

**ANALYSIS OF THE ROLE OF LECTURERS
IN OVERCOMING STUDENTS
DIFFICULTIES ACTIVE SPEAKING USING CLT IN COURSES
ENGLISH IN THE IAIDU ASAHAN PAI PRODUCT**

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ABSTRACT

This research aims to analyze the role of lecturers in overcoming students' difficulties in active speaking using the Communicative Language Teaching (CLT) approach in English courses in the IAIDU Asahan Islamic Religious Education (PAI) Study Program. English speaking skills are one of the important competencies that students must master, especially in this era of globalization. This research uses a qualitative descriptive method by collecting data through observation, interviews and document analysis. The research subjects were lecturers and students at the PAI IAIDU Asahan Study Program. The research results show that the role of lecturers is very significant in helping students overcome their difficulties in active speaking. The application of CLT has been proven to be effective in improving students' active speaking skills, because this approach emphasizes the use of language in real communication contexts, provides interactive exercises, and creates a supportive learning environment. This research also found that the lecturer's role is not only as a facilitator, but also as a motivator and guide who provides constructive feedback and encouragement for students to continue practicing speaking in English. Based



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on these findings, it is hoped that lecturers can continue to develop adaptive and innovative teaching methods to help students overcome their challenges in active speaking.

Keywords: Role of Lecturers, Active Speaking, Communicative Language Teaching (CLT), English, Islamic Religious Education.

INTRODUCTION

English language skills are crucial for students because they enable them to interact, communicate, and collaborate effectively with people from around the world. Lecturers play a crucial role in helping students develop their English speaking skills. By presenting engaging and effective learning, they can increase student interest in learning. Creating a supportive environment for active speaking practice is also crucial for students to overcome their difficulties. The English language course program, which is an essential part of the curriculum at the Faculty of Islamic Education (PAI) Study Program at IAIDU Asahan, is a perfect fit. Having strong English competency is essential for students, especially in preparing them to become PAI teachers, who are able to communicate well in a multicultural and multilingual academic environment.

The role of lecturers in helping students overcome difficulties in active speaking in English courses is indeed challenging, especially since it involves not only understanding language structure but also applying it in real-life communicative situations. Integrating *active speaking* into English courses allows students to practice active speaking while learning from the lecturer. This can involve active speaking through group discussions relevant to the learning topic.

According to a study by Ortega & Alcon (2021), increased fluency and accuracy can be achieved through repeated and structured speaking practice. This research emphasizes the importance of task-based activities that allow students to speak continuously to strengthen this ability. It helps identify and classify different levels of speaking ability from simpler to more complex. The integration of *CLT* with Active Speaking skills can create a dynamic learning environment and provide wider opportunities for students to develop their speaking skills in English.

The Islamic Religious Education Study Program, providing English courses will help PAI students prepare themselves to teach in environments that may require bilingual or multilingual skills, thus, including English courses as part of the PAI study program curriculum will be a very valuable step in preparing students as prospective PAI teachers who are ready to face global challenges in the world of education. With the Active Speaking

English course , students play a role in honing their skills and knowledge in actively communicating using English globally.

With the role of lecturers at the Faculty of Tarbiyah PAI Study Program, Active Speaking competency through *CLT* is expected that all students are able to communicate or socialize using English fluently, which will refer to their activeness, especially for students of the Study Program (PAI) IAIDU Asahan. Facts in the field, students (PAI) experience various obstacles when speaking in English. Students often worry that the message they want to convey will not be understood correctly by their interlocutors, especially if there are differences in culture or background. Many PAI students, especially those living in environments where English is not widely used so that the lack of experience in speaking English actively can be an obstacle.

Limited opportunities to practice speaking in English, especially in class and outside the academic environment, also become obstacles in developing speaking skills also in limited lecture class situations, many students feel pressured by limited time with a less supportive classroom atmosphere and conventional/lecture teaching methods of lecturers and only doing English grammar exercises, there is no demand from lecturers to practice speaking English *Active Speaking* . *CLT* has great potential to help overcome students' difficulties in Active Speaking or speaking skills, especially in the Islamic Religious Education (PAI) department. The role of lecturers in addressing this challenge is crucial. They have a responsibility to create a supportive learning environment and facilitate the development of students' active speaking skills.

