

Uncovering The Needs for Local Culture-Based Audiovisual Media in EFL Teaching to Promote Students' Cultural Awareness

Raudhatul Jannah¹

¹Faculty of Teacher Training and Education, Universitas Sriwijaya, Indonesia
(ra.jannah025@gmail.com)

Machdalena Vianty^{2*}

²Faculty of Teacher Training and Education, Universitas Sriwijaya, Indonesia
(machdalenavianty@fkip.unsri.ac.id)

Eryansyah Eryansyah³

³Faculty of Teacher Training and Education, Universitas Sriwijaya, Indonesia
(eryansyah@unsri.ac.id)

*corresponding author

Abstract: *Local culture holds a crucial position in English as a Foreign Language (EFL) learning, particularly in fostering students' cultural awareness and supporting meaningful language use. As proven, English instructional materials at the junior high school level often provide limited integration of students' local cultural contexts, which may reduce learners' engagement and comprehension. The purpose of this study to examine the needs related to the incorporation of locally cultural audiovisual media in EFL teaching, as a basis for the development of suitable instructional media for seventh-grade students. The study identifies the needs and preferences of seventh-grade students and English teachers at one of the private junior high school Palembang concerning audiovisual media used in English learning due to enhance reading comprehension and foster cultural awareness of the students. In this study, a mixed-methods approach was conducted. There were two English teachers participated in semi-structured interviews, and 130 seventh-grade students completed questionnaires. The results show that students respond to audiovisual media better than text-based materials and are more motivated to learn English when local cultural content is included. Furthermore, students struggle to identify the main ideas and detailed information when the topics are unfamiliar or uninteresting to them. Teachers support the integration of local culture-based audiovisual media but report limited availability of suitable instructional resources. In conclusion, the study highlights the need to develop local culture-based audiovisual media to support EFL instruction, enhance reading comprehension, and foster students' cultural awareness at the junior high school level.*

Keywords: *audiovisual media; cultural awareness; EFL teaching; local culture*

Article History:

Received	: 29 December 2025	Accepted	: 30 March 2026
Revised	: 23 February 2026	Available Online	: 31 March 2026

Suggested Citation Format:

Jannah, R., Vianty, M., & Eryansyah, E. (2026). Uncovering The Needs for Local Culture-Based Audiovisual Media in EFL Teaching to Promote Students' Cultural Awareness. PANYONARA: Journal of English Education, 8(1), 49–69.
<https://doi.org/DOI:%252010.19105/panyonara.v8i1.23556>



INTRODUCTION

Globalization has increasingly challenged students' local identity, particularly when English language teaching (ELT) prioritizes target or international cultures over local cultural values. Integrating cultural awareness into learning is therefore essential to reduce the negative impact of globalization and to strengthen students' cultural identity (Jaya et al., 2024). In addition, embedding local wisdom into the curriculum enhances students' motivation and deepens their understanding of the social and cultural dimensions of language (Murillo Oyarvide & Rodríguez, 2021; Hiswara et al., 2023). In ELT, local culture has equal potential to be integrated alongside target and international cultures (McKay, 2004). In practice, contextualized local culture content into English material demonstrates strong potential to enhance students' English language proficiency (Tantri & Santosa, 2024). In fact, cultural elements are often neglected in classroom practice (Ayu, 2020).

In the Indonesian context, this issue is evident in the dominance of target culture content in English textbooks, which leads to the marginalization of local culture (Sapoetra, 2020). This situation differs from the current Merdeka Curriculum applied in Indonesia education. According to the Ministry of Primary and Secondary Education (2025) states that the Merdeka Curriculum presently prioritizes co-curricular activities due to achieve the graduate profile dimensions particularly those related to the citizenship aspect which lead to the cultural understanding, critical thinking, and deep learning that connects to students' real-life contexts. Toward the issue, it has the needs of every teacher to connect their learning process to the curriculum goals due to achieve the graduate profile dimensions for students. As stated in the Merdeka Curriculum which highlights the citizenship aspect and cultural understanding.

Under the Merdeka Curriculum, local content is important to build students' character and cultural identity. Learning that includes culture also helps students connect lessons with their real-life experiences (Johnson, 2002). However, English is not a compulsory subject at the primary level, as it is not taught consistently and often faces challenges such as limited resources and teacher readiness (Sulistiyo et al., 2020). Therefore, junior high school becomes the stage where English is taught more regularly, making it the right time to start integrating local culture into English learning.

Numerous studies have emphasized the importance of integrating local cultural content in English language teaching. For instance, the previous related studies have highlight the need to incorporate local values into ELT, particularly for young learners, as it enhances students' identity, motivation, and meaningful learning. (Ratri & Puspitasari, 2019; Ratri & Tyas, 2022). Similarly, Elviana et al., (2020) and (Triani et al., 2022) demonstrate that Palembang-based learning materials are valid, practical, and effective in

increasing students' engagement and cultural awareness. Addressing this issue to the vocational high school contexts, Wahyuni et al., (2022) and Octaviana et al., (2021) further reveal that integrating Palembang cultural content into instructional materials supports both language proficiency and students' professional needs. While these previous studies mentioned offer meaningful insights, most of them mainly focus on printed or text-based materials and tend to address learners' need at the level focus on elementary , senior high school, or vocational levels, with relatively little attention given to the junior high school level.

As highlighted in previous studies, Palembang local culture has been incorporated into English language teaching, particularly through the development of learning media (Elviana et al., 2020; Triani et al., 2022; Wahyuni et al., 2022; Octaviana et al., 2021). As part of Indonesian culture, it provides learners with familiar and meaningful contexts that support language comprehension and engagement. Among various local cultures, this context is selected due to its strong potential for integration into ELT, as evidenced by its wide use at the senior high and vocational levels. However, its application at the junior high school level remains limited. Considering that this level marks the beginning of formal English learning, introducing culturally relevant content at this stage is both important and strategic, as it can support students' early language development while strengthening their cultural awareness.

