

CHAPTER I

INTRODUCTION

1.1 The Background Of The Study

Language is a very important tools of communication use to communicate between two or more people in carrying out their daily activities and many has main role to make people understand. People can not communicate well without language. People having a good language skill are those we can apply the rules of languages in transfer information in their communication effectively. There are some language that used in the word, one of them is English.

English is an internasional language which is use by all people in all over the world as a language of communication. Of course, it is used for communication to face global era. Because almost all the people in all world today learning English as a foreign language in one of them is in indonesia.

In Indonesia, learning English starts at the fourth grade of elementary schools, and it continues at junior and senior high schools up to the higher education. There are four language skills that should be mastered in order to acquire a good command of English.They are listening, reading, speaking and writing. All of those skills, writing is one of the most important skills in second language.

Speaking is one of the important skills that the students have to master. By speaking, students can convey information and ideas, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign

language instruction that speaking is put a head on the others skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. By this reason the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication for most students, speaking also regarded as the most difficult skill when they learn a foreign language, because the students' score cannot achieve the target. English students tend to have difficulty to speak in English in a simple form of dialogue or even to tell their ideas, utterances in English. This condition may be caused by two reasons. First, it is caused by the minimal participation of students during teaching learning process in the classroom. Students are expected to be silent unless they are called upon to answer the question. This creates the unsupportive and discouraging environment for language learners. As a consequence, most students cannot participate in speaking English since they do not get enough exposure and chance to the language.

In teaching and learning process, contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to student lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content students are learning to the life contexts in which that content could be used.

Students then find meaning in the learning process. As students strive to attain learning goals, students draw upon previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, students are able to use the acquired knowledge and skills in applicable contexts.

Speaking material is one of the contents of the CTL besides listening instruction, some exercises, speaking task and some conversation scripts. Speaking materials is usually in the form of the pronoun that is used to teach speaking like pronouncing words, comprehending the content of the text, getting vocabulary, and also understanding grammar. Through the text, the student can get information and the knowledge and also the vocabulary and grammar. It is provided in some types which are called as genre. The types of genre are arranged well based on the curriculum.

Nowdays, every student should be able to understand every speaking practice in contextual which is covered in the curriculum of unit level of education. In curriculum, speaking materials should be relevant to the students need. One of the students needs is to understand or comprehend the text based on the situation given in teaching speaking.

Teaching speaking in classroom, usually there are some long context or dense text which make students are hard to understand the content of the text and understand the information about text and some of students tend to be bored when the speaking text are too long because the student have not understand the content of the text and difficult vocabularies and it can make teaching learning process can not go well.

Based on writer's pre observation in the Grade High School SMA YAPSI 1 MEDAN, most of the students are not able to, reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking scores has not achieved the standard (KKM) in the school yet. This problem makes the writer interested in doing the classroom action research to improve the students' speaking ability and hopefully the standard score for speaking will be achieved. She found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener could not receive the message in communication well. There were a lot of fillers, such as *umm* and *err*, in accuracy, there are many mismatch auxiliaries such as "you is my friend". In other words, their speaking was not comprehensible even though they have learned English since they were students of elementary school. Their ability to express their mind or ideas up is still very limited. This fact was found when their speaking, most of them failed to pass the standard goal that is 75.

In pre-observation, researcher also found the in appropriate way of teaching used by the teacher. The teacher taught speaking by explaining the form of sentence, drilling it to students and asking students to do some written exercises at students' work sheet or LKS (Lembar Kerja Siswa) this made the students passive and the students only know the form of sentences but they were not able to implement it to their real world. They were able to write well but cannot implement it orally when it is needed. So, speaking class became writing class and students did not have enough chance to speak.

The low ability of students in speaking also due to the lack information about the context of lesson that made the students have limited idea in discussion. This condition

made students' performance at speaking presentation in front of the class worse. The presenter could not deliver their material well because they were not able to speak and the listener also could not respond it well because first, listener did not get the point of material and secondly because they could not express their idea too. So, discussion can so slow and boring. Because the students can not explain the topic clearly with their English ability. The last, speaking goals could not be reached.

Due to the use of teaching aid, the teacher only used the text book. Students' speaking ability became worse because they did not have sufficient source as the references. They just focused on the example provided in their text book. Meanwhile the successful language learner needed lots of chance to exercise as Richard cited in Jones (1996:12) in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

Deriving from the results of pre observation, researcher discussed with the teacher about the problem in the classroom and researcher assumed that the students' problems were fear of being blamed, little chance for exercising, little sources, boredom and in appropriate way of teaching. By taking look on the problems of the students, the researcher along with the teacher trigger to implement contextual teaching learning in classroom action research due to its benefits.