Based on the description above, this type of research would be invaluable in improving the effectiveness of English language learning in the PAI study program at IAIDU Asahan. This would provide clearer guidance to lecturers in designing appropriate learning strategies and supporting students in overcoming obstacles in active speaking using the *CLT approach* . This research serves as a foundation for improving the learning system so that students can overcome the obstacles they face and improve their English speaking skills effectively. This research is very important to implement to meet these needs.

Active speaking requires the ability to speak confidently and listen attentively to the other person, engage in two-way communication, and adjust speech based on context and audience to ensure clarity and understanding. This involves taking the initiative in starting conversations, expressing opinions, asking questions, and actively participating in verbal exchanges. According to a study by Ellis & Shintani (2021), task-based exercises can improve understanding of sentence structure, because students

are forced to design logical and meaningful sentences when speaking. This exercise helps students build grammar skills while focusing on the meaning of communication . Increasing learning motivation helps students feel motivated to actively participate in learning activities, creating a natural and enjoyable learning process.

So it can be concluded that speaking skills are direct language skills as a means of oral communication with an auditory system that is equipped with prosody and requires direct feedback . By actively participating in these activities, students can improve their English speaking skills and also increase their confidence in communicating. According to a study by Clark & Murphy (2021), collaborative oral communication strengthens collective understanding among students, improves problem-solving, and allows them to share different perspectives. This collaborative exercise deepens students' engagement in learning and helps them develop critical thinking skills. Effective speaking skills are essential in various aspects of life, from personal relationships to professional environments, as they enable individuals to actively participate in a variety of communication situations.

According to Richards (2021), CLT shifts the focus from traditional grammar-based instruction to using language in authentic communication contexts. Students are trained to interact naturally, more closely reflecting everyday language use. The idea is that language teaching should not only focus on grammatical structures and vocabulary, but also on a person's ability to use the language in a variety of real communicative situations. The communicative competence emphasized by Hymes includes more than just fluency in speaking or writing. This emphasizes that language learning should not only focus on mastering grammar or sentence structure, but also on developing broader communication skills relevant to everyday life. This way, individuals can be better prepared to participate actively in various real-world communication situations.

The principles of *Communicative Language Teaching (CLT)* , which emphasize the use of language in real contexts and social interactions, have become a strong foundation in teaching **speaking skills (*Active Speaking*)** . Recent research confirms that applying CLT principles in teaching speaking helps students develop **communicative competence** , increase self-confidence, and adaptability in diverse communication situations. According to Nunan (2023), CLT-based speaking teaching makes a major contribution to improving students' communicative competence, enabling them to adapt to various communication situations.

Thus, *CLT* has a strong relationship with the development of Active Speaking skills in the context of language learning, which will be very beneficial for PAI students in improving their speaking skills in English.

1. Communicative Language Teaching (CLT)

Since on beginning year 1980s, topic *CLT* has cause the excitement and interest in circles researchers Language. Origin proposal *CLT* can traced return to the work beginning Hymes (1971). on linguistic competence, He state that know something Language involving more from just know a series language rules order language. Competence Language depends in the presence of competence linguistics And communicative. Thus, the role of lecturers in overcoming students' difficulties in active speaking by using *CLT* in English courses *CLT* teaches students to speak, listen, read, and write in the target language through activities involving group discussions, role-playing, situation simulations, and other practical tasks. By creating situations that require the active use of language, *CLT* can increase students' confidence in speaking, expand vocabulary, and improve their understanding of *how active speaking* is used.