In response to these issues, there is a clear need to develop more engaging instructional media that includes local cultural content in ELT. Audiovisual media, which combines visual and sound, can make learning more interesting and meaningful for students (Ahmad et al., 2024). However, materials that reflect students' own culture especially Palembang local culture are still limited and often do not match their actual needs. Because of this, it is important to conduct a needs analysis before developing such media. This could ensure that the materials are relevant, useful, and truly support students' learning (Richards, 2017).

Despite the growing emphasis on integrating local culture in ELT, there is still a limited availability of instructional materials that incorporate Palembang local culture, particularly at the junior high school level. As a result, teachers often face difficulties in implementing culturally relevant instruction, and students have limited opportunities to connect English learning with their own cultural background.

Considering that junior high school represents the stage where English learning becomes more structured, this level is critical for introducing culturally relevant content. Therefore, this study explores the needs and challenges faced by students and teachers in

integrating local culture into English learning, as a basis for developing more meaningful and contextually relevant audiovisual materials.

LITERATURE REVIEW

Needs Analysis in EFL Teaching

Needs analysis serves a central role in developing effective instructional materials and curriculum design in EFL contexts, as it helps identify learners' goals, preferences, and challenges to ensure more relevant and learner-centered instruction (Hutchinson & Waters, 1987; Richards, 2017). While earlier studies primarily emphasize linguistic needs, more recent research highlights that needs analysis should also consider cultural, contextual, and technological aspects of learning. For instance, Padmadewi et al., (2022) and Park, (2022) argue that needs analysis supports the selection of appropriate teaching methods and media, whereas Shopia et al., (2024) point the importance of integrating 21st-century skills such as digital literacy and critical thinking into EFL materials.

In the Indonesian, the implementation of the Merdeka Curriculum reflects a shift toward a more flexible and student-centered approach in students' learning. As outlined in Regulation No. 13/M/2025 issued by Ministry of Primary and Secondary Education of Indonesia, co-curricular learning is meant to strengthen the dimensions of the graduate profile by promoting autonomy, creativity, and contextual learning experiences.

Therefore, conducting a needs analysis becomes essential stage to ensure that instructional media are aligned with curriculum goals and responsive to students' learning contexts. By identifying both teachers' and learners' needs, needs analysis provides a strong foundation for the developing media.

Local Culture Integration and Cultural Awareness in EFL Teaching

Culture is an essential element in language learning because language use cannot be separated from its cultural context. It is commonly understood as a system of shared knowledge, beliefs, values, and social practices that shape communication within a society (Hinkel, 1999; Hawkins, 2012). In EFL contexts, this perspective highlights that language learning is not only about linguistic competence but also about appropriate cultural understanding in communication.

Local culture, defined as the traditions, values, and lifestyles developed within a specific community (Featherstone, 2012; Shrestha, 2016). There, it provides meaningful learning contexts for students. Rather than treating culture as an abstract concept, integrating local culture allows learners to relate new language input to their own lived experiences. This idea is strongly supported by sociocultural theory, which emphasizes that learning is mediated through social interaction within cultural contexts (Vygotsky, 1978)

Previous studies generally agree that integrating local cultural content can improve students' motivation, engagement, and sense of ownership in learning English (Kirkpatrick, 2007); Ratri & Tyas, 2022; Tazhitova et al., 2022). However, while these studies highlight similar positive outcomes, they often treat local culture in a broad and general way, with limited attention to how specific cultural contexts are systematically embedded in instructional design. In the Indonesian context, local culture is frequently positioned as a bridge between local identity and global perspectives (Marwa et al., 2021), yet practical implementation in teaching materials remains underexplored.

In addition, cultural integration in EFL learning is increasingly important in the era of globalization, where global cultural influence can overshadow local identity. Studies show that culturally familiar content can reduce learner anxiety and support more confident language use (Sun, 2025). Empirical findings also confirm that localized materials contribute to better comprehension and stronger cultural awareness among learners (Azizah et al., 2021; Dengler, 2023). Nevertheless, most existing studies focus on the benefits of cultural integration rather than the systematic development of culturally based instructional media.

Local Culture-Based Audiovisual Media in EFL Teaching

The development of educational technology has transformed language teaching, particularly through audiovisual media. By combining visual and auditory input, audiovisual materials can enhance students' comprehension, vocabulary learning, and engagement in English learning (Rodriguez, 2007; Woottipong, 2014; Regina & Rajasekaran, 2023). From a multimodal perspective, integrating text, sound, and images also supports deeper and more meaningful learning (Kress & van Leeuwen, 2020). Recent studies further show that digital tools such as flipbooks can improve student motivation and learning outcomes compared to traditional textbooks (Divayana et al., 2019; Fatima Fatima et al., 2023).

However, although audiovisual media offer strong potential, their effectiveness depends on how well they are designed and integrated into instruction (Rodriguez, 2007). Moreover, despite increasing use of digital media, the integration of local cultural content within audiovisual materials is still limited. Challenges such as lack of resources, limited teacher training, and insufficient culturally relevant materials continue to hinder its implementation (Khan et al., 2017; Sapoetra, 2020; Ratri et al., 2025). This suggests that the development of culturally based audiovisual media in EFL teaching is still underexplored.

Thus, previous studies have highlighted the importance of needs analysis, cultural integration, and audiovisual media in EFL teaching. However, these areas are still mostly discussed separately. Needs analysis often focuses on general learner needs, cultural

studies rarely show how culture is systematically applied in teaching materials, and audiovisual media research tends to emphasize technology rather than cultural content.

This creates a clear gap in bringing these three aspects together in a more integrated approach. Particularly, there is still limited research on how local culture-based audiovisual media can be developed based on the real needs of students and teachers, especially at the junior high school level. This study therefore seeks to address this gap by exploring those needs to support the development of more meaningful and culturally relevant EFL learning materials.

METHOD

This study represents the initial phase of broader design-based research aimed at developing local culture-based audiovisual media in EFL teaching. Specifically, this study focuses on the needs analysis stage to identify students' and teachers' needs as the foundation for instructional media development. A mixed-methods approach with a convergent design was employed, in which quantitative and qualitative data were collected and analyzed concurrently to provide a comprehensive understanding of the research problem. The integration of both data types allowed for triangulation and strengthened the interpretation of findings.

