

DEVELOPING AN ENGLISH MODULE THROUGH A PROJECT-BASED LEARNING MODEL BASED ON RIAU TRADITIONAL STORIES AT SMP NEGERI 1 BANGKINANG KOTA

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ABSTRACT

This study was motivated by the limitations of teaching materials and learning materials that are still general in nature, uninteresting, and do not integrate local cultural elements into the learning process at SMP Negeri 1 Bangkinang Kota. This study aims to develop English learning modules through a Project-Based Learning (PjBL) model based on Riau folk tales to improve students' narrative writing skills while instilling local wisdom values. The method used is Research and Development (R&D) with the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The product was an English learning module containing narrative text material, student worksheets, local culture-based project activities, and assessment instruments. The trial was conducted on ninth-grade students at SMP Negeri 1 Bangkinang Kota through two stages, namely a small group trial and a large group trial, with a total of 31 participants. The pre-test and post-test results show a significant improvement in students' narrative writing skills after using the Project-Based Learning module with Riau folklore content such as Lancang Kuning. This improvement is supported by the students' positive response to the module, which they consider more interesting, contextual, and encourages active participation in project activities. Based on the results of validation, practicality, and effectiveness, this English learning module is declared feasible and effective as an alternative teaching material based on local culture to improve students' writing skills.

Keywords: English Module, Project-Based Learning Model, Local Wisdom, ADDIE Model, R&D

ABSTRAK

Penelitian ini dilatarbelakangi oleh keterbatasan bahan ajar dan materi pembelajaran yang masih bersifat umum, kurang menarik, serta belum mengintegrasikan unsur budaya lokal dalam proses pembelajaran di SMP Negeri 1 Bangkinang Kota. Penelitian ini bertujuan untuk mengembangkan modul pembelajaran Bahasa Inggris melalui model Project-Based Learning (PjBL) berbasis cerita rakyat Riau guna meningkatkan kemampuan menulis teks naratif siswa sekaligus menanamkan nilai-nilai kearifan lokal. Metode yang digunakan adalah Research and Development (R&D) dengan model ADDIE, yang meliputi lima tahap: Analysis, Design, Development, Implementation, dan Evaluation. Produk

yang dihasilkan berupa modul pembelajaran Bahasa Inggris yang memuat materi teks naratif, lembar kerja siswa, aktivitas proyek berbasis budaya lokal, serta instrumen penilaian. Uji coba dilakukan pada siswa kelas IX SMP Negeri 1 Bangkinang Kota melalui dua tahap, yaitu uji kelompok kecil dan uji kelompok besar, dengan total 31 peserta. Hasil pre-test dan post-test menunjukkan peningkatan signifikan pada kemampuan menulis teks naratif siswa setelah menggunakan modul berbasis Project-Based Learning dengan konten cerita rakyat Riau seperti Lancang Kuning. Peningkatan tersebut didukung oleh respons positif siswa terhadap modul yang dianggap lebih menarik, kontekstual, dan mendorong partisipasi aktif dalam kegiatan proyek. Berdasarkan hasil validasi, kepraktisan, dan efektivitas, modul pembelajaran Bahasa Inggris ini dinyatakan layak dan efektif sebagai bahan ajar alternatif berbasis budaya lokal untuk meningkatkan kemampuan menulis siswa.

Kata Kunci: Modul Bahasa Inggris, Model Project-Based Learning, Kearifan Lokal, Model ADDIE, R&D.

A. Introduction

English language learning has become an important part of the primary and secondary curriculum. It is considered very important in this era of globalization and should be a priority for development. Aside from the fact that English is an international language, mastering the language can open up many opportunities in various fields, such as education (Dalilah & Sya, 2022).

Although the importance of language is increasingly felt in the current era of globalization, many students are not interested in learning it. This phenomenon has become a major concern in education (S. Hidayat & Devi, 2024).

