



**ACQUIRING SUCCESSFUL TEACHING ENGLISH THROUGH  
AMERICAN VALUES**

**THESIS**

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**UNIVERSITY OF ISLAM MALANG  
GRADUATE PROGRAM  
ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
2022**



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**Presented to**

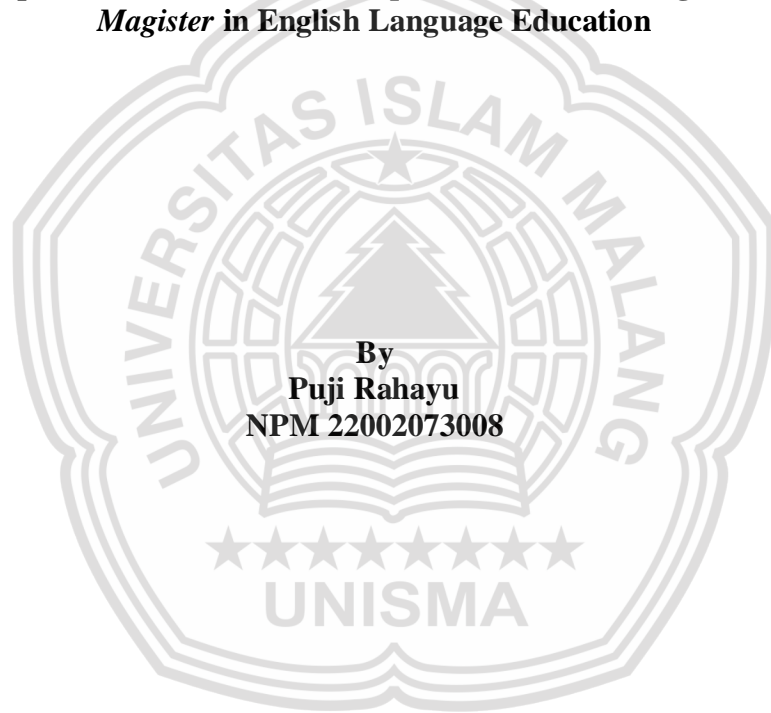
**University of Islam Malang**

**In partial fulfillment of the requirements for the degree of  
*Magister in English Language Education***

**By**

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2022**



## ABSTRACT

### ACQUIRING SUCCESSFUL TEACHING ENGLISH THROUGH AMERICAN VALUES

Rahayu, Puji. 2022. *Acquiring Successful Teaching English Through American Values*. Thesis. Magister of English Education Department, Islamic Education and Teacher Training Faculty. Advisor: Dr. Dra. Mutmainnah Mustofa, M. Pd.

**Keywords:** teaching, American values, speaking skill

Having variety of ethnic, cultural, and religious groups, it does make America become pluralism. As dominant culture expands its influence, it shapes people mindset the way to get wealth and success in American. In addition, it becomes basic traditional values in America: Independence, Equality, Informality, Competition, and Can-do spirit.

The study aims to discover how American values effect the English teaching and learning. To obtain accurate and trustworthy results, this study used a mixed-method approach that included both qualitative and quantitative methods. The data was collected from some participants by the researcher using a useful instrument. The data obtained aided the researcher in analyzing the teaching process using some American values applied by the researcher in teaching speaking skill. The participants in this study are the fifth semester students of Civil Engineering Department at National Institute of Technology Malang. The researcher uses questionnaire to gain the data and IELTS speaking band descriptors as the indicator to find the score.

After analyzing the data, the researcher comes to the conclusion that the application of American values in teaching English for Civil Engineering students in National Institute of Technology Malang is very effective. It can increase students' motivation in learning English.

The researcher recommends others to apply American values in teaching and learning process. Not only teaching English, the researcher also hopes that teachers can apply American values in any teaching and learning process. It is very important to discover other ways or methods in acquiring successful teaching English.

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher would like to present the background of the study, the research questions, the objectives of the study, the scope and limitation of the study, the significance of the study and the definitions of key terms.

#### 1.1. Background of the Study

In some references, experts have provided numerous definitions of teaching. According to Elliot et al. (1999: 6), teaching is an interpersonal and interactive activity that aims to help students learn more or change their behaviors. The activity is usually carried out through verbal communication between teachers and students or between students. When teachers and students interact, they may have an impact on one another.

Iskandarwassid (2011: 1) defines teaching as a process of educating students that is assumed to have some functions, such as assisting students in the transformation of great values as well as the improvement of personality potentials. It means that teaching not only transforms values but also develops students' competence, whether academic or non-academic. He anticipates that the teaching process will produce educated students with good behaviors and competencies.