The study was conducted at one of the private junior high school in Palembang, Indonesia. The participants consisted of all seventh-grade students (N = 130) and two English teachers. Since the entire population was involved, no sampling technique was applied. However, it is acknowledged that the small number of teacher participants may limit the generalizability of the qualitative findings. Data were collected through questionnaires and semi-structured interviews. The questionnaire consisted of 28 items designed to examine target needs, present situation, and learning deficiencies, adapted from Hutchinson and Waters (1987) and previous needs analysis studies in EFL contexts which address the local culture integration in EFL teaching context.

The instrument was adapted rather than newly developed; therefore, additional validation procedures such as pilot testing were not conducted. However, to ensure content validity, the questionnaire was evaluated through expert judgment by two experts in English education. They assessed the relevance, clarity, and alignment of the items with the research objectives. Based on their feedback, several revisions were made to improve the quality of the instrument.

Semi-structured interviews were conducted with two English teachers to explore their perspectives on teaching practices, challenges in integrating local culture, and expectations for audiovisual media. The interviews provided in-depth qualitative insights to complement the questionnaire data.

Furthermore, quantitative data from the questionnaire were analyzed using descriptive statistics in the form of percentages. Responses were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The percentage of each response was calculated to identify dominant trends in participants' responses. On the other hand, qualitative data from the interviews were analyzed using thematic analysis to identify recurring patterns and key themes related to instructional needs.

Despite these procedures, this study acknowledges certain limitations, including the absence of statistical reliability testing and the limited number of teacher participants. Therefore, the findings should be interpreted with caution, particularly in terms of generalization.

RESULTS AND DISCUSSION

Results

The study results were derived from student data and analyzed according to target situation, deficiencies, current situation, and learning strategies. The reported data reflect the students' predominant views.

The students' perceptions of their own needs

Table 1.

Students' Perspectives on Target Situation Analysis

No	Question/Statement	Students' view	Percentage
1	The importance of learning English	To communicate with people from different cultures.	82,3%
2.	Students' expectations toward English class	to use spoken English effectively in future workplace communication	73,3%
3	The language used in future careers	Interacting with people from diverse cultural backgrounds	82,3%
4	The proficiency level required for students' career	Intermediate	56,9%

a) Target Situation Analysis (TSA)

This section focused on identifying the needs, overall objectives, and expectations of students learning English. The data in Table. 1 present the results of the data collection in this study. According to the data, it demonstrates several key insights from the analysis of students' perspectives regarding their English learning needs. The findings indicate that 82.3% of students perceive English as important for communicating with people from different cultures. This suggests that students already recognize the intercultural function of English, viewing it not merely as an academic subject but as a practical tool for global communication. This perception aligns with McKay (2004), who emphasizes that English serves as an international language facilitating cross-cultural interaction.

Furthermore, 73.3% of students expect English learning to support their future workplace communication. This reflects a strong orientation toward functional language use beyond the classroom. However, only 56.9% of students consider an intermediate level sufficient for their future careers. This variation suggests that students may not yet have a clear understanding of the level of proficiency required in real-world communication, indicating a need for clearer instructional guidance regarding language competence.

b) Deficiency Analysis

This section examined the students' present needs and wants, as well as the gaps or shortcomings they experience in their target situation. Table 2 presents data on the learners' current preferences and needs related to reading topics or input.

Table 2.
Students' Views on Present Requirements and Learning Desires

No	Question/Statement	Students' view	Percentage
1	The specific reading topic desired by students	Palembang Local Culture	65,4 %
2	Students' media desired in EFL Learning	Audiovisual Media	75,4%
3	Students' specific audiovisual media desired	An interactive flipbook containing English reading passages and audio narration	80%
4	Incorporating local culture-based audiovisual media in EFL learning	Important	56,2%

As presented in table 2, students genuinely have strong preference to learn about Palembang's local culture in their reading material. To prove, it reveals that 65.4% of students prefer reading materials related to Palembang local culture. This indicates that students are more engaged when learning content is culturally relevant and connected to their lived experiences. Such contextualization can enhance both motivation and comprehension in EFL learning.

In terms of learning media, 75.4% of students prefer audiovisual media, suggesting a strong tendency toward multimodal learning environments. This preference indicates that students benefit from the integration of visual and auditory input, which can support meaning-making and increase engagement. This finding is consistent with Kress and van Leeuwen (2020), who argue that multimodal representation enhances learning effectiveness.

Additionally, 80% of students express interest in interactive flipbooks combining text and audio narration. This reflects students' inclination toward technology-integrated learning and highlights the need for more innovative instructional media. However, only 56.2% of students explicitly recognize the importance of local culture-based audiovisual media, suggesting that while students prefer engaging media, their awareness of cultural integration in learning may still need to be strengthened.