According to research written by Indri Yani Kakomole (2022) "*Communicative Language Teaching (CLT)* is an effective language learning approach to improve English vocabulary, and (a) can improve and stimulate students to think creatively, (b) can increase students' attention to the learning process, (c) is able to organize their own abilities and train students' self-confidence, (d) is able to stimulate students' imagination in stimulating vocabulary growth. According to Howatt & Widdowson (2021), the *CLT* approach has evolved to pay greater attention to the balance between grammar and language functionality. This includes how language is used to convey meaning in various social situations.

Furthermore, according to research by (Djoko Sri Bimo et al., 2021), using *CLT* is successful in two aspects: improving students' English speaking skills, which includes increasing the naturalness of conversation, and increasing participants' interest and motivation in speaking English. This involves using language in contexts similar to real-life situations, such as everyday conversational situations or relevant scenarios. Communicative Language Teaching also recognizes that language is not just rules and structures, but also a tool for communication. *CLT* emphasizes that communicative competence is not only about mastery of grammar, but also the ability to use language functionally in different contexts. This includes the ability to adapt to social situations and communicate with a variety of people.

According to research by Celce-Murcia (2021), communicative competence encompasses four main dimensions: linguistic, pragmatic, sociolinguistic, and strategic competence. CLT seeks to develop all these dimensions simultaneously, enabling students to communicate effectively and appropriately in various social contexts. Therefore, communicative competence, which encompasses understanding context, using language in real-life situations, and the ability to adapt and interact with others, is the primary focus of language teaching. *CLT*. Understanding social and cultural context is an important aspect of communicative competence. Students are taught how to adapt their language based on the audience and situation, such as when speaking with friends or in a formal setting. In a study by Byram & Wagner (2023), the importance of contextual competence is further emphasized, especially in intercultural communication environments. CLT provides tools for students to understand and adapt to a variety of cultural and social contexts.

's statement emphasizes that *CLT seeks* to develop effective communication skills in students, giving them the freedom to use English in a variety of communicative situations relevant to everyday life. The role of lecturers in addressing students' difficulties in *Active Speaking* using *CTL* plays a crucial role in equipping students for their Active Speaking. In a study by Richards (2021), CLT significantly improved students' speaking skills by providing them with opportunities to use language in authentic and relevant social interactions. CLT focuses on developing speaking competency through activities that require students to speak in real situations, such as role plays, discussions, and presentations. CLT places students in real communicative situations, giving them opportunities to practice speaking through a variety of activities that mimic everyday language use. Several recent studies have shown that CLT improves students' self-confidence, speaking skills, and ability to interact in diverse social situations.

CLT emphasizes the use of language as a tool for communication in real contexts, rather than simply learning grammar rules or vocabulary. In research by Richards (2022), the CLT approach enables students to learn to communicate effectively, which is the primary way for them to interact in the real world as the core of learning. This means more than just learning grammar or vocabulary; students also learn how to communicate using English as the primary way for students to interact with others. It can be concluded that *CLT* often involves activities that allow students to speak, listen, read, and write in situations that resemble everyday use. The focus is on students' ability to understand and participate in a variety of communicative situations that are relevant in real life. According to research written by Johnson (2023), it shows that students taught using the *CLT*

method experienced significant improvements in speaking skills compared to traditional methods. *CLT* has a number of advantages that can improve speaking activities, including increasing self-motivation and self-confidence in students.

2. Characteristics and Implementation of *CLT*

According to Brown (2023) It explains how these four components contribute to the development of effective speaking skills in the context of language teaching. They are divided into four component main competencies communicative, communication meaningful, smoothness, And spontaneity. Principle *CLT* in on represent change gradually And radical approach previously. Whereas approach translation order Language popular in circles for educator Language during centuries previously, practitioners *CLT* divert semantic focus (meaning in life real context) emphasized on preference order Language And student confronted on its use Language original For increase fluency them in communicating and speaking naturally.

