

Developing English Module through Think Pair Share Strategy Based on Riau Local Wisdom in Teaching Reading Comprehension

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ABSTRACT

This study aims to develop an English reading comprehension module using the Think-Pair-Share (TPS) strategy, integrating Riau local wisdom as a contextual approach to enhance students' engagement and comprehension. The research follows the Plomp model, encompassing five phases: preliminary investigation, design, realization, test and evaluation, and implementation. The study was conducted at SMAN 1 Bangkinang with class XI students as participants. The results indicate that the developed module is valid, practical, and effective, as evidenced by expert validation, student feedback, and improved post-test scores. The incorporation of Riau local wisdom made the learning process more meaningful and relevant, fostering cultural appreciation alongside language skills. Statistical analysis using the Independent Sample T-Test demonstrated a significant improvement in students' reading comprehension after using the module. The TPS strategy effectively facilitated cooperative learning, enhancing students' ability to analyze and interpret texts. This research highlights the importance of culturally integrated teaching materials in language education and suggests that locally relevant content can significantly boost student motivation and understanding. The developed module can serve as a reference for future instructional materials in English language teaching.

Keywords: *English Module, Think-Pair-Share, Riau Local Wisdom, Reading Comprehension, Plomp Model.*

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INTRODUCTION

English has four main skills, speaking, listening, reading and writing. Mastering a language involves not only understanding vocabulary and grammar but also the ability to communicate effectively and understand the nuances in different contexts. Listening, the ability to understand and interpret information conveyed through sound or conversation in English. Speaking, the ability to communicate thoughts, ideas and feelings orally using English fluently and effectively. Reading, the ability to understand and interpret written texts in English, including articles, books, newspapers, and others. Writing, the ability to express thoughts, ideas and information in written form using English clearly and structured. Reading is one of the important skills in learning English. The ability to read well and understand texts in English is very important to master English effectively. In this article, we will discuss the importance of reading in English and how to improve your comprehension skills.

Reading comprehension is the ability to understand, interpret, and extract meaning from written texts. It involves actively engaging with the material, processing information, making connections, and drawing conclusions based on the content provided. Effective reading comprehension goes beyond simply decoding words; it requires skills such as identifying main ideas, recognizing supporting details, inferring meaning from context, and evaluating the author's purpose and tone. Ultimately, proficient reading comprehension enables individuals to comprehend, analyze, and critically evaluate a wide range of texts across different genres and

subjects. Understanding sequence, analyzing sentences, interpreting meaning through punctuation marks, recognizing main ideas in paragraphs, drawing logical conclusions, and deriving the meaning of words from texts are all unique comprehension skills that can assist readers in reading assignments (Marleni 2017).

Teaching reading comprehension requires a comprehensive approach that includes several key strategies. First, it's important to start with building foundational skills such as phonics, vocabulary, and fluency. Providing students with a wide range of reading materials that are both engaging and appropriate for their level helps develop their comprehension skills. Encouraging active reading practices such as asking questions, making predictions, and summarizing content also enhances comprehension. Additionally, teaching students to identify main ideas, infer meaning from context, and analyze text structures further strengthens their ability to comprehend what they read. Incorporating discussions, visual aids, and real-world connections can make the learning process more interactive and meaningful for students, fostering a deeper understanding of the text. The teaching process need assessment which is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with what seems to be an overuse of testing, educators should frame their views of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur (Harida 2015).

In Indonesia, several problems are often faced in the ability to read English at senior high school. Limited vocabulary, students may face difficulties in understanding texts due to a lack of adequate vocabulary in English. Difficulty understanding sentence structure, students may have difficulty understanding complex sentences or unusual sentence structures in English texts. Lack of understanding of context and culture, difficulty in understanding cultural nuances or certain contexts in English texts can also be a barrier to comprehension. Limitations of reading strategies and a lack of understanding of effective reading strategies such as predicting, identifying key information, or making inferences can make it difficult for students to understand texts well. Lack of motivation, lack of interest or motivation in reading English can also be a barrier. Unmotivated students may tend to ignore or lack focus while reading. Lack of practice and exposure, students may not have enough opportunities to practice reading in English outside of class time, which may affect their reading ability. Inappropriate text difficulty level, texts are too difficult or not suitable for students' ability levels can also make their reading and comprehension process difficult. Lack of support from teachers and learning resources, lack of support from teachers and appropriate learning resources can also be a factor that influences students reading ability in English (Rida 2023).