To solve the problems above, it is very important for the teacher to find out a suitable to make students feel interesting in using English in their daily lives at least in the classroom. In this case, teacher should consider the way of teaching speaking in orde to make students involved in teaching learning process, and to build students interest in using English. Contextual Teaching and Learning (CTL) is considered as an alternative.

The philosophy of contextual approach is emphasized on the students' interest and their experience. CTL is a concept of learning which help teacher to relate the materials being taught to the students' real world and encourage students to relate their knowledge in their daily activity. Therefore, the students have more time to expose their skill in the classroom with the result that their speaking achievement to increase. Besides, CTL relates to subject matter content to real world situation that is needed during the teaching learning process so that the students know the benefit of learning in the classroom.

CTL is aimed at building knowledge and skills in meaningful way by engaging students' real life or authentic context. By implementing all seven elements in CTL, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Many researchers on CTL have been conducted to increase students' speaking achievement. First, Lynch and Spears (2001:23) in their research found that implementation of CTL positively impacted on students' speaking achievement since it enriches subject matter and increases students' mastery of subject matter. Second, Flora (2003:6) in her research stated that there was a significant difference between the students speaking achievement through the implementation of CTL. Then, Sister (2004:13) in her research found that through CTL, students were actively engaged and encouraged to speak up and communicate in the classroom that result in their speaking achievement increased. Eritha (2005:41) in her research found that the students' achievement taught through CTL had significant difference than teacher's way of teaching. Komariah (2006:30) in her research revealed that the students were actively

involved during teaching and learning process that may result in increasing students' speaking achievement. Further, she stated that CTL is appropriate for learners to increase their English.

Realizing that CTL results in increasing students' speaking achievement, and puts the students as the center of an active process, the writer is interested to implement CTL in teaching speaking at junior high school. Therefore, the writer entitles the class room action research "The Implementation of Contextual Teaching Learning (CTL) in Teaching Speaking at the Second Grade of "Grade High School SMA YAPSI 1 MEDAN"

1.2 The Problem Of The Study

Based on the background above, the problem of the study are formulate as thefollowing :

Does the implementation of Contextual Teaching and Learning improve the speaking skill in English Extracurricular Activities Conversation by the students of "Senior High School SMA YAPSI 1 MEDAN".

1.3 The Objective Of The Study

Based on formulation of the research above, the objective of the study are :

To explore the implementation of Contextual Teaching and Learning the improve the speaking skill in English Extracurricular Activities Conversation by the students of SMA YAPSI 1 MEDAN.

1.4 The Scope Of The Study

In order to reach expected goal, the writer limited the problems on the following terms

1. English CTL (Contextual Teaching Learning) displays, reading, writing, listening and speaking materials. This study only limit to speaking materials which will be focused on the content speaking text in conversation.
2. The subject of this study at Senior High School SMA YAPSI 1 MEDAN.
3. This research will be focuses on the subject matter in implementation the Extracurricular of the speaking materials in English in focus conversation.
4. The theories of this study will take Harmer theory because he mentions briefly and clearly about contextual.

1.5 The Significances Of The Study

In conducting this study, the writer hopes that research has benefit theoritically and practically to the readers.

1. Theoritically
 - A new perspective in teaching speaking text especially of analyzing the CTL (Contextual Teaching Learning) by consider to the criteria of a good context,
 - Can be used as an alternative in teaching speaking to understand the good speaking materials.
2. Practically

- For teacher : The result of the research can be useful for the teachers in teaching speaking to choose the appropriate strategy or media for the text based on the complexity of context in the text.
- For other researcher : The teaching material designer who want to design appropriate text in English teaching or english curriculum design.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter present a review of related literature and explanation of the reated materials. The writer presents the discussion in some theories related to this study in order to strengthen this study.

2.2 Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker.

According to (Johnson and Morrow 1981:31) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Speaking must fulfill these following aspects, they are :

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

(Heaton 1978:5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, (Syakur1987:25) defines grammar as a correct arrangement of sentence in conversation.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by (Syakur 1987:15).

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur1987:35). (Meanwhile Harris 1974:81) defines pronunciation as the intonation patterns.

5. Comprehension

(Syakur1987:20) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991:35). This idea means that if person can answer or express well and correctly, it shows that he/she comprehends or understands well.

