

**JURNAL ILMIAH  
SOSIAL & HUMANIORA**

ISSN 0216-1532

Terbit dua kali setahun pada bulan Juni dan Desember. Berisi tulisan yang berasal dari hasil penelitian, kajian atau karya ilmiah di bidang Sosial dan Humaniora.

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Jurnal Ilmiah Sains dan Teknologi pernah terbit dengan nama Unitas (pertama kali terbit tahun 1992) oleh Lembaga Penelitian Universitas Surabaya.

*Isi di luar tanggung jawab Percetakan.*

**JURNAL ILMIAH  
SOSIAL & HUMANIORA**  
ISSN 0216-1532

Volume 4 Nomor 1, Desember 2010  
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# DEVELOPING INTERCULTURAL MATERIALS FOR LEARNING ENGLISH JOYFULLY

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## Abstract

One big enemy in learning English as a foreign language was boredom. The learners would get bored as they had to learn English materials they already knew from merely bookish materials with conventional ways of learning. One alternative idea to overcome boredom and to create joyful learning is by developing intercultural materials and also making them learn actively. These materials would evoke the learners' curiosity and motivation to learn. They would gain not only English proficiency but also the intercultural knowledge and understanding. In Indonesian contexts, for example, it's possible to develop intercultural materials for learning English since Indonesia is a very rich multicultural country. And learners in one class of English might consist of mixed learners from different regions and culture.

Keywords : learning english, intercultural materials, joyful learning

## INTRODUCTION

*One big enemy in learning English* as a foreign language was boredom. The boredom might be caused by possible factors, such as the learners, the learning materials, the method, the teacher, the learning environment, and the Information Communication Technology (ICT). These factors also contribute to the success of the learning. Among these successful learning indicators, the writer would like to discuss the development of materials so that the learners enjoy learning or they might not feel bored. Tomlinson & Masubara (2004:2) states that language learners only succeed if learning is a positive, relaxed and enjoyable experience. To support this issue, the writer conducted a preliminary survey to 30 respondents out of 68 Business English study program students of Politeknik Ubaya, Surabaya, Indonesia in December 2009. The results of the

survey would be described in the following. When asked about factors that made the respondents enjoy learning English, they replied that the factors that made them enjoy learning English were due to: learning materials (57% of the respondents), learning atmosphere (53%), teaching method/technique (50%), teaching with a sense of humor (47%), teacher clear explanation (40%), useful topics (33%), teacher personality (20%), challenging topics (17%), textbooks used (13%), and learning tasks/ assignments (10%). In this survey above, there could be classified into at least two big important clusters: the learning materials and the delivery method. First, there were some factors relating to the learning materials, such as the learning materials, the useful topics, the challenging topics, the textbooks used, the learning tasks/ assignments, and teacher evaluation. Second, there were some factors relating