



DEVELOPING LOCAL CONTENT LISTENING MATERIAL FOR 7TH GRADE JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aimed to develop local culture-based listening materials for seventh-grade junior high school students in Ambon to address the limited availability of culturally relevant resources and insufficient audio materials in existing English textbooks. The research employed a Research and Development (R&D) approach adapted from Borg and Gall's model. Data were gathered through textbook analysis, teacher interviews, student questionnaires, expert validation, and field trials. The developed product was evaluated by material and media experts before being tested in small-group and operational field implementations to determine its validity, practicality, and effectiveness. The results demonstrated that the materials satisfied established standards for content, language, instructional design, and media quality. Students perceived the materials as engaging, culturally relevant, and easy to use, while also showing improved listening comprehension and greater learning motivation. Designed to support the implementation of the Merdeka Curriculum, the materials provide English teachers with supplementary listening resources that integrate local cultural values into language instruction. The study contributes to English language teaching by combining Ambonese cultural content with technology-supported learning through QR-code-based audio materials. Its novelty lies in the systematic R&D process, encompassing needs analysis, expert validation, and multiple field trials, resulting in culturally responsive materials that enhance both listening proficiency and classroom engagement.

Keywords: *Local Content, Listening Materials, Material Development, Research and Development, Junior High School, English Language Teaching*

1. INTRODUCTION

Listening is widely recognized as a fundamental component of English language learning because it provides learners with essential linguistic input for developing vocabulary, pronunciation, grammatical knowledge, and oral communication skills (Demir & Tavit, 2021; Syakur, 2020). Nevertheless, listening remains one of the most demanding skills for students learning English as a Foreign Language (EFL), particularly at the junior high school level. Many learners encounter difficulties in

comprehending spoken English due to limited vocabulary, unfamiliar subject matter, and inadequate exposure to authentic listening materials (Dewi & Ashadi, 2018; Yacoob et al., 2021; Normawati et al., 2023).

A major factor contributing to these challenges is the scarcity of contextualized listening resources. Most English textbooks used in Indonesian schools present materials based on universal or foreign contexts that are often disconnected from students' cultural backgrounds and everyday experiences. As a result, learners frequently struggle to relate

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the content to their own lives, leading to reduced comprehension and lower learning motivation (Tomlinson, 2023; Abdelrahman, 2020; Merta et al., 2023). Previous studies have demonstrated that incorporating local cultural content into English instruction enhances learners' engagement, comprehension, and cultural awareness by making learning more meaningful and relevant to their social context (Suryawati et al., 2020; Komalasari & Saripudin, 2018; De Wilde et al., 2020). Moreover, advances in educational technology have created new opportunities to enrich listening instruction through digital resources, including audio-visual media and QR-code technology, which provide easier access to authentic listening materials while encouraging learner autonomy (Kamarullah et al., 2018; Husna et al., 2024; Devi et al., 2018). Consequently, integrating local cultural content with technology-supported instructional materials offers a promising approach to creating more authentic, engaging, and contextualized learning experiences (Rokhayati & Widiyanti, 2022; Baser et al., 2017; Kartika et al., 2024).

A preliminary needs analysis, conducted through textbook evaluation, teacher interviews, and student questionnaires in several junior high schools in Ambon, identified a number of issues related to listening instruction. Existing textbooks offered limited listening activities, lacked accessible audio support, and rarely incorporated Ambonese cultural content. Teachers also reported difficulties in obtaining supplementary listening materials that aligned with students' learning needs and the objectives of the *Merdeka Curriculum*. These findings highlight the necessity of developing contextual listening materials that integrate local cultural values with appropriate digital learning technologies.