Teaching cannot be defined in isolation from learning. Defined as the process of leading and facilitating learning, allowing the learner to learn, and establishing the



conditions for learning (Brown, 2007: 8). This is similar to Bruce Joyce's (2011: 6) suggestion that we teach students how to learn as we assist them in acquiring information, skills, values, ways of thinking, and expressing themselves. In other words, students practically learn something as long as they gain knowledge, skills, or value.

Students in a classroom activity are learning everything from the teacher. They can, however, learn new things on their own. In general, the learning process occurs not only in the classroom but also in society. According to Dahar (2011: 2), learning is a process in which an organism's behavior changes as a result of experiences. Schunk (2012: 5) agrees with Dahar that learning is a change in behavior that occurs as a result of practice or experience. These statements explain how students' behavior changes as a result of their interactions with others and society as a result of the experiences and exercise they receive. This will give good effect for the students to enrich their English vocabularies since vocabulary is the most fundamental aspect of language learning. However, the limitation of classroom-based vocabulary learning to cover large amount of vocabulary, implies the necessity of learning vocabulary independently and regulate their learning effectively (Janitra, T. I., Mustofa, M., & Karimullah, I. W., 2020).

According to Elliot et al. (2000: 20), learning is the result of an interaction— an interaction between a teacher and a student, two or more students, a student and a

computer, a student and a parent, and so on—and is frequently a social and active enterprise.

Hariyanto (2014: 9) define learning as "activities of knowledge acquisition, skill development, behavioral changes, and character building." Iskandarwassid (2011: 5) contends that learning is a process that occurs within ourselves that changes our behaviors in thinking or acting.

According to Jeremy Harmer (1998: 25-26), there are three elements of successful language teaching that help students learn language in the classroom. They are as follows:

- Engage: Teachers attempt to arouse students' emotions, interest, and motivation. Students frequently lose interest in language instruction because they are bored. The students are not emotionally invested in the lesson or activity that is taking place. When a teacher can pique a student's interest in a lesson, they learn more effectively. Games (depending on age and type), music, discussion, dramatic stories, and picture simulation are some activities or materials that engage students.
- Study: any activity that requires students to concentrate on language or information and its constructions. They range from an examination and practice of a verb tense to a study of an informal speech transcript to discuss spoken style.

- **Activate:** This element is about activities or exercises that are designed to get students to use language as freely as possible. This element's goal for students is not to focus on language constructions, but to use any language that may be appropriate in a given topic or situation.

Language is first and foremost a means of communication, and communication almost always occurs within a social context (Amberg & Vause, 2000). Aside from that, language is important for establishing relationships with others, especially in societies where it is used as the foundation of thought. Language can also reflect an individual's personality, such as when a person shares an idea with the community. As a result, every year, language evolves based on the needs and culture of the society.

In the modern era, English is one of the international languages that many people all over the world use on a daily basis. English is sometimes used as both a first language and a foreign language. English, as an important language in the universe, is required to facilitate communication between countries. It also evolves on a daily basis based on certain aspects of society, such as vocabulary, culture, and knowledge. According to Papp, J. S (2009), the fact that English is a world language will not be challenged in the near future because its hegemony cannot be challenged in the fields addressed, despite the fact that it will have to fulfill its role in a multilingual and multicultural environment.



In fact, English is Indonesia's first foreign language. As a result, English is always learned by a large number of people in order to meet a large number of expectations. There are numerous reasons why people want to learn English. One of them makes the case that English is an international language in this universe. As a result, people from different regions or countries can communicate with one another.

Teaching is not as simple as many people believe. If the teacher is to be successful in the classroom, he or she must be aware of the students' current state. According to Ishler (2010), effective learning is learning that follows a procedure, such as reviewing the previous lesson, preparing new knowledge and skills, giving exercise about application and concept, giving feedback or correction, giving independent exercise, and conducting a weekly review.

Since America is a native of English language, it influences all people thought about how to learn English. America as the land of opportunity has succeeded in forming world's cultural existences to their most central ideal culture and lifestyle. Besides, the United State has a lot of natural resources and potentialities. Those attract everyone to apply their ideal values in their life. To be free, they should have self-reliance and make themselves independent. If they want to get equality of opportunity, they should have spirit for big competition. American value independence and being on time are also important.

Mostly English teachers concern about the methods they use in teaching their students. They do not realize that teacher attitude in class is also important to create a positive atmosphere during the learning and teaching process. In order to have successful teaching, teachers not only use various methods, but they also need to have good attitudes.

The categories of values in teaching the ESL are:

1. Knowledge : impact to the intercultural development.

Intercultural competence is an essential set of skills needed in the modern workplace. By learning how to interact better with people from different backgrounds you'll also learn valuable communication skills, effective time management, conflict management and teamwork, both virtually and in-person.