Speaking is the instrument of language and primary aim of speaking is for communication according (Tarigan,1987:5). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it states (Freeman,1986:130).

communicate with each other and use our language to make other people understand. (Byrne 1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listener). (Webber 1981:3) defines speaking as an expressive sound counterpart to audience which requires somewhat more complex abilities. He adds that oral language of speaking is the immediate communication.

2.3 CTL (Contextual Teaching and Learning)

In teaching and learning, there are some media which is used to facilitate the teacher and student in the process of teaching and learning. One of them is a CTL (Contextual Teaching and Learning). CTL (Contextual teaching and learning) is a concept that helps teachers relate subject matter to real world situations. CTL motivates

learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. It provides a conceptual frame work for unifying a constellation of education theories and practices and represents one approach to improving teacher education.

Moreover, according to (Mc Combs and Marzano 1990:5) Three factors influence skill and will: knowledge, motivation, and self-discipline (Woolfolk 1998), students could construct their own knowledge by testing ideas based on the prior knowledge and experience, applying these ideas to a new situation and integrating the new knowledge gained with the pre-existing intellectual construct Contextual.

From explanation above, the writer concludes that CTL (Contextual Teaching and Learning) is the materials that will be taught by teacher to student based the student's need and to give knowledge in teaching learning. So CTL (Contextual Teaching and Learning) is the tools to provide text for learning and teaching process. CTL (Contextual Teaching and Learning) in indonesia has various kind that are published by some publisher. And the writer will use the CTL (Contextual Teaching and Learning) "Bahasa Inggris" that use by An Analysis Contextual CTL (Contextual Teaching and Learning) in English Speaking by Using Extracurricular Activities by the Students of "SMA YAPSI 1 MEDAN".

2.3.1 English CTL (Contextual Teaching and Learning) For Senior High School

English is an interesting language to be learner because of the unique ways in acquiring. Johnson (2010 : 21) said that CTL is based on the discovery that the students find meaning in their school work when they join the content of academic subjects' lessons with the context of daily life. Contextualized Teaching and Learning (CTL) is identified as a promising strategy that actively engages students and promotes improved learning and skills development (Baker, Hope & Karandjef 2009 : 15).

The senior high school is a high level of student in the school. As the high level of information or topic of english language to be mastered. For the students of senior high school, the English CTL (Contextual Teaching and Learning) should be ready and appropriate for them be able to get involved in communication of using english, spoken as well as written in accessing information in this global information in this global information age students who are fluent in english have a good chance to get work or continue the study to university. A good skill in english can enter people to around the world.

2.3.2 The Roles Of CTL (Contextual Teaching and Learning) In The Classroom

In the teaching learning process, CTL (Contextual Teaching and Learning) is a kinds of instructional materials that used in learning and support the process teaching learning classroom between student and teachers.

(Cunningsworth 1995 : 7) mentions the roles of materials in the CTL (Contextual Teaching and Learning) in language teaching, these include following:

- A resource for presentation materials (spoken and written),
- A resource of activities for learners practice and communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, and so on,
- A source of stimulation and ideas for classroom activities
- Aa syllabus (where they reflect learning objectives that have already been determined),
- A support for less experienced teachers who have yet to gain in confidence.

A CTL (Contextual Teaching and Learning) is important to supporting teaching instrument in the classroom so the student understand when the teacher teaching in classroom using the CTL (Contextual Teaching and Learning). And the teacher can choose the appropriate CTL (Contextual Teaching and Learning)in teaching learning.

2.3.3 English CTL (Contextual Teaching and Learning) “Bahasa Inggris”

English CTL (Contextual Teaching and Learning)“ bahasa inggris, revised 2017” is an english CTL (Contextual Teaching and Learning) revisid edition that

published by Ministry of Education and Culture (kemendikbud) for student's book that had revised in 2014. It is published by keeping and curriculum center of ministry Education and Culture of Indonesia

In the student book is provided based themes and it is begun by showing the aims of students each chapter based on the basic competences. Each material is compiled based on scientific approach that consist some steps, observing and questioning, collecting information , associating , and communicating.

2.3.4 Criteria CTL (Contextual Teaching and Learning) Evaluation

According to Vienna Sanjaya (2006 : 114) There are five important characteristics in the learning process using the CTL approach:

- in CTL learning is the process of activating an existing knowledge meaning what will be learned is not separated from the knowledge already learned, thus the knowledge that will be gained by the students is a complete knowledge that Relation to each other.
- The CTL learning is to learn in order to acquire and add new knowledge. The new knowledge is obtained in a deductive way, meaning that the study begins by teaching the whole, then paying attention to the details.