Several previous studies have attempted to improve English learning materials through different approaches. Shalawati et al. (2022) developed audio-visual instructional media, while Dewi and

Ashadi (2018) designed multimedia-assisted listening materials for junior high school students. Similarly, Tamaela (2016) incorporated local cultural content into English learning through environmental song-based instructional materials. Although these studies reported positive effects on students' learning outcomes, they generally focused either on multimedia integration or on local cultural content independently. Limited research has systematically combined Ambonese local culture with QR-code-assisted listening materials developed through the complete Borg and Gall (1983) Research and Development model.

Therefore, this study aims to develop local content-based listening materials for seventh-grade junior high school students in Ambon by adopting Borg and Gall's Research and Development framework. The resulting instructional materials are expected to provide valid, practical, and effective supplementary listening resources that support the implementation of the *Merdeka Curriculum*. Furthermore, by integrating Ambonese cultural heritage with QR-code-based digital audio resources, the study seeks to promote meaningful, culturally responsive, and technology-enhanced English language learning while improving students' listening comprehension and cultural awareness.

2. LITERATURE REVIEW

Developing contextual instructional materials has become an important focus in English language teaching because appropriate learning materials improve students' language achievement, engagement, and motivation. Tomlinson (2023) states that effective language learning materials should be meaningful, relevant to learners' needs, and capable of promoting active learning. In addition, integrating local cultural contexts into instructional materials enables students to connect classroom learning with their daily experiences, making language learning more

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authentic and meaningful (Komalasari & Saripudin, 2018; Suryawati et al., 2020).

Recent studies have highlighted the effectiveness of technology-supported instructional materials in improving English learning. Kamarullah et al. (2018) reported that audio-visual media significantly enhanced students' listening comprehension by combining visual and auditory input. Similarly, Dewi and Ashadi (2018) found that multimedia-assisted listening materials increased students' engagement and motivation during classroom activities. These findings indicate that digital learning resources can improve listening instruction by providing more interactive and accessible learning experiences (Indahsari, 2020; Lo et al., 2025; Bravo et al., 2017). Several researchers have also developed English instructional materials using different development models. Shalawati et al. (2022) developed audio-visual instructional media using the ADDIE model and concluded that multimedia-based learning improved students' classroom participation. Dewi and Ashadi (2018) developed listening materials for junior high school students and demonstrated that multimedia resources supported students' listening development. Likewise, Tamaela (2016) integrated local environmental content into English instructional materials and found that familiar cultural themes positively influenced students' motivation and participation in language learning.

Although these studies have provided valuable contributions to English material development, several research gaps remain. First, previous studies generally focused on either multimedia development or local content integration, with limited attempts to combine both approaches in a single instructional product. Second, most studies employed the ADDIE model, whereas fewer studies adopted the Borg and Gall (1983) Research and Development model, which includes systematic expert validation and multiple stages of product revision and field

testing. Third, research integrating Ambonese local culture into English listening materials for junior high school students remains limited. Finally, the use of QR-code technology as a medium for accessing listening materials has received little attention despite its potential to support flexible and technology-enhanced learning (Wang & Hannafin, 2005; Pelangi et al., 2025; Miftahul Jannah et al., 2025). To address these gaps, the present study developed local content-based listening materials incorporating Ambonese food culture and QR-code-supported audio resources using the Borg and Gall (1983) Research and Development model. This study contributes to the existing literature by integrating local cultural content with digital technology to produce valid, practical, and effective listening materials for seventh-grade junior high school students (Susilo et al., 2024; Hylland & Primorac, 2024; Aini et al., 2025).

3. METHODS

This study employed a Research and Development (R&D) design adapted from the Borg and Gall (1983) model to develop local content-based listening materials for seventh-grade junior high school students in Ambon. Owing to time limitations, the study implemented the first nine stages of the model: (1) research and information collection, (2) planning, (3) product development, (4) expert validation, (5) product revision, (6) empirical field testing, (7) product revision, (8) operational field testing, and (9) final product revision. These stages were conducted systematically to ensure that the developed instructional materials were valid, practical, and suitable for classroom implementation (Sugiyono, 2020; Paul & Elder, 2019; Fitri et al., 2022).