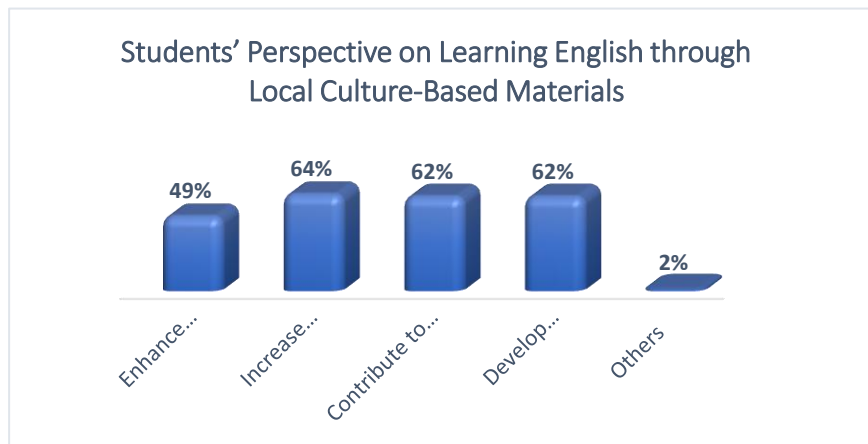


Figure.1 Students' Perspectives on Local Culture-Based English Materials

The results figure 1 revealed, many students demonstrate a positive perception of learning English through local culture-based materials. A total of 64% of the respondents indicated that this approach increases their motivation to learn English, suggesting that integrating local culture makes learning more engaging and relevant to students' lives. Furthermore, 62% of the students reported that local culture-based materials contribute to the preservation and promotion of local culture, and another 62% stated that this approach helps develop intercultural communication skills. These findings highlight that language learning extends beyond linguistic competence to include cultural awareness and intercultural understanding. Meanwhile, 49% of respondents believed that learning English through local culture-based materials enhance their awareness of their own culture, although this percentage is lower compared to other aspects. Only 2% of respondents selected the "others" option, indicating that most students' perceptions were adequately represented by the provided categories.

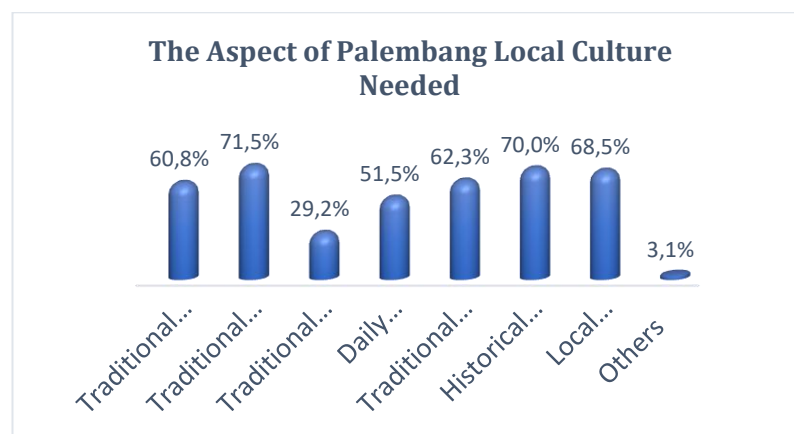


Figure 2. The Aspect of Palembang Local Culture Needed

In figure 2, it illustrated students' perceptions of the aspects of Palembang local culture that were most needed to be integrated into English learning materials. The findings indicated that traditional foods (71.5%) and historical places (70.0%) were the most

preferred cultural aspects, suggesting that students were highly interested in learning English through familiar and tangible elements of their local culture. Additionally, local legends (68.5%) and traditional clothing (62.3%) also received strong responses, reflecting students' interest in cultural narratives and traditional identity. Meanwhile, traditional arts or performances (60.8%) and daily customs and habits (51.5%) were moderately favored, indicating that these aspects were still considered relevant but less dominant. In contrast, traditional tools (29.2%) received a relatively low percentage, implying limited student interest or familiarity with this aspect. Only 3.1% of respondents selected the "others" category, suggesting that the listed cultural aspects sufficiently represented students' needs. Hence, the results demonstrated that students preferred culturally rich, concrete, and experience-based local content to support English language learning.

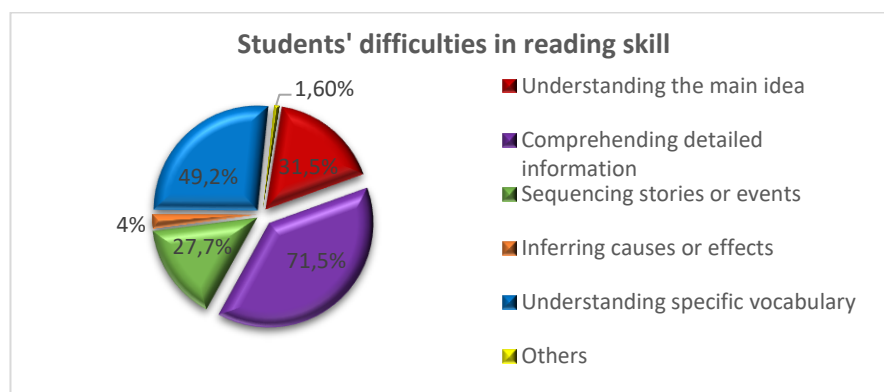


Figure 3. The students' difficulties in dealing with reading skills

The findings indicate that understanding detailed information (71.5%) is the most significant difficulty faced by students, followed by identifying the main idea (31.5%). This suggests that students experience challenges not only at the surface level of comprehension but also in processing deeper textual meaning.

This difficulty may be influenced by the lack of engaging and contextually relevant reading materials. When students are exposed to unfamiliar or uninteresting topics, their ability to process and retain information tends to decrease. This finding supports Sapoeetra (2020), who argues that culturally distant materials can hinder comprehension despite appropriate linguistic difficulty.

Therefore, the issue of reading comprehension in this context may not solely stem from students' language proficiency but also from the lack of meaningful and relatable content. This implies that improving reading instruction should involve not only language-focused strategies but also the use of culturally relevant materials to enhance students' engagement and understanding.

c) Present Situation Analysis (PSA)

This section addresses students' existing English proficiency, the instructional materials they have encountered, and their cultural awareness level.

Table 3.
 Students English Proficiency level

No	Question/Statement	Students' view	Percentage
1	Students' English Proficiency level	Intermediate	56,9%
2	Students' Current Reading Comprehension Level	Good enough	68,5%

The data presented in Table 3 indicates that 56.9% of students are at an intermediate level of English proficiency, while 68.5% perceive their reading comprehension as "good enough." This suggests that although students possess basic language competence, their comprehension has not yet reached a deeper or more advanced level.

Interestingly, while 67.7% of students perceive the reading texts as easy to understand, 96.9% find the topics uninteresting. This contrast indicates that the primary issue lies not in linguistic complexity but in the lack of engaging and meaningful content.