- The understanding of knowledge gained is not to be memorized but to be understood and believed, such as by requesting a response from others about the knowledge he acquired and based on the new response that knowledge was developed.
- Practice such knowledge and experience. The knowledge and experience he obtained must be applied in student life, so that it seems to change the behavior of students.
- Reflecting knowledge development strategies. This is done as a feedback on the process of repair and improvement of strategy.

2.3.5 Extracurricular

Extracurricular is a combination of the Latin prefix *extra-* meaning "on the outside" and the word *curriculum*, meaning "a running, course, career." Something (Frame 2007:11) that is extracurricular is on the outside of your course or career. When you get involved in an extracurricular activity, you are going outside of what's expected. *Extracurricular* can also refer to a spouse's adulterous activities, taking place outside of their marriage commitment.

The word "extracurricular" can be broken down into its roots for a literal explanation: "extra" means "outside" and "curricular" refers to all of the work you do in the classroom. So extracurricular activities are just **activities that you do outside of class**. The Common App says that extracurricular activities "include arts, athletics, clubs, employment, personal commitments, and other pursuits".

- Creative Writing

Creative writing is any writing that goes outside the bounds of normal [professional](#), [journalistic](#), [academic](#), or [technical](#) forms of literature, typically identified by an emphasis on narrative craft, character development.

- Debating

Competitive debating is a fun activity akin to a game in which we examine ideas and policies with the aim of persuading people within an organised structure. It allows us to consider the world around us by thinking about different arguments, engaging with opposing views and speaking strategically.

- Drama

Drama is absolute and as such, students view the subject with excitement and enthusiasm. Drama plays a central role in achieving the College's ethos of achievement, confidence and happiness for its pupils.

2.4 Summary

This research aims at finding out the implementation of Contextual Teaching and Learning in teaching speaking and to find strengths and weaknesses of teaching speaking in Senior High School SMA YAPSI 1 MEDAN. The writer takes the English teacher and students of the second year as the subject of the study. In this research, the writer used the qualitative research for analyzing the data. To collect the data the writer uses observation, interview, and document.

The data were analyzed by finding out the teaching procedures used by the teacher in teaching English using CTL method, comparing the result of interview with the situation in the class, making note about the activities in classroom, concluding the procedures used by the teacher are appropriate or not with the seven components in CTL data were analyzed by finding out the teaching procedures used by the teacher in teaching English using CTL method, comparing the result of interview with the situation in the class, making note about the activities in classroom, concluding the procedures used by the teacher are appropriate or not with the seven components in CTL, making conclusion based on the result of analysis and giving some suggestion. The result of the analysis shows.

2.5 Previous Research

There are several studies related to this research which are usefull in their references as data for supporting the research's thesis. The studies that are explained below have relationship with this thesis.

(Herljimsi Nesia2014:43) in her research entitled *of english speaking test for senior high school “ look ahead context for twelfth grade students. Published by erlangga*. The objective of her study was to find out text especially the which form in thespeaking text of look Ahead context and to find out the type of genre which has highest grammatical in context. She used experimental reasearch design to help her in analyzing data. To analyze the data, she had analyzed in the CTL (Contextual Teaching Learning).

The second is (Putri 2016:30) in her research *entitled Contextual and grammatical intricacy in students english CTL (Contextual Teaching and Learning) in grade XI vocational school that published by erlangga 2010 of grade XI vocational school and the english conversation titled get along with english*. She used experimental. The total of speaking conversation were 14 with 3 text were included to short functional text and 11 speaking conversation were long functional text which were written 5 types of genre which were analized. They are repot, recount, procedure, descriptive, and discussion text. But the writer only take the result of contextual in her research. She concludes that she found that there are 4 reading text are classified into low level of grammatical whereas seven speaking conversation are medium level. And there are no found high level ofContextual.

(Sinta 2018:9) in her research *entitled grammatical intricacy of speaking materials in english focus context for first grade of junior high school. Published by Depdiknas*. The objective of her study was to find out the and grammatical intricacy in speaking materials based on writing text focus on first grade of junior high school CTL (Contextual Teaching and Learning) and the researcher also which one are dominant form grammatical intricacy inCTL (Contextual Teaching and Learning). She used experimental approach reasearch design to help her in analyzing the data. To analyze the data, she had analyze the context inCTL (Contextual Teaching Learning). And based on the step, she found 8 speaking conversation, all those speaking conversation were classified based on short functional bacame 4 speaking conversation for vocabulary, 1 speaking conversation for grammar, 1 speaking conversation for pronouncation, and 2 speaking conversation or communication And the dominant. And the resut that had

analyze by researcher are found the highest grammatical in text came from on of advertisement text entitled mega cut meutiah, with 71,42 % and the text more highest because it has more Contextual items and Grammatical items.