Based on the researcher's practical teaching experience at SMA Negeri 1 Bangkinang, many students experience difficulties in reading comprehension, example, students often have difficulty understanding texts of English that are foreign to them to the students limited vocabulary. Maybe some students do not have effective reading strategies, such as connecting information and predicting. Without these strategies, they may struggle to comprehend the text as a whole.

Low student interest is a factor in reading problems. For students who have low interest, they may face difficulties in understanding the text. This is because the text is less interesting to them. Apart from that, students only depend on the national books used by schools which are issued by the government. Unfamiliar material and vocabulary that students don't know. With these problems, teachers are asked to be creative in preparing appropriate modules for their students.

The teacher who does not have modules in the teaching process, several things can happen. First, without structured modules, teachers may have difficulty planning systematic and comprehensive learning. This will make a lack of cohesion between the material taught and the established curriculum. Additionally, without modules, students may have difficulty understanding the learning sequence and developing skills gradually. The use of modules also helps teachers in monitoring student progress and providing appropriate feedback. Therefore,

doesn't using modules can result in ambiguity in learning, lack of efficiency in teaching, and a decrease in the quality of students learning experiences.

It is important using modules in English language teaching has many benefits. First, modules can provide an organized structure in the delivery of material, helping teachers plan systematic and effective learning. Modules can be tailored to students needs and level of understanding, allowing for better learning differentiation. With modules, students can also access structured learning resources, helping them develop language skills gradually and purposefully. Using modules also makes it easier for teachers to monitor student progress and provide more focused feedback. Finally, the use of modules in teaching English can increase learning effectiveness and help students achieve learning goals better. In model development, there are several types of teaching strategies. for example, STAD, JIGSAW, and TPS strategies. researchers are interested in taking the TPS strategy.

Module development is needed, one of which is using the Think Pair Share learning model in developing English language modules to improve reading comprehension. Think Pair Share or think in pairs and share is a type of cooperative learning designed to influence student interaction patterns. In this TPS learning, students are given the opportunity to think independently, discuss, help each other with group friends, and learners can share information with friends or other groups. group, and students can share information with friends or other groups (Surjono 2018). The Think Pair Share (TPS) development pattern consists of several sequential stages. First, students are asked to think individually about a concept or question posed by the teacher. In the second stage, they pair up with classmates to discuss their ideas, understanding, or answers to the concept or question. The next stage is sharing the results of the discussion with the group or class as a whole, where each pair has the opportunity to present a summary or findings from their discussion. During this process, the teacher facilitates and expands the discussion, and provides appropriate feedback. The TPS development pattern allows students to participate actively, collaborate with peers, and deepen their understanding of the subject matter.

The use of the Think Pair Share (TPS) strategy in teaching English provides various significant benefits for students. First, TPS encourages students active participation in the learning process, allowing them to interact with the material directly through discussions with classmates. This helps increase learning engagement and motivation. Second, TPS facilitates collaborative learning, allowing students to exchange ideas, understanding and learning strategies. This helps improve their communication skills in English. Third, through TPS, students have the opportunity to internalize the English language concepts or skills that are being studied through individual reflection and joint discussion. This deepens their understanding and allows them to apply the concepts better. Lastly, TPS helps create an inclusive and supportive learning environment, where students feel heard and valued in the learning process. Thus, the use of TPS strategies in teaching English can increase learning effectiveness and create a more meaningful learning experience for students. According to (Sari and Susiani 2021) think pair share is type learning designed cooperative for influence pattern interaction student. think pair share is good used in practice framework think student in a way good for that this learning model emphasize on enhancement power reason, power critical students, power imagination students, and power analysis to something problem.

The development of local wisdom based modules in teaching English is an approach that combines aspects of local culture with English language learning. This kind of module aims to enrich students learning experiences by integrating cultural values, traditions and local wisdom into the English language learning context. In developing this module, it is important to identify aspects of local wisdom that are relevant and can be integrated with English language learning, such as folklore, regional songs, traditional traditions, or other local customs.

In addition, the module needs to be designed taking into account interesting and relevant methods and activities, so that students can be actively involved in learning while deepening their understanding of English and local culture. With this approach, the development of local wisdom based modules can increase students motivation, engagement and understanding,

while also promoting respect for their own cultural heritage.