Some of the many reasons why students are not interested in English lessons include uninteresting teaching methods, materials that are irrelevant to daily life, and the social and cultural environment that affects their attitude toward learning English (S. Hidayat & Devi, 2024).

One of them is that teachers may not be creative in creating models or approaches to teach speaking and writing skills to their students. Given that English is an international language, phenomena like this should be addressed immediately (Febriani & Sya, 2022). Based on data from the EF English Proficiency Index (EF EPI) for 2023, Indonesia ranks 79th out of 113 countries, with a score of 473, and 13th out of 23 countries in the Asian

region. This data puts Indonesia in the low proficiency category, indicating that Indonesians, especially school students, need greater efforts to improve their English proficiency. This fact poses a major challenge in preparing globally competitive human resources.

SMP Negeri 1 Bangkinang Kota, as one of the educational institutions in Kampar district, Riau, also faces similar challenges as previously described in learning English. Based on the researcher's observations at SMP Negeri 1 Bangkinang Kota, English learning still faces several problems that cause students to be less motivated and have difficulty understanding the material, including due to limited learning resources. Students only rely on textbooks provided by the government which are uniform and less flexible. In addition, because teachers often use sources from the internet, students feel that the material taught is too abstract and far from the real world tends to be global and less familiar to students.

Another factor is that the modules used by teachers are still general and national in nature, and the teaching methods focus more on theory than real-life practice. Teachers

give assignments to their students usually in the form of written exercises, which only test their cognitive, without using a more interactive approach to improve their English language skills. Therefore, it is necessary to develop an English module by using various interesting, creative, and innovative learning models with specific content. One of the by using PjBL as a learning model and Riau traditional stories as the content.

This learning model focuses on collaboration, creativity, and problem-solving so that students not only gain a theoretical understanding of English but also develop higher-order thinking skills that are useful in a variety of academic and real-life situations (Kokotsaki et al., 2016). Language learning with PjBL has been proven to improve students' creativity, collaboration, communication, and critical thinking skills. Research by Fragoulis & Tsiplakides (2009) showed that students using the PjBL model were more active in communicating, working in groups, and using language in more real-life situations, unlike conventional approaches that rely on memorization or structured exercises. Students get a

more interactive and meaningful learning experience with PjBL. As a result, they are more engaged and understand the material.

PjBL has also been shown to increase students' desire to learn English. Tomlinson (2023) stated that when students have control over their learning process, they are more interested in learning. This helps them understand English in a more contextualized and applicable way. One of the innovations that can be applied in Project-Based Learning is to incorporate Riau traditional stories into English learning projects.

Specific content helps students understand the material more easily. In the context of Riau, students can work on projects related to local customs, traditions, and cultural arts, including Malay pantun, oral traditions, and traditional stories from Riau (N. A. Dewi, 2021). One form of local wisdom that can be integrated into learning is Riau's traditional stories. Instructional materials based on Riau Malay folklore have been proven effective in improving students learning outcomes and making the learning content more culturally relevant (Gusmalinda & Asnawi, 2023). These stories, such as *Putri Pandan Berduri, Lancang*

Kuning, and Putri Kaca Mayang, not only enrich the content of English learning materials but also helps students to connect language learning with their own cultural heritage. By using traditional narratives as the basis for projects, students can develop their language skills while simultaneously preserving and appreciating local culture.

It is hoped that by incorporating **Riau traditional stories** into English learning, students will more easily understand and use English concepts in everyday life. In addition, this method can also help preserve and promote **Riau's traditional narratives** to the younger generation. **Riau's traditional story-based PjBL** can make English learning more contextual, interesting, and meaningful for students. Thus, **integrating Riau traditional stories** into PjBL improves the quality of English learning and helps build students' character and cultural identity.