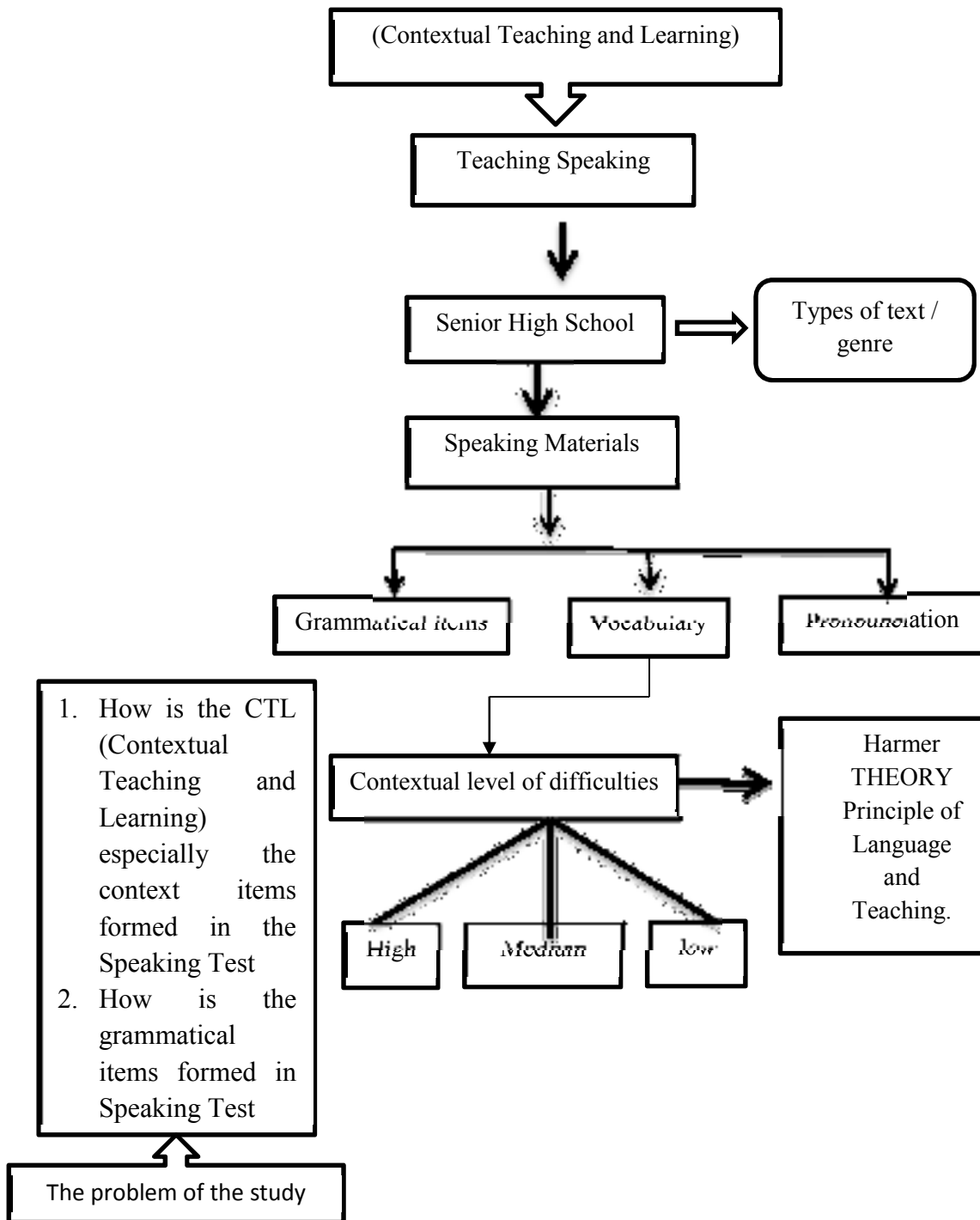
Based on explanation above. Those researchers gave the information to the writer. It helped and guided the writer how to this research especially in analyzing the context. Seeing the previous researchers. Then this study explained a glance about the design which aims to investigate the compatibility of bahasa inggris CTL (Contextual Teaching Learning) "Senior High School SMA YAPSI 1 MEDAN" And used the experimental research design and content documentary analysis.