2. Attitude : cultural adaptability.

Cultural adaptability refers to the ability to understand one's own and others' cognitive biases and to adapt, as necessary, to ensure successful team performance. The second component of cultural adaptability is teamwork.

3. Behavior : intercultural communicative competence.

Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds. Intercultural competence is an essential set of skills needed in the modern workplace. By learning how to interact

better with people from different backgrounds you'll also learn valuable communication skills, effective time management, conflict management and teamwork, both virtually and in-person.

Based on the description above, the researcher is interested in applying some American values in teaching English at Civil Engineering Department in National Institute of Technology Malang.

### **1.2. Research Questions**

1. How is the students' improvement in learning English when the American values are applied in teaching English to Civil Engineering students at ITN Malang?
2. How is the effect of American values to teaching and learning process?

### **1.3. Objectives of the Study**

There are two objectives of the study in this research. Firstly to identify the students' improvement in learning English when the American values are applied in teaching English to Civil Engineering students at ITN Malang. Secondly, to investigate the effect of American values in teaching and learning process.

### **1.4. Scope and Limitation of the Study**

This study focused on the teaching process using some American values applied by English teacher in teaching speaking skill. The researcher only took the research at the fifth semester Civil Engineering Department Students of National Institute of Technology Malang.

### 1.5. Significance of the Study

For the teacher, this study is expected useful for the English teacher in improving the ability of his / her teaching speaking skill. So, he/she will know the suitable teaching speaking attitude to apply in the class and can help the students more exciting and be active in learning English.

For students, the result of this study is expected to improve student's ability in learning English speaking. So, they will know that it can make reference to support their study in learning English speaking.

Practically, the result of this study is expected to provide the readers who want to conduct the same research as a reference especially for English Department students.

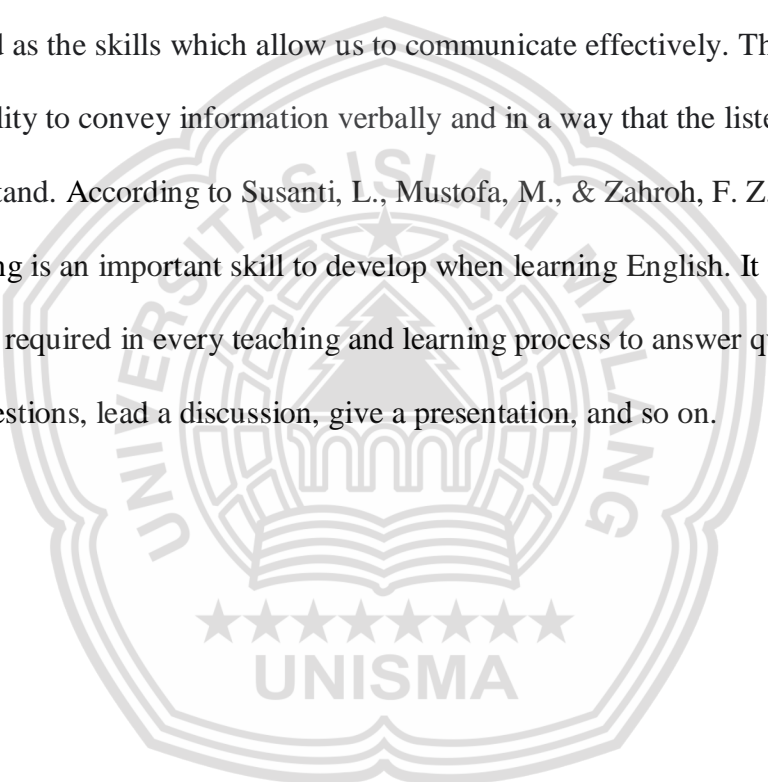
### 1.6. Definitions of Key Terms

Definition of key terms is given by the researcher to the reader who cannot understand about some words in this thesis. The purpose of this part is to make the study clear to the readers and avoid misunderstanding on certain terms. The definition of key terms usually more exist in this study. The most of the terms are defined as follows:

1. Teaching is the ability to provide instruction to different student of different abilities while incorporating instructional objectives and assessing the effective learning mode of the student (Vogt : 1984).
2. American values are strong traditions and cultures that American valued.

### 3. Speaking skill.

Language has four skills which are listening, speaking, reading and writing. Among these four skills speaking is the most frequently used that it gives higher prestige than any other language. Speaking has been considered as a fundamental skill to be master along the history teaching and learning in reasons (Zen, F., Ashari, A., & Karimullah, I. W., 2020). Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. According to Susanti, L., Mustofa, M., & Zahroh, F. Z. F. (2021), speaking is an important skill to develop when learning English. It is almost always required in every teaching and learning process to answer questions, ask questions, lead a discussion, give a presentation, and so on.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Through the result of the teaching material development, it has enabled the researcher to arrive at valid and logical conclusion and recommendation.