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With this approach, the development of local wisdom based modules can increase students' motivation, engagement and understanding, while also promoting respect for their own cultural heritage. Developing local wisdom based modules in English language teaching is an approach that combines aspects of local culture with English language learning. This kind of module aims to enrich students learning experiences by integrating cultural values, traditions and local wisdom into the English language learning context.

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Developing modules using local wisdom in teaching English has several significant benefits. First, the integration of local wisdom enriches students learning experiences by introducing them to the culture, traditions and values that exist in the communities where they live. This helps build appreciation for cultural diversity and enhances a sense of cultural identity. Second, the use of local materials in the context of learning English makes learning more relevant and meaningful for students because they can see a direct connection between the language they are learning and their daily lives.

Third, local wisdom based modules can motivate students to learn English more enthusiastically, because they feel recognized and appreciated for their local culture and heritage. Finally, the use of local knowledge allows English language teaching to be more inclusive, taking into account the different needs and cultural backgrounds of students, thereby creating a more supportive learning environment and building confidence in speaking English. Thus, developing modules using local wisdom in teaching English can increase the effectiveness of learning and the relevance of subject matter for students.

Based on the explanation above, the researcher is interested in conducting research in developing a local wisdom based module. The author took the title "Developing English Module Through Think Pair Share Strategy Based on Local Wisdom in Teaching Reading Comprehension at SMA Negeri 1 Bangkinang"

METHOD

This study employed a Research and Development (R&D) approach using the Plomp model to develop an English reading comprehension module integrated with the Think-Pair-Share (TPS) strategy and Riau local wisdom. The Plomp model consists of five phases: (1) Preliminary Investigation, to identify problems and gather relevant data through interviews, observations, and literature reviews; (2) Design, to outline the module's structure, including lesson plans and learning activities; (3) Realization or Construction, where the initial prototype of the module was created based on the gathered data and design framework; (4) Test, Evaluation, and Revision, involving expert validation and small group trials to assess the

module's validity and practicality; and (5) Implementation, where the revised module was tested in a larger classroom setting to measure its effectiveness in enhancing students' reading comprehension.

The research was conducted at SMAN 1 Bangkinang, with class XI students as the target participants. The sample was selected using random sampling, with 26 students from class XI Merdeka 3 participating in the large group trial. To gather data, the study used various instruments, including pre-tests and post-tests to measure student progress, validation sheets for expert evaluation, observation checklists to monitor student engagement, and questionnaires to collect feedback on the module's practicality. The pre-test assessed students' initial reading skills, while the post-test measured their improvement after using the module. The data from these tests were analyzed using statistical methods, including the Independent Sample T-Test, to determine whether the module had a significant impact on students' reading comprehension.

The study ensured the validity and reliability of the research instruments by involving three expert validators – two lecturers from Universitas Pahlawan Tuanku Tambusai and one English teacher from SMAN 1 Bangkinang. The module's practicality was evaluated through small group trials, where students provided feedback on the design, content, and usability of the module. Finally, the module's effectiveness was tested by comparing pre-test and post-test scores using SPSS software. The results showed a significant increase in students' reading comprehension, indicating that the TPS strategy combined with Riau local wisdom successfully supported students' understanding of English texts. This methodical approach ensured the research was thorough, data-driven, and aligned with current educational strategies.

FINDINGS AND DISCUSSION

This stage aims to collect data and analyze information, including problem definition and advanced project plans.

The Need Analysis of English Module

Researchers collect, analyze information, and provide problems related to the use of learning resources. The results of interviews with teachers at SMAN 1 Bangkinang show that the learning currently implemented in the process is still not effective. The learning process currently implemented is still teacher-centered and has not utilized technological developments in learning. Teachers still use learning resources in the form of textbooks and worksheets.

The use of monotonous teaching materials and methods makes students lazy and bored, which affects their learning independence. Students' learning independence is low because students lack confidence when studying. There are still many students who think English is difficult. Students still have difficulty understanding material using printed teaching materials because the language used is difficult to understand and less interesting for students. There are no teaching materials in the form of English language modules used during learning.