The use of this module is expected to provide students of SMPN 1 Bangkinang Kota with more contextual, meaningful, and relevant English learning experiences. They are also expected to deepen their understanding of Riau traditional stories. The main objective of this

research is to develop an English module that uses a project-based learning model based on Riau traditional stories for students at SMPN 1 Bangkinang Kota. It is hoped that developing this module will create a learning tool that will not only improve students' English skills but will also strengthen their cultural identity and understanding of Riau traditional stories.

B. Research Methodology

This research focuses on Research and Development (R&D). Research development uses quantitative and qualitative analysis. In this research, researchers used the ADDIE model.

This research consists of three variables the dependent variable is the Module, the independent variable is the Project-Based learning model, and Riau traditional stories.

To measure the effectiveness of the developed module, researchers used a test instrument in the form of a writing test to measure students' ability to write a narrative text of at least 120 words based on the traditional Riau story "Lancang Kuning" in accordance with the narrative text structure,

namely orientation, complication, and resolution.

The material used in the test is narrative text based on Riau folklore.

The validation technique employed includes expert validation and content validity analysis.

The population of this research is students from grades IX A-IX L at SMPN 1 Bangkinang Kota in the academic year 2025/2026.

Table 1. The Population of Class IX Students at SMPN 1 Bangkinang Kota

No.	Classes	Total
1.	IX A	31
2.	IX B	33
3.	IX C	33
4.	IX D	33
5.	IX E	33
6.	IX F	33
7.	IX G	33
8.	IX H	33
9.	IX I	33
10.	IX J	32
11.	IX K	32
12.	IX L	33
Total population		392

The population in this research sample was 392 students. The researcher took class IX A as a sample consisting of 31 students.

In this research, researchers utilized three types of instruments as data sources to collect information, namely through interviews, field notes, and tests.

The steps of the development research procedure, following the ADDIE model (Sari 2020), are described as follows Need Analysis

Phase, Design Phase, Development Phase (Realization), Implementation Phase and Evaluation Phase.

Based on the research focus and methodology, the key terms use in this study are defined as follows English Module, Project-Based Learning Model, Riau Traditional Stories, Development Module.

This analysis was carried out with the help of the SPSS (Statistical Package for the Social Sciences) program. Calculations using inferential statistics need to fulfill several assumptions so that the analysis results are valid and can be accounted for, including Normality Test, Homogeneity Test and Hypothesis Test (Paired Sample T-Test).

In this study, the Paired Sample T-Test test was used to measure the difference in students' narrative text writing ability before and after using the English module based on Project-Based Learning (PjBL) with Riau local wisdom. The calculation of the test was done with the help of the SPSS version 24 program.

C. Research Finding and Discussion

Research Finding

These findings are presented in three sections: (1) the design process of the English module developed through a Project-Based Learning model based on Riau traditional stories, (2) the practicality of the module based on teachers and students feedback after its implementation, and (3) the effectiveness of the module evaluated through expert judgment, small group trials, and large class trials.

The development of this module began with designing the lesson plan based on the syllabus. The lesson plan can be seen in the picture below.

