10), 2053–2060. <https://doi.org/10.4304/tpls.2.10.2053-2060>
- Aprilianin, V., Saputri, M., Andriyaningsih, A., & Kusuma, C. (2025). The implementation of communicative language teaching (clt) method through playful English approach to improve students' speaking skills at PKBM Pesona Pulau Tegal. *Jurnal Pengabdian Indonesia (JPI)*, 1(2), 393–400. <https://doi.org/10.62567/jpi.v1i2.1225>
- Bagus, A., & Putra, R. (2021). Problem faced by students in direct discussion session of speaking class. *International Journal of English Education and Linguistics (IJoEEL)*, 03(02), 66–73. <https://doi.org/10.33650/ijoeel.v3i2.3033>
- Bakanibona, S., & Campus, I. (2022). Large class management throughout learning and teaching of speaking skill: case study of the University of Burundi. *Journal of Educational and Developmental Psychology*, 12(2), 43–56. <https://doi.org/10.5539/jedp.v12n2p43>
- Cahya, O. D., & Meliyani, S. (2025). 21st century skills and character education: building Indonesia's future-ready generation. *Journal of Smart Pedagogy and Education*, 1(1), 1–12. <https://doi.org/10.65101/spedu.v1i1.19>
- Chand, G. B. (2021). Challenges faced by bachelor level students while speaking English. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 45–60. <https://doi.org/10.21093/ijeltal.v6i1.853>
- Doolittle, P. E., Hicks, D., Triplett, C. F., Nichols, W. D., & Young, C. A. (2006). Reciprocal teaching for reading comprehension in higher education: A strategy for fostering the deeper understanding of texts. *International Journal of Teaching and Learning in Higher Education*, 17(2), 106–118. <https://www.isetl.org/ijtlhe/pdf/IJTLHE1.pdf>
- Durdas, A., Furmanchuk, N., Bondar, A., & Samar, O. (2024). Overcoming speech barriers at university foreign language classes. *Continuing Professional Education: Theory and Practice*, 4(81), 55–61. <https://doi.org/10.28925/2412-0774.2024.4.4>
- Firiady, M. (2018). Communicative language teaching through speaking activities designed in a textbook. *Language and Language Teaching Journal*, 21(1), 104–113. <https://doi.org/10.24071/llt.2018.210111>
- Fitria, T. N. (2022). Authentic material and created material (teacher-made) for English language teaching (elt): benefits and limitations. *Journal of Academia in English Educations*, 3(2), 117–140. <https://doi.org/10.32505/jades.v3i2.4674>

- Hawa, A. M., Putra, L. V, Suryani, E., & ... (2024). Efektivitas model reciprocal teaching untuk meningkatkan keterampilan berbicara pada pembelajaran bahasa indonesia. *Elementary School Education Journal*, 8(1), 52–60. <https://doi.org/10.30651/else.v8i1.21779>
- Hermansyah, S., Asrifan, A., Nadirah, N., & Imran, I. (2022). The use of reciprocal teaching procedure in teaching recount text to improve students reading comprehension. *La Ogi: English Language Journal*, 8(2), 177–182. <https://doi.org/10.55678/loj.v8i2.683>
- Ilyas, H. P., & Istaryatiningtias. (2025). Insights on integrating critical thinking with EFL instructions in Indonesian higher education. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 10(November), 269–286. <https://doi.org/10.21093/ijeltal.v10i2.2044>
- Irmawati, N. D. (2012). Communicative approach: an alternative method used in improving students' academic reading achievement. *English Language Teaching*, 5(7), 90–101. <https://doi.org/10.5539/elt.v5n7p90>
- Jiang, L., & Paulino, F. B. (2024). Rethinking communicative language teaching in college English teaching: strategies and lesson plan. *Journal of Language Teaching and Research*, 15(2), 607–616. <https://doi.org/10.17507/jltr.1502.29>
- Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, 6(1), 54–60. <https://doi.org/10.32996/ijllt.2023.6.1.8>
- Koşar, G., & Akbana, Y. E. (2021). The impact of reciprocal teaching on pre-service English-as-a-foreign-language teachers' reading comprehension skills. *Journal of Language Education and Research*, 7(2), 280–294. <https://doi.org/10.31464/jlere.857504>