Students need more learning time in the learning process, so that all the material is conveyed by the teacher while there is quite a lot of material taught. Apart from that, there are no teaching materials to support students' independent learning that can be accessed anywhere and anytime. Students also need learning methods or processes that are more fun and easier to understand. To make the learning process fun and effective for students, one alternative solution is to provide teaching materials that can support the achievement of the desired learning objectives.

The development of the English language module can help teachers create a fun learning process for students and can make students active in learning. Apart from that, in this English module there is material on reading skills based on local wisdom. Material containing about the surrounding culture, especially the Riau region. Using the think pair share method applied in this module can help increase student independence. In this think pair share method, students are asked to think critically independently. Of course, this method can increase more effective learning.

Of the four skills in English language learning, one is the focus of researchers, namely the ability to read. Students' lack of reading ability is also an impact of the observing learning that occurs at SMAN 1 Bangkinang. Another thing is that students may face difficulties in understanding the text if they do not understand much of the vocabulary used in the text. Students may find it difficult to make inferences or conclusions about the information implied in the text. Students also have difficulty connecting the information they read with previous knowledge they have or with their own experiences. Some texts may use special vocabulary or figurative language that is unknown to students, making it difficult for them to understand the true meaning.

The current curriculum has flexible targets. One of the desired targets in the independent curriculum is that the independent curriculum makes teachers more creative and students think critically and independently. By thinking creatively, students can see problems from various points of view and find solutions that may not be visible with conventional thinking. In an era that continues to change rapidly, the ability to think creatively allows students to more easily adapt to changes and new innovations. Creative thinking allows students to express their ideas and feelings in unique and meaningful ways.

With modules designed by researchers using the think pair share method, it is believed that the needs and desired targets of the independent curriculum can be met. The first thing is a flexible-based curriculum, of course the method in this module is very suitable because the think pair share method has the advantage of being easy to adapt to various learning topics and student learning styles. Teachers can modify questions or instructions to suit class needs. This module is also designed so that students can think and speak actively. Each student must think for themselves (think), discuss with their partner (pair), and share the results of their thoughts with the whole class (share).

Planning of English Module

Before creating a module, researchers prepare teaching materials or lesson plans based on the syllabus, the syllabus is taken from several trusted sources. Sources taken from English teachers. By taking it directly from the teacher, the syllabus can be ensured in accordance with what the teacher teaches in class. The second thing the researcher does is determine the topic or material that will be included in the module. By looking back at the syllabus, there are several materials that are suitable for research. At this stage the researcher took descriptive text material.

Descriptive tests are taken with direct consideration by research students and also supervisors. This descriptive test material was taken because it matches the skills that will be carried out in the research. Of the 4 skills in English, researchers took reading skills. Of course, this descriptive test is considered very appropriate to the skills that will be carried out in the research.

Researchers search for several descriptive texts via Google or websites, researchers match the texts that have been obtained according to the module that will be created which is based on local wisdom or culture in the region, especially Riau. After determining the learning material or topic, the next thing the researcher does is create a lesson plan. In the initial stage of creating a lesson plan, the researcher prepared it independently, after that the researcher revised the lesson plan with the supervisor. This was done in an effort to minimize errors or negligence by researchers in making lesson plans that will be used as material in this research.

At the stage of creating a lesson plan, there is also a stage of searching for learning methods. The learning methods adopted also look at what is appropriate and in accordance with students' needs. One of the problems being faced by students is the lack of students' ability to think critically and creatively. With several considerations and problems faced by these students, the researcher adopted the think pair share learning method where students were asked to think critically and creatively.

The think pair share learning process includes stages; think, namely students are asked to think about problems or questions given by the teacher individually. Pair, namely after students

have finished thinking about their own answers, then students are asked to pair up with a friend, they share their answers or thoughts with each other. In this stage students have the opportunity to hear other perspectives, discuss their ideas, and expand their understanding. Share After they pair up, each pair shares their ideas or answers with the whole class. The goal is to give each student an opportunity to express thoughts and obtain feedback from the class.

The researcher made a way to use the module, for teachers and students, in the module there were 3 meetings made by the researcher. Each meeting contains several activities using the think pair share method. In each module meeting the researcher includes an evaluation.

Design stage

At this stage the author begins designing the English module. The first thing to do is:
The first step is determining the syllabus.

