

ABSTRACT

Sarah Sahriani (2010): The Students' Attitude towards Contextual Teaching and Learning (CTL) in TEFL and its Correlation to Their English Achievement
(A Correlational Study at SBI - *International Standard School* - Second Grade of SMA Negeri 1 Sumedang)

The research aimed to identify the students' attitude towards Contextual Teaching and Learning (CTL) approach in English learning, to know the students' English achievement in SMAN 1 Sumedang at SBI - *International Standard School* - second grade, and to analyze the relationship between the students' attitude towards Contextual Teaching and Learning (CTL) approach in TEFL (Teaching English Foreign Language) and their English achievement.

The research comes from a term stating that the achievement must be an integral part from every education and instruction program that must be mastered by students in every program implemented. Students' attitude is one factor that influences student achievement in English study. Therefore, hypothesis proposed is there is a positive and significant correlation between student attitude towards Contextual Teaching and Learning (CTL) approach to the students' English achievement. To prove the hypothesis, the research uses descriptive analysis because the method is suitable to explore, shows and analysis phenomena that happened nowadays. The collecting data technique that used is literature review, observation, interview, questionnaire and test. The population of the research is the cumulative of 60 students.

From the research data, it can be concluded that, *first*, the reality of students' attitude towards contextual teaching and learning (CTL) in TEFL at SMAN 1 Sumedang is 3.96. According to Likert Scale, the score is categorized in a high qualification because it is in the interval of 3.5 - 4.5. *Second*, the reality of students' English achievement is 83. According to Syah, the score is categorized in a very high qualification because it is in the interval of 80 - 100. *Third*, the correlation between students' attitude towards contextual teaching and learning (CTL) in TEFL and their English achievement are significant and positive. The value of 0.84 proves it.

The value of coefficient correlation is in a very high correlation category because it is in interval of 0.81 - 1.00. Therefore, the researcher can interpret that the higher the students' attitude towards CTL in TEFL, the better their English achievement will be. Meanwhile, the degree of influence of variable X toward variable Y is 50 %. It means that the influence of students' attitude towards contextual teaching and learning (CTL) in TEFL is 50 % toward their English achievement. Since there is a significant correlation, the research suggests teachers to improve the English student achievement with CTL approach and for students if they want their English achievement better, they should accept and implement the CTL in their school.