- Krismayani, N. W., Budiarta, I. K., Sawitri, N. L. P. D. S., Hartika, L. N. P., & Mahottami, N. K. A. (2025). Exploring EFL students' perceptions and challenges in integrating reciprocal teaching and communicative language teaching. 15(2), 238–251. <https://doi.org/10.36733/jsp.v15i2.12383>
- Krismayani, N. W., Joni, D. A. A. W., & Budiarta, I. K. (2023). Developing addie model: speaking for informal interaction based on obe curriculum. *VELES: Voices of English Language Education Society*, 7(1), 12–22. <https://doi.org/10.29408/veles.v7i1.7273>
- Leonita, N. N. S. N. A., Apriyanti, N. P. R., Krismayani, N. W., Joni, D. A. A. W., & Budiarta, I. K. (2023). Speaking skill in 21st-century: students' perceptions and challenges in English language teaching. *Premise: Journal of English Education*, 12(2), 614. <https://doi.org/10.24127/pj.v12i2.7262>
- Lestari, B. (2024). Communicative language teaching (clt) implementation in kurikulum merdeka : a lesson from English teachers' voices. *Journal of Languages and Language Teaching*, 12(4), 1657–1672. <https://doi.org/10.33394/jollt.v12i4.11266>
- Maryam, S. (2025). Examining the reciprocal technique in enhancing students reading comprehension : an experimental research. *Ethical Lingua: Journal of Language Teaching and Literature*, 12(1), 90–99. <https://doi.org/10.30605/25409190.814>
- Maspul, K. A. (2024). Enhancing reading instruction with reciprocal teaching : a focus on technology integration. *GLOBAL: Education Language and Humanity*, 1(2), 66–74.
- Nggawu, L. O. (2023). The impact of communicative language teaching ( clt ) approach on students' speaking ability in a public Indonesian university : comparison between Introverts and extrovert groups. *International Journal of Language Education*, 7(3), 393–413. <https://doi.org/10.26858/ijole.v7i3.50617>
- Nurfitri, Meladina, Franchisca, S., Dedi, & Sari, M. N. (2025). Critical thinking in English language learning: a learning review on strategies and challenges. *Indonesian Institute for Corporate Learning and Studies (IICLS)*, 6(2), 1180–1190. <https://doi.org/https://doi.org/10.47827/jer.v6i2.927>

- Nyagope, T. S. (2023). Massification at higher education institutions' challenges associated with teaching large classes and how it impacts the quality of teaching and learning. *Journal of Education*, 6(2), 133–150. Retrieved from <https://ejournal.staimnglawak.ac.id/index.php/educatio/article/view/1276>
- Octavianita, A., Wahyuni, K., Nur, S. A., Handayani, T., Ihsan, M. T., & Training, T. (2021). The implementation CLT approach to improve students speaking skills. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(2), 144–152. <https://doi.org/https://doi.org/10.51574/jrip.v1i2.42>
- Pamuji, A., Wahyudi, A., Martuti, R., Bina, S., & Palembang, H. (2024). Pelatihan communicative language teaching (clt) untuk meningkatkan Kemampuan komunikasi berbahasa inggris mahasiswa kebidanan stik bina husada. *CARE: Journal Pengabdian Multi Disiplin*, 2(1), 23–31. <https://doi.org/https://doi.org/10.31004/care.v2i1.24932>
- Panpistharwee, P., & Suwanarak, K. (2024). *Implementing the clt approach in online instruction during the covid-19 pandemic : opportunities and challenges encountered by thai efl university lecturers*. 17(2), 655–678. <https://doi.org/10.70730/QYBP1051>
- Pornita, D. D., Maximilian, A., & Herlisya, D. (2023). Teaching efl reading skill using reciprocal teaching strategy : a classroom action research. *Journal of English Language Teaching and Applied Linguistics*, 9(2), 157–166. <https://doi.org/10.52657/js.v9i2.2113>
- Pratolo, B. W., Habibie, A. F., & Setiawan, A. (2019). Speaking skill challenges encountered by indonesian efl learners'. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 370, 28–32. <https://doi.org/10.2991/adics-elssh-19.2019.7>