In words other, According to Johnson And Morrow (2023), explains that *CLT* emphasizes the importance of communicative activities that enable students to use the target language actively in real-world situations. . In addition That, Savignon (2024) put forward five element communicative curriculum Which in accordance with principle theoretical *CLT* . That including Language art, art theater, use Language English personal, Language For something objective, And next room class. Whereas art English referring to on exercise Which usually used by the lecturer emphasized formal requirements convey meaning, belief self in use Language For objective communication real in outside class. Savignon furthermore explain that although activity communicative very important use of grammar Language Also must *CLT also emphasizes the development* of language skills holistically, namely by developing all communicative skills (listening, speaking, reading, and writing) simultaneously and interrelatedly.

Implementing Communicative Language Teaching (*CLT*) in the classroom has several advantages, including:

1. Improving students' communicative skills: *CLT* emphasizes the development of communicative skills such as listening, speaking, reading, and writing, so that students can learn and apply the language they are learning in real situations.
2. Making learning more fun and interesting: *CLT* provides realistic and enjoyable communicative situations for students, thus making learning more enjoyable.

3. Providing relevant context: *CLT* provides content related to real life, such as social, political, economic, and cultural topics, so that students can learn the language in a relevant context.
4. Developing language skills holistically: *CLT* emphasizes developing language skills holistically, namely by developing all communicative skills (listening, speaking, reading, and writing) simultaneously and interrelatedly.

In general, it can be concluded that implementing *CLT* in or outside the classroom can improve students' communicative abilities, make learning more fun and interesting, provide relevant contexts, develop language skills holistically, and make students more active in learning English.

METHOD

Research Design

1) Data source

The data sources used in this research are divided into two, namely:

a. Primary Data.

The primary data sources are English lecturers and PAI study program students. The data was obtained through structured interviews and observations. The information that will be explored in depth relates to the analysis of the lecturer's role in overcoming student difficulties in *Active Speaking* using *CLT* in English courses at the PAI Study Program at IAIDU Asahan and the students' responses to *Active Speaking* using *CLT* in English courses at the PAI Study Program at IAIDU Asahan.

b. Secondary Data

The secondary data sources required include student numbers, lecturers, and documents, which can include personal notes. This secondary data is used to strengthen the findings and supplement the information gathered through interviews with key informants.

2) Data Collection Procedures

According to Sugiyono (2023), the data collection procedures in this study are:

a. Observation

This observation was used to obtain the necessary data regarding the English language learning method, namely *CLT*, used by the lecturer. Systematic observation was conducted by observing the learning process in the lecture classroom used by the lecturer.

b. Interview

This study will use structured interviews with students. In these interviews, researchers will interview informants using a list of questions provided directly. (Sugiyono 2023)

c. Documentation

In this study, documentation is used to collect data regarding student grades, lecturer notes, student absences , number of lecturers, number of students.

3) Data analysis

In this study, the researcher used the qualitative data analysis model of Miles, Saldana (2021) which has 3 (three) stages:

1. *reduction stage*

The data obtained by researchers in the field through interviews, observations and documentation were reduced by summarizing, selecting and focusing the data on things that were in accordance with the role of lecturers in overcoming student difficulties in active speaking using *CLT* and student responses in learning in English courses. in the PAI Study Program, IAIDU Asahan.

2. Data presentation stage (*data display*)

Data presentation is done after the data has been reduced or summarized. The data presentation stage is carried out in the form of a short description using descriptive text, it can also be in the form of a diagram based on the results of interviews and observations that have been observed.

3. Conclusion drawing stage (*conclusion drawing/verification*)

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. This involves trying to draw conclusions from the data that has been collected and analyzed, and ensuring that these conclusions are justified and supported by the available evidence.

RESULTS AND DISCUSSION

In the discussion of research results regarding the role of lecturers in overcoming students' difficulties in **Active Speaking** in English courses in the Islamic Religious Education (PAI) Study Program, IAIDU Asahan, using the **Communicative Language Teaching (CLT) approach** . The discussion is conducted by linking the research results with relevant theories and existing educational contexts.

Improving Students' Communicative Active Speaking Skills

Role-playing and simulations are very effective in improving students' communication skills, especially listening and speaking. Here are some reasons why these two methods are important in language learning:

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Vol. 01 No. 01, Juni 2025

Opportunities to Listen and Speak Authentically. In role-playing and simulation, students are exposed to situations that resemble everyday conversations. They must listen to their conversation partner and respond spontaneously, which helps them become accustomed to the rhythm and dynamics of natural conversation.