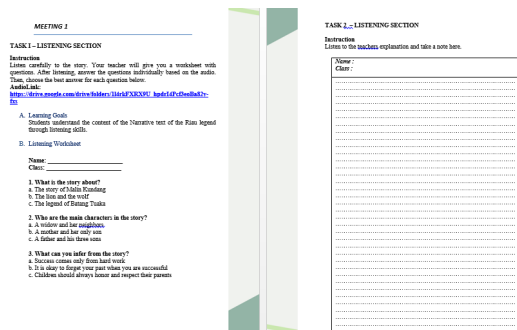
LEMBAR SISWA	
<p>MEETING 1</p> <ol style="list-style-type: none"> Opening Narrative Text Explanation Learning Section <ul style="list-style-type: none"> Section discusses the project. Section designs the stages of the project completion schedule. Section monitoring project progress by the teacher. Writing Project Section <p>MEETING 2</p> <ol style="list-style-type: none"> Section Reading Section Speaking (Presentation) Section Evaluation and Reflection 	<p>LEARNING-ACTIVITY STEPS</p> <p>FIRST MEETING</p> <p>Pre-Activities</p> <ul style="list-style-type: none"> Guru menjelaskan salam dan memulai materi untuk berdiskusi sebelum pelajaran dimulai. Guru memeriksa kehadiran siswa. Guru menanyakan kabar siswa. Guru menyampaikan guru baru sebagai materi dari kegiatan yang akan dilakukan dan diuraikan. Guru menyampaikan pemahaman bermula dan akhir pertemuan. <p>Mula</p> <p>Opening penjelasan materi Narrative Text</p> <ul style="list-style-type: none"> Guru menjelaskan materi dengan pengantar siswa, dan mengaitkan pertemuan tersebut kepada siswa Peristiwa kelas, menceritakan cerita legenda dari Riau (Si Lantang Bantai, Putri Tajuk, Putri Pandan Bantai, Datin Naja Sakti, Si Lantang dan Bawang Tukul) Siswa guru menggunakan media pembelajaran berupa gambar dari cerita rakyat atau legenda dari Riau. Guru menjelaskan materi pembelajaran tentang

Picture 1. Lesson Plan

Picture 1 is part of the lesson plan. At this stage, before compiling the module as a whole, researchers first prepared a lesson plan as a basis for developing module content. This

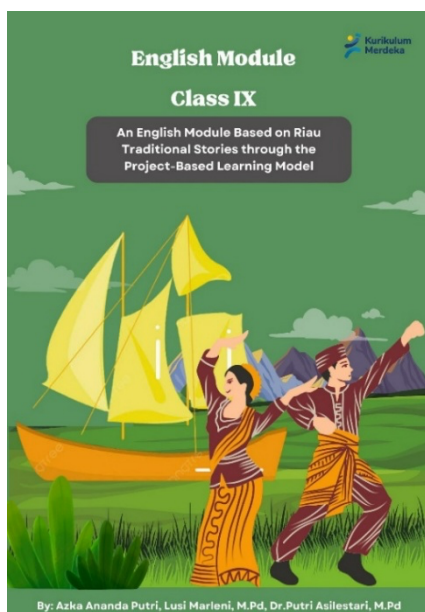
lesson plan is designed based on the Project-Based Learning (PjBL) model integrated with Riau local wisdom values designed using Microsoft Word application.

All these elements are systematically organized to make learning more contextual, interactive and meaningful, in accordance with the principles of Project-Based Learning.



Picture 2. Teaching Material

Picture 2 displays teaching materials in the form of learning materials that are systematically arranged to assist teachers in the



teaching and learning process in accordance with competency standards.

Picture 3. Cover

Picture 3 is part of the module cover that serves to protect the contents from damage or environmental influences, as well as to differentiate and display the module's distinctive identity. The cover design, created using the Canva application, features a dominant green color symbolizing the Malay culture of Riau, depicting a cool, religious, and harmonious impression. The boat illustration on the front represents the *Lancang Kuning*, a symbol of Riau's pride that reflects the spirit, wisdom, and glory of the region.

The following are the results of the pre-test and post-test conducted on 31 students in class IX A at SMP Negeri 1 Bangkinang Kota.

Table 2. Pretest and Post test Scores

No	Student's	Pre-Test	Post-Test
1	PN	80	89.5
2	PH	67.5	72
3	ZN	64.5	71
4	RN	66	71.5
5	JF	68.5	74.5
6	MZ	71	77.5
7	AH	71	80
8	MRH	72.5	80
9	ND	69.5	75.5
10	NK	61.5	76.5
11	HN	61	79
12	DA	70.5	74
13	AA	69.5	73
14	IA	70	72