The data highlight that even when materials are linguistically appropriate, they may fail to support effective learning if they are not contextually relevant. Furthermore, the limited integration of local culture (only 50.8% reported "sometimes") suggests that cultural content is not systematically embedded in instruction, which may contribute to students' low engagement.

Table.4
 The Previous Learned and Presented Material

No	Question/Statement	Students' view	Percentage
1	The difficulty level of English reading texts contained in students' English textbooks	Easy to understand	67,7%
2	The reading text topic in the English textbooks	Uninteresting	96,9 %
3	The frequency of my English teacher providing reading materials or texts related to Palembang local culture	Sometimes	50,8%
4	The students' obstacles encountered in English Language Learning	The classroom atmosphere is less conducive	54,6%

From table 4, the findings showed that 67.7% of students perceived the difficulty level of English reading texts in their textbooks as easy to understand, indicating that the linguistic complexity of the materials was generally appropriate for their current proficiency level. Nevertheless, 96.9% of students felt that the topics of the reading texts currently faced were uninteresting, which suggests that the primary issue was not a difficulty with the language but rather a lack of content that was both interesting and useful.

Regarding cultural integration discussion, 50.8% of students reported that their English teachers sometimes provided reading materials related to Palembang local culture. It was clear from this that the use of local cultural content in English instruction was something that occurred only occasionally and not all the time.

Additionally, 54.6% of students identified a less conducive classroom atmosphere as a major obstacle in learning English, which might negatively affect their engagement and comprehension during lessons.

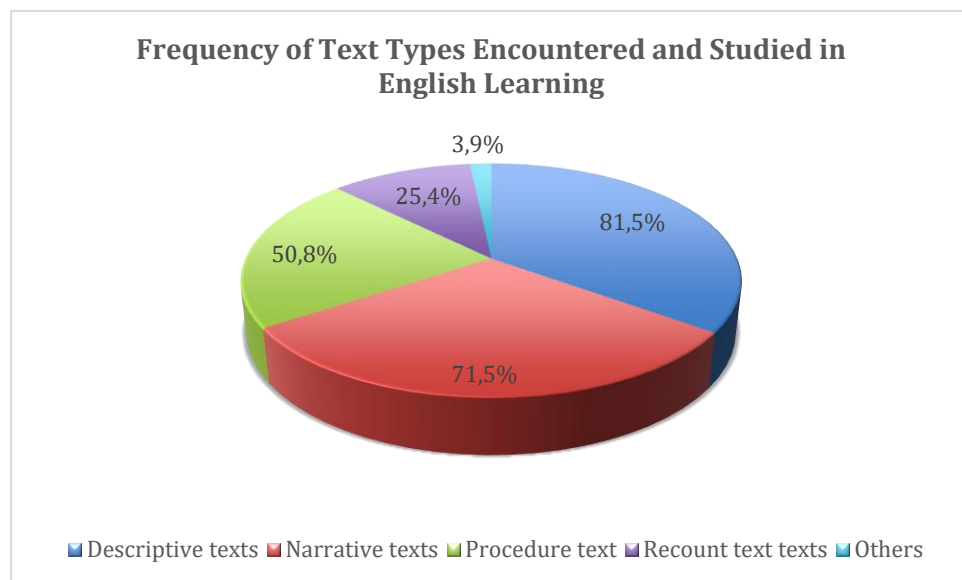


Figure 4. Frequency of Text Types Encountered and Studied in English Learning

Figure 4 has proven that descriptive texts were the most frequently faced and studied text type in students' English classrooms, reported by 81.5% of students. This data has proven that English instruction heavily emphasizes descriptive texts as the primary learning material. Further information, narrative texts became the second text type commonly studied, with 71.5% of students revealing frequent exposure to the narrative text type, highlighting their important role in developing students' reading comprehension skills.

In relation to the previous discussion, procedure texts were encountered by only 50.8% of students, showing a moderate level of inclusion in English learning activities. From the variety of text types, recount texts were less frequently studied by students, with only 25.4% of students reporting exposure to this text type. Meanwhile, other types of texts were minimally encountered, accounting for just 3.9% of responses.

Thus, these findings reveal that there was an imbalance in the exposure of text types taught in English classrooms. As proven, the descriptive and narrative texts become more dominant to be used, while other text genres receive comparatively limited attention. Thus,

more varied text types are potentially needed to support students' comprehensive literacy development.

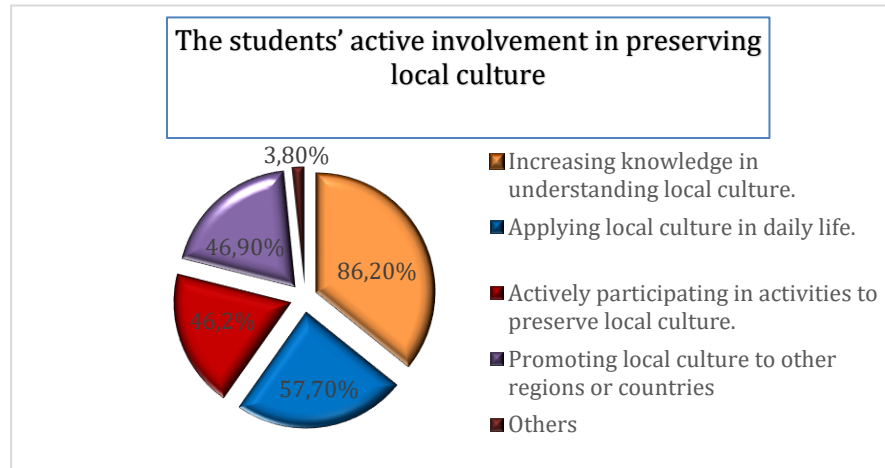


Figure. 5 Students' active involvement in preserving local culture

Figure 5 indicated that most students demonstrated a strong positive attitude toward local culture. The findings indicate that students demonstrate a strong positive attitude toward local culture, as reflected in the high percentage of students who reported increased understanding (86.2%) and the ability to apply local cultural values in their daily lives (86.2%). This suggests that students have developed cultural awareness at the cognitive and personal levels.