#### 5.1. Conclusion

After analyzing the data, the researcher comes to the conclusion that the application of American values in teaching English for Civil Engineering students in National Institute of Technology Malang is very effective. It can increase students' motivation in learning English. Teachers mostly use various teaching method to teach the students in class. However, they rarely realize that applying some values is also effective and good for teaching. This writing provides evidence that some American values are very important and can be applied in class to have a successful teaching and learning process. The American values used here are independence, equality, informality, competition, and can-do spirit.

The first, independence value is a value that Americans are very proud of being self-reliant, or being able to take care of themselves, and they tend to think others should be self-reliant as well. When someone reaches a goal that is typically seen as the result of his or her own hard work. Thus, when the researcher applied this value in class, the students mostly felt excited in following the teaching and learning process. This can be concluded that independence, one of the American values, can be applied in teaching English

The second, many Americans feel very strongly about the idea of equality. However, Americans like to believe the idea that all people should have equal opportunities. When the researcher applied equality in class, it can be concluded that equality as one of the American values can be applied in teaching English and gives a good vibe to the students in doing teaching and learning process.

The third, American society is often informal and relaxed. When the researcher conducted the teaching and learning process informally, the students mostly felt attractive. It can be concluded that most Indonesian students felt attractive in class when the teacher applied informality as one of the American values in teaching English.

The fourth, Americans can be competitive and often work hard to achieve their goals. Many Americans also view competition is a good thing. The application of competition value in class shows that the students mostly felt enthusiastic and enjoyed the competition given by the teacher. This can be concluded that competition as one of the American values can be applied in teaching English.

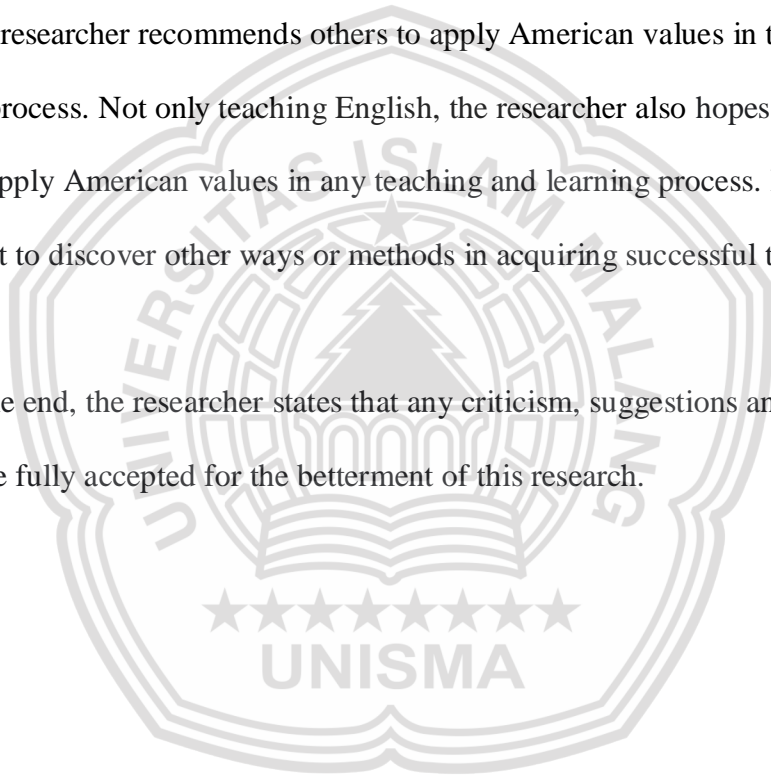
The fifth, Can-do spirit value is a value that American believes that every problem has a solution and can be done. The researcher tried to build the students' optimism by directing them to be a positive thinker. The students should understand about their ability and their chances to get the best ways in learning English. Students mostly felt optimism in finishing the assignments given. This can be concluded that can-do spirit as one of the American values can be applied in teaching English in order to build the students optimism.

From the explanation above, the application of American values can be used as the approach to acquire a successful teaching English in class. However, this also breaks the stigma and perception of the general public that Americans in general have negative attitude values.

## **5.2. Recommendation**

The researcher recommends others to apply American values in teaching and learning process. Not only teaching English, the researcher also hopes that teachers can apply American values in any teaching and learning process. It is very important to discover other ways or methods in acquiring successful teaching English.

In the end, the researcher states that any criticism, suggestions and corrections are fully accepted for the betterment of this research.





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