2.6 Conceptual Frame Work

Speaking is one of English skill that important to students to enrich knowledge from some resources. One of resources is CTL (Contextual Teaching Learning).

Context is component to do teaching learning process. So the teacher must know to select the CTL (Contextual Teaching Learning) and follow a set curriculum namely K13 nowadays. The selection of english CTL (Contextual Teaching Learning). That is how the relevant to the senior high school student's needs and level of learning. Furthermore a text in english context should be appropriate with studentt' comprehending while speaking text.

Figure Conceptual Framework Speaking materials



The Implementation of Contextual Teaching and Learning In English Speaking By using Extracurricular Activities Conversation by the Students of SMA YAPSI 1MEDAN.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research Experimental Qualitative research. Therefore, the principle of Experimental are applied in this design accordingly setting of the research, general description of the research, research procedures, indicator of the research, instrument of the research, and data analysis. That the data of this study is describe and explained.

In this research, the research Experimental Qualitative. It was done at the second grade of “Senior High School SMA YAPSI 1 MEDAN”. It was done based on the problem faced by the students and the teacher when they are in class. Based on the problem found, the researcher examined of the problem and then found the solution for that problem. Researcher found that the students in second grade of “Senior High School SMA YAPSI 1 MEDAN” had difficulties in speaking class. The students’ problem was they could not express their idea well this is because they have very little chance to speak up.

3.2 The Data And Sources Of Data

Data is a piece of descriptive information which refers to represent condition, ideas or objects that exist in varieties or form. The data of this study will be taken from speaking book of “Senior High School SMA YAPSI 1 MEDAN”

for the second grade which is use as the source data in academic year 2018/2019 which is published by kemendikbud revisi 2017. The CTL (Contextual Teaching Learning). consist eight chapter for two semester.

3.3 The Procedures Of Data Collection

The data collected in this study very important and useful to determine the validity and applicability of the developed material. To collect the first data, the researcher conducted an observation during the teaching and learning process of speaking II for five academic years. The second data is gathered through consultations with an expert in academic speaking and Contextual Teaching and Learning approach as well as in the material development. For the third data, which is the data of trying out, is collected in two different ways: through observation.

Observation

In this research, the researcher will do observation by using direct observation. The researcher will observe:

- a. The researcher ask the Contextual Teaching and Learning in English by using Extracurricular Activities Conversation for the senior high school of SMA YAPSI 1 MEDAN.
- b. The researcher ask the Extracurricular Conversation as represent the indicators.

And then the researcher will analyze the content of each item and compares it with the indicator of reading and speaking skills in the Extracurricular Activities Conversation.

3.4 Procedures Of Analyzing Data

The data from the preliminary observation in the research and information collection were analyzed in such a way to describe the actual students' needs in the target situation. This description is used as a guidance in determining whether the material has been appropriately developing. Since there are still deficiencies in the material, the data is used as the guidance to make a revision. Furthermore, the data collected from the expert validation and students' responses during the tryout were calculated in the form of a percentage. Both data were classified and analyzed as a basis for further revision of the product. To calculate the items given in the questionnaires..

In doing analysis of data, the researcher use some steps as follows as:

1. The researcher will do observation in SMA YAPSI 1 MEDAN for the Senior high school.
2. The researcher ask the data such as, Extracurricular conversation in english and then pronunciation students

The researcher will collect the data and make the transcription.

3.5 The Trustworthiness of The Data

In analyzing the data, the researcher also need to analyze the validity of the data source to get the valid data. To prove and check the validation of the data scientifically and responsibly. Trustworthiness is the appropriateness, meaningfulness, and usefulness of the inferences that the researcher makes based on the data collected,

In qualitative research must be use the relevant technique, to prove the trustworthiness of the data, the researcher will use the triangulation technique.

Sugiyono (2006:32) stated that triangulation is qualitative cross-evaluation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple collecting data procedures. Sanjaya (2013:50) Triangulation design is the design that using quantitative and qualitative in the same time and through some topic.

There are four triangulation of source, method, researcher, and theory. The researcher can recheck the result by comparing them with several source, method, researcher, and theory.

In this research , the researcher will use triangulation of the source type of triangulation to check the validity. The data are The Implementation Contextual Teaching and Learning in English Speaking Extracurricular Activities Conversation by The Students SMA YAPSI 1 MEDAN,