1. Lecturers Motivate Students

In the findings of this study it can be researchers analysis information Which researchers collect in the field according to formulation problem And furthermore associated with theory Which There is. Motivation, both intrinsic and extrinsic, is very important in increasing student participation in speaking. By providing continuous encouragement, lecturers help students feel more confident in communicating and dare to take risks in speaking.

2. Lecturers Always Use Presentations

Presentations are an effective strategy for developing students' speaking skills. Presentations require students to construct arguments and speak in front of an audience, which enhances their ability to use language in a formal and structured manner. This supports the Communicative Language Teaching (CLT) theory, which emphasizes the importance of using language in real-world contexts.

3. Lecturer Gives Role-play

Role-play strategies allow students to role-play in various real-life situations, which is crucial for developing communicative skills. Brown's (2001) theory supports the use of role-play as a method that encourages students to use language spontaneously and interact in simulated situations that approximate real-life contexts.

4. Lecturers Provide Opportunity for Open Questions

The use of open questions in learning helps students think more broadly and freely in expressing their ideas. This encourages active speaking skills, in line with the Communicative Approach theory, which facilitates two-way communication and encourages more natural interactions.

5. Lecturers Provide Opportunities to Communicate with Fellow Students

Lecturers provide students with ample opportunities to communicate with each other, both inside and outside the classroom. According to Krashen (1982) in his Input Hypothesis, continuous communication practice in the target language is crucial for developing speaking skills. Interaction with fellow students provides more opportunities for them to practice speaking in natural contexts.

6. Lecturers Always Provide **Field Practice**

In addition to classroom learning, lecturers also implement **field practices**, such as encouraging students to speak in the context of the campus or wider social environment. This supports the theory of experiential learning, where using language in real situations is very helpful in improving speaking skills. Using language in the real world helps students see the immediate relevance of the skills they learn in class.

Making Learning More Fun and Interesting

1. Lecturers Create a Supportive Learning Environment

Lecturers must create a positive and supportive classroom environment where students feel comfortable speaking and interacting. This can be done by: Eliminating the fear of mistakes. Lecturers must ensure that mistakes in speaking are not seen as failures, but rather as part of the learning process. Encourage interaction. Make students feel that their every voice matters and that they should actively participate in class discussions and activities.

2. Lecturers Use Interactive Activities

Approaches that use interactive and creative activities often make students more interested and motivated. Some activities that can be used are: Role-plays. Students can role-play real-world situations, such as job interviews, checking in at a hotel, or business negotiations. Debates. Form small groups where students can discuss or debate relevant topics, so they are encouraged to communicate more effectively. Language games. Games such as "Guess Who" or "Charades" that involve verbal communication will make the class more lively and interactive.

3. Lecturers Use Technology and Media

Leveraging technology can enhance the appeal of Active Speaking classes. Some technological tools and resources that can be used are: Videos or audio clips. Show video clips or audio recordings of native speakers to provide real-life examples of how the language is used. Language learning apps. Use apps like Kahoot, Quizlet, or Duolingo to make learning more fun and competitive. Online communication platforms. Lecturers can invite students to practice speaking in online discussion forums, or through video calls with native speakers or fellow students in other countries.

4. Lecturers Give Freedom to Choose Topics

Giving students the freedom to choose topics they are interested in will increase their engagement in learning. Steps that can be taken include: Discussions on relevant topics. Let students choose topics that interest them, such as music, movies, sports, or social issues. They will be more enthusiastic about talking about something they like or are interested in. Presentation

projects. Give presentation assignments on topics of students' choice. This will make them more enthusiastic about researching and speaking on topics that suit their interests.