However, a notable gap emerges in terms of active cultural engagement. Only 46.2% of students reported participating in cultural preservation activities, and 46.9% indicated promoting local culture beyond their immediate context. This disparity suggests that while students possess cultural knowledge and appreciation, this awareness has not fully translated into active cultural practices. This finding implies that current instructional approaches may emphasize cultural knowledge rather than experiential or participatory learning. In line with Murillo Oyarvide and Rodríguez (2021), cultural learning should move beyond knowledge acquisition toward meaningful engagement and real-life application.

Therefore, there is a need for instructional strategies that not only develop cultural awareness but also encourage students' active involvement in preserving and promoting local culture.

The Teachers perceived needs

The interview findings reveal that teachers recognize the importance of integrating local culture into EFL instruction; however, they face significant challenges due to limited resources and the lack of appropriate instructional media. Although students' English

proficiency is generally at an intermediate level, teachers noted that students' understanding of cultural content within English materials remains limited.

Teachers reported that current instructional materials rely heavily on textbooks with general and culturally distant topics, which tend to reduce student engagement despite being linguistically appropriate. The teachers explained:

"The English texts in the textbook are not too difficult for the students, but the topics are not close to their daily lives. Many students feel bored because the materials do not relate them." (Teacher 1)

"Most reading materials talk about foreign culture. Local culture, especially Palembang culture, is rarely discussed in English lessons." (Teacher 2)

From the teachers' perceptions, it indicates to the interpretation where there were the mismatch between instructional content and students' contextual needs.

In terms of teaching approaches and media, both teachers reported difficulties in maintaining students' engagement due to limited variation in methods and learning resources. The classroom atmosphere sometimes becomes less conducive, which affects students' comprehension, especially in reading activities. The teachers also noted that local culture is only occasionally introduced, not systematically integrated into the learning process.

Both teachers had the same arguments where the integration of Palembang local culture within English learning was important but had not been implemented consistently. Local culture-based materials were only occasionally used, mostly through simple explanations rather than structured learning resources.

"I sometimes include Palembang culture in reading activities, but it is not consistent because the textbook does not provide enough local culture content." (Teacher 2)

"I sometimes bring local culture into the lesson, but it is not supported by specific media or materials." (Teacher 1)

As discussed, this suggests that cultural content in EFL instruction remains limited and inconsistent.

In addition, the teachers believed that students showed higher interest when learning materials included familiar cultural elements such as traditional food, historical places, or local legends. In addition, the findings also indicated that students face difficulties in understanding detailed information and main ideas in reading texts. According to the teachers, this problem is closely linked to students' low interest in the reading topics and the lack of contextualized materials. Both teachers believed that integrating local culture

into English learning materials would help students understand texts more easily. Furthermore, the teachers emphasized that students are already familiar with technology and respond positively to audiovisual media. However, the use of technology-based media is still limited due to the lack of suitable learning resources. One teacher stated:

“Students are very interested when learning uses videos or audiovisual media. If there were reading materials that contain Palembang culture topics in the form of interactive media, it would really help them understand English texts better.” (Teacher 1)

Interpreting the data, this suggests that integrating culturally relevant audiovisual media could enhance both student engagement and comprehension.

Overall, the interview findings suggest that teachers strongly support the development media where it has local culture-based learning media particularly audiovisual media, such as a reading material that integrate Palembang culture. Thus, it is expected to increase students' motivation in learning English, improve reading comprehension, and enhance cultural awareness while learning English within students.

“I hope there will be learning media that combines reading texts with Palembang culture.” (Teacher 1)

“Local culture-based audiovisual media will really help students understand reading texts better.” (Teacher 2)

In conclusion, the interview findings indicate that although students have adequate English proficiency, they still experience difficulties in facing the reading comprehension and show low engagement due to uninteresting and culturally distant materials. Both teachers strongly emphasize the need for local culture-based English learning media to bridge linguistic understanding and cultural relevance. The integration of Palembang local culture through interactive audiovisual media is viewed as a promising solution to enhance students' motivation, comprehension, and cultural awareness, while also supporting teachers in delivering more meaningful and contextually relevant EFL instruction.

Discussion

Discussing the urgency of local culture content in in EFL teaching through the development audiovisual media. It indicates a clear alignment between students' and teachers' needs for integrating local culture content audiovisual media in EFL instruction, particularly to support reading comprehension and cultural awareness. Both groups emphasize the importance of using culturally relevant and engaging learning materials to support students' comprehension and motivation. This suggests that effective EFL learning

is not solely determined by linguistic factors, but also by the relevance of instructional content to students lived experiences.

The results indicate that students' difficulties in reading comprehension, particularly in understanding detailed information and identifying main ideas, are not primarily caused by linguistic complexity. Instead, these challenges appear to be closely related to the lack of engaging and contextually relevant materials. Although the texts used in classrooms are generally considered easy, they are often perceived as uninteresting and culturally distant. This finding challenges the common assumption that comprehension problems in EFL contexts are mainly due to students' limited language proficiency.

In line with Sapoetra (2020), culturally distant materials may restrict the comprehension even when the language level is appropriate. When students are unable to connect the content with their own experiences, their ability to construct meaning becomes limited. Therefore, the issue of comprehension should be viewed not only from a linguistic perspective but also from a contextual and cultural perspective.

Furthermore, the strong student preference for audiovisual media and interactive learning tools reflects the importance of multimodal learning environments in EFL classrooms. This supports Kress and van Leeuwen (2020), who argue that multimodal representation enhances meaning-making by combining visual, auditory, and textual elements. In this study, students' interest in audiovisual media indicates their readiness for more technology-integrated learning, which can improve both engagement and comprehension.

Importantly, the findings also reveal a gap between students' cultural awareness and their active participation in cultural practices. While students demonstrate a high level of understanding and appreciation of local culture, their involvement in cultural preservation and promotion remains relatively moderate. This suggests that current instructional practices may focus more on knowledge acquisition rather than encouraging active cultural engagement. In line with Murillo Oyarvide and Rodríguez (2021), cultural learning should move beyond cognitive understanding toward meaningful participation and real-life application.