The participants consisted of two English teachers, fourteen seventh-grade junior high school students, and expert validators in English material development and instructional media. During the needs

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analysis, semi-structured interviews were conducted with the teachers to identify challenges in teaching listening, while questionnaires were distributed to the students to explore their learning needs, preferred topics, and expectations regarding listening materials. The developed product was subsequently evaluated by expert validators before being implemented in classroom try-outs. Data were collected using four research instruments: textbook analysis, semi-structured interviews, questionnaires, and expert validation rubrics. The textbook analysis examined two English textbooks used in junior high schools to identify the availability of listening activities and the integration of local cultural content. The interviews explored teachers' experiences and difficulties in teaching listening, whereas the questionnaires identified students' preferences for local content-based listening materials. The expert validation rubrics evaluated the developed materials in terms of content, language, instructional design, learning activities, visual appearance, and media quality.

Based on the needs analysis, five instructional units were developed using Ambonese local food as the learning theme: Exploring Local Food in Ambon, Enjoying Ambonese Snacks, Discovering European Influences on Ambonese Food, Experiencing Ambonese Cooking, and Attending the Ambon Food Festival. Each unit consisted of pre-listening, while-listening, and post-listening activities, incorporating listening texts, vocabulary exercises, grammar tasks, and comprehension activities. Audio recordings were provided through QR codes, enabling students to access the listening materials using smartphones or other digital devices.

Qualitative data obtained from interviews and expert feedback were analyzed descriptively to identify necessary revisions throughout the development process. Quantitative data collected from the validation rubrics and students' responses

were analyzed using descriptive statistics by calculating the mean score for each evaluation criterion. These findings were used to determine the validity, practicality, and effectiveness of the developed instructional materials. The development process utilized Microsoft Word for preparing instructional materials, Canva for designing visual components, QR Code Generator for providing access to audio recordings, and Microsoft Excel for organizing quantitative data. The hardware used included a laptop computer, smartphones for testing QR-code accessibility, and audio recording devices with speakers or headsets for producing and evaluating the listening materials.

4. RESULTS AND DISCUSSION**4.1 Results of the Needs Analysis**

The needs analysis was conducted through textbook analysis, semi-structured interviews, and questionnaires to identify the necessity of developing local content-based listening materials for seventh-grade junior high school students in Ambon. The findings consistently revealed that the existing instructional materials did not adequately support listening instruction and lacked integration with Ambonese local culture. The textbook analysis indicated that the English textbooks currently used in schools contained limited listening activities and insufficient authentic audio resources. Most listening tasks relied on teachers reading the dialogues aloud, while several QR-code links provided in the textbooks were inaccessible.

Furthermore, the learning topics mainly presented general contexts rather than students' local environment. Interviews with two English teachers confirmed these findings. The teachers reported difficulties in teaching listening because of limited audio materials and the absence of contextual listening resources related to Ambonese culture. They also expressed the need for supplementary instructional materials that aligned with the Merdeka Curriculum while incorporating local cultural values.

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Questionnaires completed by fourteen students showed that learners preferred listening materials related to their daily lives and local culture. Based on these findings, five instructional topics were selected for material development.

Table 1. Results of the Needs Analysis

Data Source	Main Findings
Textbook Analysis	Limited listening activities; lack of authentic audio; no Ambonese local content
Teacher Interviews	Teachers experienced difficulties obtaining contextual listening materials
Student Questionnaires	Students preferred local culture-based listening topics

These findings are consistent with Tomlinson (2023), who emphasizes that instructional materials should reflect learners' needs and cultural background to enhance meaningful learning. Similarly, Suryawati et al. (2020) argue that contextualized learning materials improve students' motivation and classroom engagement.