5. Lecturers Use a Collaborative Approach

Collaborative learning can make students more comfortable speaking in groups and provide them with more opportunities to interact. Some collaborative approaches include: Small group discussions . Break the class into small groups to discuss a topic or complete an assignment together. This will encourage each student to speak and work together with their fellow group members. Collaborative projects . Tasks like creating a video or podcast together, where students must speak and coordinate within the group, can be a fun way to develop speaking skills.

6. Lecturers provide positive and targeted feedback.

One important aspect of developing speaking skills is feedback. Lecturers should provide feedback that is: Positive and motivating. Avoid overly harsh criticism. Instead, focus on what was done well, then point out areas for improvement. Be targeted and specific. Provide specific feedback on aspects of speaking such as pronunciation, vocabulary use, and fluency. Don't just say "good" or "not good" without providing clear guidance. Based on recordings , occasionally record students' presentations or speaking practice sessions. Let them listen back to the recordings and learn from their own mistakes.

Provide Relevant Context

1. Lecturers relate material to student experiences.

Using situations close to students' lives, such as part-time work experiences, interactions with friends, or daily activities, will make learning more meaningful. Step: Before starting the lesson, the instructor can ask students to share experiences related to the topic being discussed. This will help connect the learning material to real life.

2. Lecturers Use Authentic Materials

Using authentic materials such as breaking news, videos, or articles relevant to the topic adds authenticity to the learning experience. It also helps students see how language is used in real-life situations. Step 1 : Use news clips, video clips from interviews, or everyday dialogue in English. This can be followed by discussions or speaking exercises related to the material.

3. Lecturers Conduct Discussions and Debates on Current Issues

Discussions on current issues like the environment, technology, or social media make learning more dynamic and relevant. Students will be more motivated to participate in topics they consider important and relevant

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to their lives. Step 1: Select a trending topic and ask students to share their opinions through group discussions or debates. For example, a discussion could be about the influence of social media on social life.

4. Lecturers Use Real-Life Based Project Assignments

Project-based assignments involving real-life situations, such as creating a business presentation, collaborative project, or field report, allow students to use the target language in authentic contexts. Steps, Assignments such as creating a company presentation report or conducting a community survey can be used to give students the opportunity to practice the language in real-world situations.

5. Lecturers Conduct Simulations or Field Visits

Conducting activity simulations or field trips that provide opportunities for students to speak in real contexts. For example, simulated job interviews or visits to tourist attractions where students must communicate in English. Step 1: Conduct simulations , such as interviews about hobbies or future planning. Field trips can be organized to places where students can speak in real-life contexts.

6. Lecturers Utilize Technology to Bring the Real World into the Classroom

Using technology like videos, apps, or online learning platforms allows instructors to create a more interactive and real-life learning environment. Step 1 : Use platforms like Zoom or Google Meet to simulate conversations with native speakers, or use language-learning apps like Duolingo to improve students' speaking skills in relevant contexts.

Holistically Developing Language Skills

CLT emphasizes the holistic development of language skills, namely by developing all communicative skills (listening, speaking, reading, and writing) simultaneously and interrelatedly. In the Communicative Language Teaching (CLT) approach, holistic language skill development is indeed one of its main principles. This means that language learning doesn't focus solely on one skill, but rather on listening, speaking, reading, and writing in an integrated and interconnected way. Observations made by English lecturers using this holistic approach include:

1. Real Context Use

Students are encouraged to practice using language in real communication situations, so that they develop language skills naturally. For example, when students are involved in a discussion, they listen, respond by speaking, and sometimes read and write if necessary.

2. Skills Integration

When students practice speaking, they also need to understand what they hear (listening) and sometimes read relevant instructions or materials (reading). When they write, they may need to listen to information or discuss ideas with peers before writing.

3. Student-Centered Learning

CLT encourages more student-centered learning, where students interact more with each other and are more actively involved in the learning process. This gives students the opportunity to practice all four skills in one integrated activity.

4. Performance Based Evaluation

In CLT, language skills are also assessed comprehensively. Rather than simply evaluating grammar or language knowledge, assessment also encompasses students' ability to communicate effectively in a variety of contexts and skills.