Teachers' perspectives further reinforce these findings, highlighting that the integration of local culture, particularly Palembang local culture, remains limited due to the lack of appropriate instructional resources. Although teachers recognize its importance, they face practical constraints in implementing culturally responsive teaching. This reflects a broader issue in EFL contexts, where curriculum expectations are not always supported by adequate materials and media.

Therefore, the development of local culture-based audiovisual media is not only relevant but also necessary. Such media can serve as a pedagogical bridge that connects language learning with cultural relevance, enhances students' engagement, and supports deeper comprehension. By integrating familiar cultural contexts with multimodal learning, EFL instruction can become more meaningful, contextualized, and aligned with students' needs.

All in all, this study contributes to the field of EFL teaching by highlighting the importance of combining needs analysis, cultural integration, and audiovisual media in instructional design. It emphasizes that effective language learning requires not only appropriate linguistic input but also culturally relevant and engaging learning experiences.

CONCLUSION

This study reveals that the integration of local culture-based audiovisual media is perceived as necessary in EFL teaching at the junior high school level, particularly to support students' reading comprehension and cultural awareness. The respond gathered in this study revealed the positive perception from students and teachers about English learning materials that contain the local culture issues. It enables students to connect their language learning experience with their own cultural background. In response to the local culture exposure presented in audiovisual media, students gain beneficial opportunities to develop awareness of their cultural identity while engaging with English texts in ELT.

The findings also suggest that local culture content provided in audiovisual media has given the good potential to affect students' linguistic learning and cultural understanding. By embedding cultural elements within reading text in ELT, students are not only exposed to English as the language input but also encouraged to recognize and reflect on their own local cultural values. Recently, culturally responsive audiovisual media remains limited in the implementation due to constraints in instructional resources and systematic integration. This study is limited to a single discussion and focuses on needs analysis rather than learning outcomes. Therefore, future research may explore the development, implementation, and evaluation of audiovisual media that contain the local culture content across broader educational settings to further examine the role in promoting students' cultural awareness through EFL teaching.

Acknowledgments

The authors would like to express their sincere gratitude to the headmaster of one of the private junior high schools in Palembang, the English teachers, and the seventh-grade students for their valuable support and participation in this study. Their cooperation has greatly contributed to the successful completion of this research. The authors declare no conflict of interest regarding the publication of this article.

REFERENCES

- Ahmad, M., Jabeen, M., Qasim, M., & Hasnain, M. (2024). Integrating modern technology in education: Enhancing learning, engagement, and accessibility in the digital age. *International Research Journal of Management and Social Sciences*, 5(2), 267–271. <https://irjmss.com/index.php/irjmss/article/view/296>
- Ayu, M. (2020). Evaluation of cultural content in English textbooks used by EFL students in Indonesia. *Journal of English Teaching*, 6(3), 183–192. <https://doi.org/10.33541/jet.v6i3.1925>
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596–621. <http://e-repository.unsyiah.ac.id/SiELE/article/view/18562>
- Dengler, R. (2023). Global or local? – Notions of nationalism and coloniality in ELT material. *Language and Intercultural Communication*, 23(3), 321–332. <https://doi.org/10.1080/14708477.2023.2196262>
- Divayana, D. G. H., Suyasa, P. W. A., Ariawan, I. P. W., Mahendra, I. W. E., & Sugiharni, G. A. D. (2019). The Design of Digital Book Content for Assessment and Evaluation Courses by Adopting Superitem Concept Based on Kvisoft Flipbook Maker in era of Industry 4.0. *Journal of Physics: Conference Series*, 1165, 012020. <https://doi.org/10.1088/1742-6596/1165/1/012020>
- Elviana, R., Inderawati, R., & Mirizon, S. (2020). Developing interactive multimedia for teaching descriptive texts based on Palembang local culture. *Indonesian EFL Journal*, 6(1), 19. <https://doi.org/10.25134/ieflj.v6i1.2634>
- Fatima Fatima, Aliem Bahri, & Maria Ulviani. (2023). Pengaruh Penggunaan Media Flip Book Dalam Meningkatkan Minat Belajar Bahasa Indonesia Siswa Kelas V SD Inpres Samata Kecamatan Somba Opu Kabupaten Gowa. *Jurnal Bima : Pusat Publikasi Ilmu Pendidikan bahasa dan Sastra*, 1(3), 172–182. <https://doi.org/10.61132/bima.v1i3.103>
- Featherstone, M. (2012). Global and local cultures 1. In *Mapping the futures* (hal. 169–187). Routledge.
- Florentino, L. O. (2014). Integrating local literature in teaching English to first graders under K-12 curriculum. *Theory and Practice in Language Studies*, 4(7), 1344. <https://doi.org/10.4304/tpls.4.7.1344-1351>