At this stage the first thing to do is set learning objectives. By determining the achievements to be achieved in learning which must be specific, measurable and achievable, relevant and time limited. Determine the identification of student needs and how best to use the learning process. Determine content selection by selecting material that suits learning objectives and student needs. The flexibility of this syllabus is used as a guide. The syllabus used as a reference was taken directly from a trusted source, namely English teachers. With a syllabus taken from English teachers, it will certainly make it easier for researchers in the process of developing English modules later.

Lesson Plan

The second step at this stage is to determine the appropriate core competencies and basic competencies in accordance with the topic and learning process that was determined in the previous stage. The next stage is to determine the material on the topic that has been determined, the material that will be given to students in the learning process. The next step at this stage is to determine the appropriate learning structure for students starting from learning steps, questions to trigger assessment instruments and others.

At this stage, researchers also determine the learning model that will be used in the learning process. By looking for sources and looking at the problems faced by students, the researcher decided to use the think pair share learning model. Researchers also look for trusted sources such as journals and look for sources regularly in looking for this learning model according to sources from experts. In planning the lesson plan, the researcher also created an assessment rubric. The assessment rubric created in this research is an assessment rubric for problem solving and problem posing by students which is described in the lesson plan attachment. This assessment rubric measures student activity, student creativity in groups and tests mastery of teaching materials.

Third step is to determine and search for the text that will be included in the module.

The initial step taken by the researcher was to look for the learning topic to be carried out. By using a search engine such as Google to search for appropriate topics for class XI Merdeka 3. The researcher determines the topic of descriptive text based on local culture. According to the research location in Kampar Riau. After finding several texts that are suitable and in accordance with local wisdom, what is done is to evaluate the text to ensure its content meets the needs to be achieved.

Prepare module design

At this stage the researcher prepared the cover design for the English module

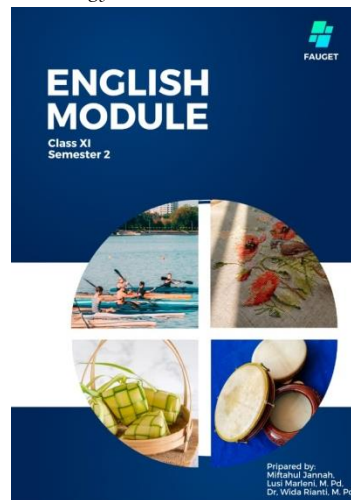


Figure 1. Module Cover

At the cover creation stage, the design of this module took several images from Riau culture as in the example above. On the cover above there are 4 pictures of local Riau culture, one of which is a race track. This track racing image was deliberately taken for the cover design because this race is still very popular with track racing fans, spectators and also the people, especially Riau.

On the cover there is also a picture of embroidery, this picture of embroidery was deliberately taken by the researcher for the cover because in the existing culture he was happy to make crafts in the form of embroidery. Another image is a ketupat where we often encounter ketupat on big days in Riau. The last image on the cover design is a kompang which is usually found at akikahan events, weddings and other events. And of course it is still preserved today.

All the images are collected together to form a circle filled with blue. In Riau culture there are several colors that are very identical and have certain meanings, in this case the researchers chose the color blue. The color blue was chosen because it means trust and loyalty. In blue clothing, it symbolizes a person with a great job who is polite and respected. On the cover there is a white color, this color was chosen according to the name Riau Veranda of Mecca, where the white color symbolizes the ulama as a symbol of what the community adheres to, namely Islam

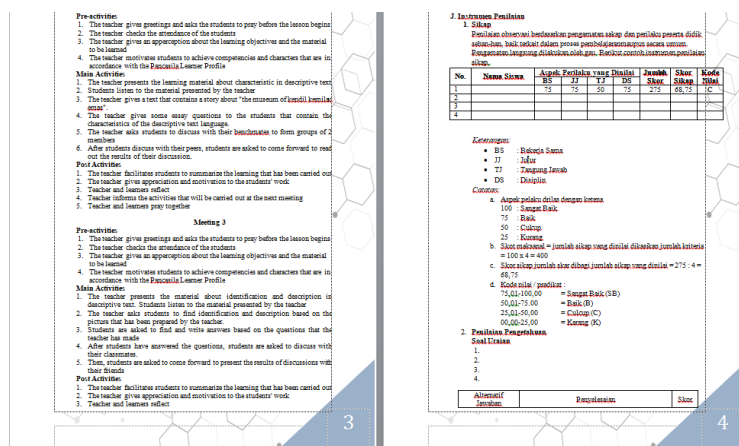


Figure 2. Module Contents

The contents of this module use the basic language of the cover design, where the color of the module contents uses 2 colors, namely the basic color white, and the color for the page numbers uses blue. Almost similar to the design language on the cover, only the application of the module content design is different. The most visible difference is the addition of an abstract design on the side of the module with a blue base color. The addition of this abstract means that

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students have broad and unlimited thinking.