5. Interactive Learning

Students are often involved in group or partner activities that require them to use all language skills simultaneously. Activities such as debates, simulations, or role-playing are very effective in supporting this holistic approach.

Research Implications

The results of this study reveal several important implications related to the role of lecturers in overcoming students' difficulties in Active Speaking using the Communicative Language Teaching (CLT) approach in the PAI Study Program at IAIDU Asahan. These implications cover both practical and theoretical aspects that may influence English teaching and learning in Islamic higher education contexts.

1. Enhancing the Role of Lecturers as Facilitators and Motivators In implementing CLT, lecturers are required to act not only as teachers, but also as active facilitators and motivators. Lecturers must create a learning environment that supports effective communication and encourages active student participation in language activities. This requires a paradigm shift from teacher-centered teaching to student-centered learning. Students who experience difficulties in active speaking will be more motivated if lecturers are able to provide personalized and contextual guidance, tailored to each student's needs.

2. **Integration of Islamic Values in CLT** The use of the CLT approach in the Islamic Religious Education Study Program at IAIDU Asahan provides opportunities for lecturers to integrate Islamic values into every learning activity. CLT, which is based on communication and interaction activities, provides greater space for students to not only improve their English language skills but also to deepen and apply Islamic values in everyday practice. This implication is important considering the vision and mission of IAIDU Asahan to produce graduates who are not only academically competent but also possess strong Islamic character and values.
3. **Increasing the Use of Communicative Activities** The implementation of CLT emphasizes the importance of authentic communication-based activities, such as group discussions, role-plays, presentations, and simulations. Research has shown that students find it easier to overcome speaking difficulties when given the opportunity to speak freely in a more relaxed and less stressful context. This implication suggests the need for lecturers to design and implement more communication-based activities that are relevant to students' daily lives and can stimulate their active engagement.
4. **Developing Contextual and Relevant Learning Materials** Another implication is the importance of developing learning materials that are appropriate to the cultural and religious context of students. Lecturers are expected to develop teaching materials that not only follow the syllabus but also take into account local wisdom and relevant Islamic contexts. Contextual materials can help students overcome feelings of awkwardness or lack of confidence in English because they can feel more connected to the material being presented.
5. **The Role of Institutions in Supporting CLT Learning** This study also highlights the importance of institutional support from IAIDU Asahan in implementing CLT. Institutions should provide adequate facilities, such as language laboratories, access to digital resources, and training for lecturers to improve their competency in CLT-based teaching methods. Strong institutional support will ensure that lecturers have sufficient capacity to help students overcome their difficulties in Active Speaking.

Strengthening Communicative-Based Evaluation : Finally, an important implication of this research is the need for evaluations that focus on students' active communication skills. Lecturers need to develop evaluation instruments that measure not only linguistic knowledge but also students' ability to use English functionally and communicatively. Task-based

evaluation can be one solution to more comprehensively measure students' progress in Active Speaking.

CONCLUSION

The key role of lecturers in implementing CLT Lecturers play a very important role in overcoming students' difficulties in speaking actively. Through the use of the CLT method, lecturers succeeded in creating an interactive learning environment that supports speaking skills. Activities such as role plays, group discussions, and simulations help students practice English in real contexts. CLT Approach Increases Students' Self-Confidence The CLT method has been proven effective in helping students increase their self-confidence when speaking English. By emphasizing real-life communication, students are encouraged to use the target language more naturally and spontaneously. However, some students still feel anxious, especially when speaking in front of a class or in a large group.

Obstacles Still Faced by Students Although the CLT method has been successful in increasing active participation, some students still struggle with active speaking due to limited vocabulary, inappropriate sentence structure, and anxiety about public speaking. Non-intrusive language correction by lecturers is a crucial factor in helping students overcome their errors. The Importance of Appropriate Materials and Strategies Teaching materials that support the CLT method, such as relevant and interesting discussion topics, play an important role in increasing student engagement. With contextual and real-life situation-based material, students are more motivated to participate and speak.

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