15	MQ	66	71
16	CO	68	71
17	AM	75.5	76
18	AF	70	73
19	SR	66.5	72
20	AQ	61.5	82
21	MA	58.5	79.5
22	DA	66.5	76
23	EA	64.5	73
24	SB	62.5	71
25	IN	63	73.5
26	MAR	64	70.5
27	AI	74	82
28	NF	72	81.5
29	ZZ	73.5	80
30	SA	65	74.5
31	MAF	64	78.5
Sum		2098	2351
Mean		67,67	75,83

Based on the results of the large group trial, it was found that the mean pre-test score of class IX A students was 67.67, while the mean post-test score increased to 75.83. These results indicate an improvement in students' abilities after using the developed English learning module. During the learning process, no significant obstacles were encountered, indicating that the module functioned well and was effective in supporting learning activities.

The following are the results of the normality test of the pretest and posttest data in the class that was the subject of the study.

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.081	31	.200 [*]	0.985	31	0.933
Posttest	0.134	31	0.169	0.903	31	0.009

^{*}. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: SPSS Data Analysis Results for 2025

Based on Table 3 above, it can be seen that the normality test results for the pretest data in the class that was the subject of the study obtained a sig value of 0.933 > 0.05, and the posttest data obtained a sig value of 0.009 > 0.05. Because the sig values obtained from both data sets are > 0.05, it can be concluded that the pretest and posttest data are normally distributed.

Homogeneity test conducted with Levene Statistic using SPSS 24. Basis for decision making: if the significant value is < 0.05, then H_0 is rejected and H_a is accepted; if the significant value is > 0.05, then H_0 is accepted and H_a is rejected.

Table 4. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
pretest	0.904	1	29	0.350
posttest	0.037	1	29	0.848

Source: SPSS Data Analysis Results for 2025

Based on Table 4, the significance value of Levene's Test for the pretest data is 0.350 and for the posttest data is 0.848. Since both data are > 0.05, it can be concluded that the pretest and posttest data have homogeneous or equal variance, so the data meet the requirements for further parametric testing.

The Paired Sample t-Test was used because this study only involved one sample group (experimental class) that was given two measurements, namely before (pretest) and after (posttest) the implementation of the learning module.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	67.68	31	4.809	0.864
	posttest	75.84	31	4.480	0.805

Source: SPSS Data Analysis Results for 2025

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-8.161	5.054	0.908	-10.015	-6.308	-8.991	30	0.000

Source: SPSS Data Analysis Results for 2025

Based on Table 5, the Sig. (2-tailed) value = 0.000 < 0.05, so the decision taken is to reject H_0 and accept H_a . This means that there is a significant difference between students' learning outcomes before and after using the English module themed on traditional Riau stories through the Project Based Learning model.

Discussion

The Project-Based Learning (PjBL) model is a learner centered approach that emphasizes learning through the creation of meaningful and contextual real-world projects. In

English language learning, the application of this model provides opportunities for students to actively participate, think critically, and use the language as a tool for authentic communication.

One of the skills that can be effectively developed through this model is writing. In this study, the development of the Project-Based Learning-based English module focuses on writing activities, with the main project titled "Riau's Story Book," a collection of Riau folk tales written in English by the students themselves. Through this project, students not only learn to write narrative texts but also take on the role of young authors who reinterpret regional cultural values in their own words and style.

In the process, they collect story materials from various sources, such as folklore books, websites featuring Riau traditional stories, interviews with local cultural figures, or oral stories from parents and relatives. This approach makes writing activities more creative, communicative, and meaningful, as students produce authentic works rooted in local cultural heritage, fostering pride in their regional identity.

During the project context understanding stage, students are introduced to various folk tales from Riau Province, such as *The Legend of Lancang Kuning*, *The Legend of Putri Tujuh*, *Putri Pandan Berduri*, *Putri Kaca Mayang*, and others. Reading and discussing these stories helps students understand the structure of narrative texts, characters, and the moral values contained within them.