Construction stage (realization or construction)

At this stage the researcher designs learning model components based on strong supporting theories. This design is then realized and arranged in module form. At this stage the researcher developed a module with the theme of local wisdom. The development of the module by highlighting local Riau wisdom is equipped with a three-pair share learning strategy. So the modified module is called Developing English Module Through Think Pair Share Strategy Based on Riau Local Wisdom in Teaching Reading Comprehension.

The modules developed are equipped with other supporting systems such as lesson plans designed to suit the independent curriculum. Set clear learning objectives. Next, it details the material that will be taught, the teaching methods that will be used, the resources needed, and how to evaluate student understanding and includes learning activities and time allocation for each part of the lesson. Researchers must also determine the learning objectives to be achieved. identify what is to be achieved in the module, determine the audience i.e. who will use the module and what their needs and knowledge level are, and include activities such as exercises, questions or assignments to ensure understanding and application of the material.

After the researcher designed the lesson plan, the researcher developed a teaching module by creating a cover that refers to an overview of Riau's local wisdom and designing the background of the module content which also refers to Riau's local wisdom. Researchers must also determine the learning objectives to be achieved. identify what is to be achieved in the module, determine the audience who will use the module and what their needs and knowledge level are, and include activities such as exercises, questions or assignments to ensure understanding and application of the material. The next step is that the researcher also prepares a validation assessment rubric to determine the suitability of the module that will be used in the learning process

Researchers designed a data collection instrument to test the validity, effectiveness and practicality of the product in the third stage of the assessment phase. The data collection instruments designed were: (1) validation sheet for modules and learning tools, (2) suggestion box sheet about the module, (3) student and teacher interview sheet. Thus, at the development stage (prototyping phase), the developer produces: (1) Design of learning modules and tools containing: lesson plan along with assessment rubric, (2) design of data collection instruments.

Test, Evaluation and Revision Phase

The product testing and evaluation stage is the validation stage of the module . In developing the English learning module with the Think pair share strategy based on local Riau wisdom using the Plomp model, validation was first carried out by three experts, including 2 competent lecturers, namely Vitri Angraini Hardi M.Pd and Putri Asilestari M.Pd and 1 teacher who is competent in English. teacher , Novitri Karmilasari S.Pd. These three validators assess several aspects, including appearance and layout, language content and image descriptions.

The results of the instrument validation carried out are as follows: 1) Validator 1 of the English Lecturer at Pahlawan Tuanku Tambusai University, namely Vitri Angraini Hardi M.Pd, gave suggestions that the design was good, but the edges of the squares in the design were removed because it disturbed focus when looking at the module, in terms of reference the content in the module did not include a source. image sources in the module so that they are prepared more thoroughly. In terms of language, it is also good. For the vocabulary (glossary) font size, the type of size is differentiated by the contents of the module. After being given advice by validator 1, the researcher has included all the missing components. Here the researcher only validates with validator 1 once in one meeting. 2) Validator 2 English lecturers at Pahlawan Tuanku Tambusai University, namely Putri Asibelas M.Pd, gave suggestions that in terms of design it was good, in terms of content there was still something that needed to be added to reflect or evaluate in each meeting that in the module, in terms of visuals and language it was good, and there is no need to use a box to sign after being given advice by

validator 2. The researcher has included all the missing components. Here the researcher only validates with validator 2 for only 1 meeting. 3) Validator 3 English Teachers at SMAN 1 Bangkinang, namely Novitri Karmilasari S.Pd, gave suggestions in terms of design, it was good, in terms of content, it was good, in terms of visuals, it was good and the module created was very easy to understand. Here the researcher only carried out validation with 3 validators, only 1 meeting times.