- Hawkins, P. (2012). *Creating a coaching culture: Developing a coaching strategy for your organization*. McGraw-Hill Education (UK).
- Hinkel, E. (1999). *Culture in second language teaching and learning*. Cambridge University Press.
- Hiswara, A., Aziz, A. M., & Pujowati, Y. (2023). Cultural Preservation in a Globalized World: Strategies for Sustaining Heritage. *West Science Social and Humanities Studies*, 1(03), 98–106. <https://doi.org/10.58812/wsshs.v1i03.250>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Jaya, H. P., Sofendi, S., & Mirizon, S. (2024). Bridging culture and language: Indonesian preservice teachers' perspectives on integrating local wisdom in English language courses. *English Review: Journal of English Education*, 12(3), 1275–1288. <https://doi.org/10.25134/erjee.v12i3.10990>
- Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Corwin Press.
- Khan, I. A., Azeddou, N., Hashmi, Q. I., & Asif, F. (2017). Factors affecting integration of local culture in Saudi English language classrooms. *European Journal of Education Studies*, 3(4). <https://doi.org/10.5281/zenodo.556609>
- Kirkpatrick, A. (2007). Teaching English across cultures. What do English language teachers need to know to know how to teach English. *English Australia Journal*, 23(2), 20–36. <https://search.informit.org/doi/10.3316/informit.487057052323955>
- Marwa, M., Cahyono, B. Y., Latief, M. A., & Prayogo, J. A. (2021). Intercultural topics in the Indonesian English language teaching classroom: Contextualizing local and neutral cultures to target and global cultures. *Journal of Intercultural Communication*, 21(1), 34–45. <https://doi.org/10.36923/jicc.v21i1.4>
- McKay, S. L. (2004). Teaching English as an international language: The role of culture in Asian contexts. *Journal of Asia TEFL*, 1(1).
- Murillo Oyarvide, L., & Rodríguez, M. P. (2021). Local Culture and Context in English Language Teaching. *Journal for Research Scholars and Professionals of English Language Teaching, JRSP-ELT (ISSN: 2456-8104)*, 5(26).
- Octaviana, S., Eryansyah, E., & Inderawati, R. (2021). Travel Agent Students' English Reading Materials: Students' Perspective. *Indonesian Journal of EFL and Linguistics*, 6(2), 535. <https://doi.org/10.21462/ijefl.v6i2.384>
- Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Utami, I. L. P., & Marsakawati, N. P. E. (2022). Needs Analysis of Literacy Assessment Using Blended Learning for Beginner EFL Learners. *Journal of Language Teaching and Research*, 13(2), 441–452. <https://doi.org/10.17507/jltr.1302.27>
- Panduan Kurikulum Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*. (2025). Badan Standar, M, dan Asesmen Pendidikan Menengah, Kementerian Pendidikan Dasar dan Indonesia, Republik. <https://repositori.kemendikdasmen.go.id/33287/1/PANDUAN>

Raudhatul Jannah, Machdalena Vianty, Eryansyah Eryansyah. *Uncovering The Needs for Local Culture-Based Audiovisual Media in EFL Teaching to Promote Students' Cultural Awareness*

Kokurikuler Pendidikan Anak Usia Dini%2C Jenjang Pendidikan Dasar%2C dan Jenjang Pendidikan Menengah.pdf

- Park, E. (2022). A needs analysis to develop new curriculum for Korean college students in higher education. *Indonesian Journal of Applied Linguistics*, 12(1), 77–85. <https://doi.org/10.17509/ijal.v12i1.46564>
- Ratri, D. P., & Puspitasari, I. (2019). Need analysis for developing a course book for English for elementary school students with local-content values. *Indonesian Journal of English Education*, 6(1), 1–9. <https://doi.org/10.15408/ijee.v6i1.9908>
- Ratri, D. P., Rachmajanti, S., Anugerahwati, M., Laksmi, E. D., & Gozali, A. (2025). Fostering cultural competence: developing an English syllabus for young learners in the Indonesian EFL context with emphasis on local culture to maintain students' identity. *Cogent Education*, 12(1), 1–21. <https://doi.org/10.1080/2331186X.2024.2440177>
- Ratri, D. P., & Tyas, P. A. (2022). Review locally tailored ELT textbooks to meet primary students' need: Textbooks development. *Journal of English Educators Society*, 7(2), 145–153. <https://doi.org/10.21070/jees.v7i2.1667>
- Regina, D., & Rajasekaran, W. C. (2023). A Study on Understanding the Effectiveness of Audiovisual Aids in Improving English Vocabulary in ESL Classrooms. *World Journal of English Language*, 13(8), 446. <https://doi.org/10.5430/wjel.v13n8p446>
- Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge University Press Cambridge.
- Rodriguez, S. (2007). A practical model for multimedia development. *Society for Information Technology & Teacher Education International Conference*, 1106–1113. <https://www.learntechlib.org/primary/p/24704/>
- Sapoetra, J. (2020). An Analysis of Local Content in the Local English Textbooks in Indonesian High Schools. *Journal of Physics: Conference Series*, 1477(4), 042023. <https://doi.org/10.1088/1742-6596/1477/4/042023>
- Shopia, K., Purnawati, P., & Sudarmaji, I. (2024). Need analysis to design teachers' module incorporated ways of thinking and ICT-competences. *Lingua*, 20(1), 45–56. <https://doi.org/10.34005/lingua.v20i1.3805>
- Shrestha, K. N. (2016). Role of (Local) Culture in English Language Teaching. *Journal of NELTA*, 21(1–2), 54–60. <https://doi.org/10.3126/nelta.v21i1-2.20201>
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2020). The portrait of primary school English in Indonesia: policy recommendations. *Education 3-13*, 48(8), 945–959. <https://doi.org/10.1080/03004279.2019.1680721>
- Sun, S. (2025). The Role of Regional Culture in Shaping Educational Values: A Philosophical Inquiry into Ideological Education. *Cultura: International Journal of Philosophy of Culture and Axiology*, 22(4).
- Tantri, N. N., & Santosa, M. H. (2024). The Integration and Development of EFL Classroom Materials Based on Local Culture: A Systematic Literature Review.

- Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(1), 61–70.
<https://doi.org/10.23887/jpbi.v12i1.80050>
- Tazhitova, G., Kurmanayeva, D., Kalkeeva, K., Sagimbayeva, J., & Kassymbekova, N. (2022). Local Materials as a Means of Improving Motivation to EFL Learning in Kazakhstan Universities. *Education Sciences*, 12(9), 604.
<https://doi.org/10.3390/educsci12090604>
- Triani, S. I., Eryansyah, E., & Sitinjak, M. D. (2022). Development of Palembang-local-culture narrative reading materials for the eleventh grade of senior high school. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5443–5454.
<https://doi.org/10.35445/alishlah.v14i4.1529>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard university press.
- Wahyuni, U., Eryansyah, E., & Inderawati, R. (2022). Android-based Palembang local culture procedure text for vocational high school: A students' need analysis. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 4303–4316.
<https://doi.org/10.35445/alishlah.v14i3.1364>
- Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. *International Journal of Linguistics*, 6(4), 200.
<https://doi.org/10.5296/ijl.v6i4.5870>