This stage builds a foundation of knowledge before students compose their own versions for *Riau's Story Book*. Group discussions further enrich their vocabulary, deepen their understanding of story sequences, and enhance their awareness of local cultural elements to be developed in their writing. This aligns with Rahmawati (2025), who assert that incorporating local culture into project-based learning increases students' contextual understanding and motivation to learn.

In the planning stage, students begin developing ideas and concepts for the stories they will include in *Riau's Story Book*. They may choose to rewrite traditional tales in a new style, combine two local legends, or even create original stories inspired by Riau's cultural values. The teacher

acts as a facilitator, guiding students in determining the plot, characters, and appropriate language use according to the narrative structure (orientation, complication, resolution, and moral value). According to Centrisia et al. (2022), the planning stage in PjBL is crucial as it encourages students to think critically and creatively in developing coherent and engaging story ideas.

The writing stage serves as the core of the learning process. At this point, students produce the first draft of their stories in English for inclusion in *Riau's Story Book*. Writing is conducted collaboratively through small group discussions, allowing students to provide mutual feedback on grammar, vocabulary, and storyline. This collaboration makes the writing process more interactive and meaningful. Students not only refine their linguistic skills but also learn to revise and improve their drafts based on peer feedback. Research by Dewi and Saputra (2025), indicates that project-based writing activities encourage students to become more expressive and communicative, as they write with the purpose of creating real and tangible outcomes rather than completing mere academic exercises.

The revision and publication stage is an essential part of this learning process. After receiving feedback from teachers and peers, students revise their stories to enhance the quality of both content and language. The revised works are then compiled into "*Riau's Story Book*," a collection of folk tales written by students, which can be published digitally or printed as a physical product. This stage fosters evaluative thinking, responsibility, and confidence in their work. Consistent with Husain and Ali (2025), the publication of student projects in PjBL promotes intrinsic motivation, as students feel proud of producing work that is appreciated by others.

Thus, the implementation of the Project-Based Learning model based on Riau traditional stories in developing the English module has proven effective in enhancing students' writing skills. Through the Riau's Story Book project, students not only learn to write with proper structure and language conventions but also cultivate creativity, critical thinking, and cultural awareness. Learning becomes more engaging, contextual, and meaningful, as students actively participate as writers

and preservers of local culture through their English compositions.

To provide a clearer overview of the outcomes of implementing the PjBL model based on Riau traditional stories in improving students' writing abilities, the discussion of research findings is organized into three main aspects: (1) the suitability of the module content, (2) the effectiveness of the module in enhancing English narrative writing skills, and (3) the practicality of the module for teachers and students.

D. Conclusion

The developed English module using narrative texts through a Project-Based Learning (PjBL) model based on Riau traditional stories is considered highly valid, practical, and effective. Expert validation confirmed that the module meets the criteria for content accuracy, language appropriateness, clarity of instructions, and overall presentation quality.

Teachers and students found it easy to use, engaging, and supportive of student-centered learning, with clearly structured steps, interesting activities, and manageable tasks that allow independent and collaborative

learning. The module also creates an interactive and enjoyable learning environment, enhancing students' participation and motivation in writing narrative texts. Students responded positively, noting the systematic organization and culturally relevant project activities.

Effectiveness was proven through improved learning outcomes; the average pre-test score of 67.67 increased significantly in the post-test, with statistical analysis confirming normality, homogeneity, and significant differences ($p < 0.05$). Overall, the module is suitable for use as an English learning resource based on Project-Based Learning integrated with Riau local wisdom.

The Project-Based Learning English module based on Riau traditional stories in this research focuses primarily on narrative writing skills. Therefore, future development is recommended to incorporate other language skills such as reading, speaking, and listening to create a more comprehensive and diverse learning material.

This module has successfully assisted students in composing narrative texts within a local cultural context. However, to achieve optimal

learning outcomes, it is advisable to integrate additional types of projects or utilize digital media that can further enhance students' creativity and motivation in writing.

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