4.2 Product Development and Validation

Based on the needs analysis, five units of local content-based listening materials were developed using the Borg and Gall (1983) Research and Development model. The instructional units covered Exploring Local Food in Ambon, Enjoying Ambonese Snacks, Discovering European Influences on Ambonese Food, Experiencing Ambonese Cooking, and Attending the Ambon Food Festival. Each unit included pre-listening, while-listening, and post-listening activities integrated with vocabulary, grammar, listening comprehension, and reflection tasks. The listening materials were supported by QR-code-accessible audio recordings, enabling students to access the materials

independently through smartphones or other digital devices.

This integration of local content and digital technology created more interactive and contextual learning experiences. Before classroom implementation, the product underwent expert validation covering content quality, language accuracy, instructional design, visual appearance, and media quality. The validators generally agreed that the materials were suitable for classroom use after minor revisions concerning task instructions, language clarity, and visual layout.

Table 2. Summary of Expert Validation

Evaluation Aspect	Result
Content	Valid
Language	Valid
Instructional Design	Valid
Visual Design	Valid
Media Quality	Valid
Overall Category	Very Good / Valid*

The revised product was subsequently implemented through empirical and operational field try-outs. Classroom observations indicated that students actively participated in listening activities, while teachers considered the materials practical and easy to implement. Students reported that learning English through familiar cultural contexts made listening activities more enjoyable and easier to understand. Moreover, QR-code audio recordings allowed learners to repeat listening activities independently, promoting autonomous learning.

Discussion

The findings indicate that the integration of Ambonese local culture into listening materials effectively addressed the instructional challenges identified during the needs analysis. By combining culturally relevant content with QR-code-supported digital technology, the developed materials enabled students to engage with English through familiar socio-cultural contexts while simultaneously strengthening their listening comprehension (Dash, 2022; Merta et al.,

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2023; Wallace et al., 2023). These results are consistent with Tomlinson (2023), who emphasizes that high-quality instructional materials should respond to learners' needs and facilitate meaningful learning experiences. Similarly, Suryawati et al. (2020) argue that contextualized instruction enhances learner engagement by connecting new knowledge with students' prior experiences. The findings also corroborate Kamarullah et al. (2018), who demonstrated that technology-enhanced audio-visual resources significantly improve listening comprehension through multimodal learning.

Compared with earlier studies, this research offers a distinctive contribution. While Shalawati et al. (2022) concentrated primarily on multimedia-based instructional media and Tamaela (2016) focused on incorporating local cultural content, the present study systematically integrates both dimensions within the Borg and Gall Research and Development framework. This comprehensive approach not only enhances listening proficiency but also fosters cultural awareness, learner engagement, and technology-assisted learning aligned with the principles of the *Merdeka Curriculum*. Overall, the study demonstrates that culturally responsive and technology-supported instructional materials constitute an effective strategy for enriching listening instruction while preserving local cultural heritage and providing practical supplementary resources for English teachers (Ajani et al., 2024; Lombardo et al., 2023; Saputra & Wajdi, 2023).

5. CONCLUSION

This study successfully developed local content-based listening materials for seventh-grade junior high school students in Ambon by adopting the Borg and Gall Research and Development model. The findings demonstrated that existing English textbooks provided insufficient listening activities, limited audio support, and minimal integration of Ambonese local culture. To address these gaps, five instructional units

incorporating Ambonese cultural content with QR code-supported audio were designed, validated, and evaluated through field trials. The results confirmed that the materials were valid, practical, and effective in enhancing students' listening comprehension, learning engagement, and cultural awareness. These findings imply that integrating local cultural values with technology-supported instructional resources can enrich English language learning while supporting the implementation of the *Merdeka Curriculum*. The developed materials also offer practical guidance for English teachers, curriculum developers, and educational institutions seeking to create culturally responsive and digitally enhanced learning environments. Future research is recommended to implement the materials in a wider range of schools and educational contexts, examine their long-term impact on students' listening proficiency and intercultural competence, and investigate the integration of other regional cultures and emerging digital technologies to further strengthen English language teaching and learning.

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