Implementation

At this stage, a practicality test was carried out on the English language learning module which was carried out in small groups consisting of 6 students with different ability levels, namely 2 students in the high group, 2 students in the medium group and 2 students in the low group. The researcher acts as a teacher in implementing the English learning module that has been designed. This grouping is carried out so that the practical results obtained can be stated as valid at various student cognitive levels. The instrument used in small group evaluations is in the form of a suggestion sheet so that later deficiencies in the learning module that have been designed by the researcher can be identified.

Researchers give tests to students to take according to instructions. Researchers observe students' activities by observing, recording and answering students' questions regarding the difficulties they encounter in taking the tests given. After that, the researcher gave a suggestion box to students regarding their responses regarding the use of the tests they had taken. Researchers found several suggestions that had been made by small groups. In small groups the results produce practicality and then a trial phase will be carried out on large class groups. At the trial stage of the large class group, a field test was carried out in which students who did not participate in the small group were carried out. At the field test stage, researchers taught large groups using the English learning module that had been designed. This stage aims to determine the practicality and effectiveness of the English language learning module that has been developed.

Validity of the results of the development of teaching modules based on Riau local wisdom in English subjects

Researchers made revisions to the module that had been validated by experts, following the validation results:



Figure 3. Final Module Cover

The researcher has revised the part of the cover that has been validated which contains changes, the basic color of the module is still maintained, but there is a change where green is dominant on the cover. Changing the image of Riau culture was also carried out, using only one custom. To make it look more attractive and focused. The pressure module cover design is

simpler and more attractive, of course. Compared to the module cover before revision, there were too many cultural images, making it less interesting for students, of course. The researcher then added the think pair share strategy to the cover according to the changes made by the validator.

The findings of this study reveal that the development of an English reading comprehension module using the Think-Pair-Share (TPS) strategy based on Riau local wisdom significantly enhances students' reading skills. The module was designed following the Plomp model, ensuring a structured development process that includes validation, practicality, and effectiveness testing. The results from pre-test and post-test assessments show a notable improvement in students' reading comprehension, with an average post-test score of 81.92 compared to the pre-test score of 75.19. This aligns with the study by Zarei and Alipour (2021), which found that cooperative learning strategies like TPS enhance students' critical thinking and comprehension skills by fostering active engagement and peer collaboration. The integration of local wisdom also helped contextualize learning materials, making them more relatable and meaningful for students.

The effectiveness of the TPS strategy in enhancing reading comprehension is further supported by recent studies. According to Astuti et al. (2022), TPS promotes higher-order thinking skills by encouraging students to analyze, discuss, and evaluate texts collaboratively. This study observed similar benefits, where students showed improved text interpretation skills and engagement during class activities. Additionally, the findings support the argument by Rahmawati and Lestari (2023) that local wisdom-based learning materials increase students' motivation and comprehension by connecting language learning with familiar cultural contexts. The combination of TPS and culturally relevant content helped reduce students' anxiety in reading English texts, leading to more confident and active participation.

The practicality and validity of the developed module were confirmed through expert validation and field implementation. As indicated by the research of Wulandari and Setiawan (2023), well-structured instructional modules enhance students' autonomy in learning by providing clear guidance and interactive activities. The module in this study followed these principles, incorporating structured TPS activities and Riau cultural elements to make the learning process more engaging and effective. The results suggest that combining cooperative learning strategies with localized content creates a more inclusive and meaningful learning experience. Future research could explore how this approach applies to other language skills, such as speaking and writing, to further enrich English language teaching.

CONCLUSIONS

The development of an English reading comprehension module using the Think-Pair-Share (TPS) strategy based on Riau local wisdom is effective, practical, and valid for enhancing students' reading skills. The module, designed following the Plomp model, significantly improved students' reading comprehension, as evidenced by the increase in post-test scores. The integration of local cultural elements made learning more engaging and meaningful, fostering higher student motivation and participation. Additionally, the cooperative learning approach of TPS allowed students to actively engage in discussions, improving their critical thinking and text analysis skills. These results align with recent studies highlighting the benefits of culturally contextualized teaching materials and collaborative learning strategies in language education. Thus, this research contributes to the development of effective instructional materials by demonstrating that incorporating local wisdom into English learning enhances student comprehension and engagement. Future research may explore the application of this module in different educational contexts or extend its use to other language skills such as speaking and writing.

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