- Putu, N. H. L., Komang, N. M., A., Krismayani, N. W., Budiarta, K., L. N., & Dian, P. (2025). Enhancing students' reading comprehension: the integration of reciprocal teaching and communicative language teaching. *International Journal of English Education and Linguistics (IJoEEL)*, 07(02), 320–328. <https://doi.org/10.33650/ijoeel.v7i2.12375>
- Ramadhani, G., Nidi, I. V., & Zahra, L. (2024). The role of communicative language teaching ( clt ) in teaching english to indonesian elementary school students within the kurikulum merdeka. *English Language Education Journal*, 5(2), 143–151. <https://doi.org/https://doi.org/10.21009/stairs.5.2.7>
- Ratama, I. P., Padmadewi, N. N., & Artini, L. P. (2021). Teaching the 21st century skills ( 4cs ) in english literacy activities. *Journal of Educational Research and Evaluation*, 5(2), 223–233. <https://doi.org/https://doi.org/10.23887/jere.v5i2.30849>
- Rodli, M., & Prastyo, H. (2017). Applying reciprocal teaching Method in teaching reading. *Studies in Linguistics and Literature*, 1(2), 112. <https://doi.org/10.22158/sll.v1n2p112>
- Rojabi, A. R. (2021). Exploring reciprocal teaching method on efl learners' reading comprehension. *VELES Voices of English Language Education Society*, 5(2), 132–142. <https://doi.org/10.29408/veles.v5i2.3860>
- Ruangprasertkun, P. (2022). *Reciprocal teaching: an instructional strategy to enhance English reading comprehension of secondary school students [ThesisMaster of Education, Chulalongkorn University]*. Chulalongkorn University Intellectual Repository (CUIR). <https://doi.org/10.58837/CHULA.THE.2022.345>
- Ruiz, E. T. (2025). The use of reciprocal teaching : a tool to improve understanding. *International Journal of Management Studies and Social Science Research*, 7(4), 269–301. <https://doi.org/10.56293/IJMSSSR.2025.5733>
- S, I., Mujahidah, M., & Asni, Y. (2023). Effectiveness of communicative language teaching (clt) method to Improve students speaking skill. *Al-Irsyad: Journal of Education Science*, 2(2), 161–167. <https://doi.org/10.58917/aijes.v2i2.79>
- Setiyorini, T. J., Yulia, Y., & Robiasih, H. (2022). Communicative language teaching method at improving students' macro and micro-skills of reading comprehension

- in intensive reading course. *EduLite: Journal of English Education, Literature and Culture*, 7(2), 233. <https://doi.org/10.30659/e.7.2.233-250>
- Sholihah, M., Zubaidah, S., Mahanal, S., & Listyorini, D. (2025). The effect of reading-concept mapping-reciprocal teaching on students' communication skills. *Journal of Education and Learning*, 19(1), 158–168. <https://doi.org/10.11591/edulearn.v19i1.21765>
- Sitosanova, O. (2021). Communicative approach in foreign language teaching. *Modern Technologies and Scientific and Technological Progress*, 1(1), 367–368. <https://doi.org/10.36629/2686-9896-2021-1-1-367-368>
- Wibawa, B. (2020). Development of teacher research competency training system in indonesia : a need analysis. *Universal Journal of Educational Research*, 8(5), 2064–2070. <https://doi.org/10.13189/ujer.2020.080544>
- Wu, T.-T., De Haviland Basoeki, O., & Huang, Y.-M. (2024). *The impact of reciprocal collaborative pedagogy in espreading comprehension skills: reducing anxiety and improving self-efficacy*. <https://doi.org/10.20944/preprints202401.1138.v1>
- Wulandari, R. (2021). Characteristics and learning models of the 21st century. *International Conference of Economics Education and Entrepreneurship (ICEEE 2020)*, 4(3), 8–16. <https://doi.org/10.20961/shes.v4i3.49958>
- Xiang, Y. (2025). A comparative study of learner-centeredness in communicative language teaching and task-based language teaching. *International Journal of Social Science, Education and Humanities*, 1(2), 14–25. <https://doi.org/10.63313/IJSSEH.9013>
- Zaw, T., Andrea, O., & Anita, M. (2021). Effectiveness of the reflection - based reciprocal teaching approach for reading comprehension achievement in upper secondary school in myanmar. *Asia Pacific Education Review*, 22, 675–698. <https://doi.org/10.1007/s12564-021-09707-8>