DEVELOPING AN ENGLISH LEARNING MODULE BASED ON CRITICAL THINKING AND PROBLEM-SOLVING SKILLS FOR SENIOR HIGH SCHOOL STUDENTS: FAIRY TALE UNIT

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ABSTRACT

This study aims to develop an English learning module on the topic of Fairy Tale for Grade XI students of Madrasah Aliyah to enhance students' critical thinking and problem-solving skills in learning narrative texts. The study adopted a Research and Development (R&D) method based on the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation; the needs analysis was conducted through interviews with the teacher and questionnaires distributed to students, and due to certain constraints, the implementation stage was not conducted, while evaluation was carried out through expert validation to determine the feasibility of the developed module. Based on the needs analysis, the module was developed with clear objectives aligned with the Merdeka Curriculum, relevant fairy tale materials, systematic activities, and contextual evaluation, integrating listening, speaking, reading, and writing skills while promoting problem identification, analysis, argumentation, and reflection; expert validation showed the module to be highly valid in content (4.88), presentation (4.88), language (4.87), and graphics (4.88). The developed module can be used as supplementary learning material for teaching fairy tale texts.

Keywords: English learning module, fairy tale, critical thinking, problem-solving, ADDIE model.

1) INTRODUCTION

The development of English language learning in the current educational context requires not only the mastery of linguistic competence but also the integration of higher-order thinking skills, such as critical thinking and problem-solving. In line with the implementation of the Merdeka Curriculum, students are expected to actively engage in meaningful learning processes that enable them to analyze, evaluate, and reflect on information rather than merely memorize it (Ministry of Education and Culture, 2022). However, in practice, many English learning materials, particularly those related to narrative texts like fairy tales, still focus on basic comprehension and lack structured activities that promote deeper thinking skills. As a result,

students often face difficulties in identifying problems, interpreting moral values, and generating logical solutions based on the texts they read (Anderson & Krathwohl, 2001).

Previous studies have highlighted the importance of integrating critical thinking into language learning to improve students' cognitive engagement and learning outcomes. Critical thinking enables learners to analyze arguments, evaluate evidence, and make reasoned decisions, which are essential in understanding texts (Facione, 2011). In addition, problem-solving skills support students in identifying issues and generating appropriate solutions in various contexts (Jonassen, 2011). Instructional materials play a crucial role in facilitating this process, as well-designed materials can guide students through systematic learning stages that encourage inquiry, analysis, and reflection (Tomlinson, 2013). Nevertheless, there remains a gap in the availability of English learning modules that specifically incorporate both critical thinking and problem-solving skills in a structured and contextual manner, especially for senior high school students in Islamic-based schools such as Madrasah Aliyah.

Based on this gap, this study focuses on developing an English learning module for Grade XI students on the topic of fairy tales. The module is designed to integrate critical thinking and problem-solving skills into learning activities, enabling students to better understand narrative texts and apply their thinking skills in meaningful contexts. Therefore, the research addresses the following problem: how to develop a valid and feasible English learning module that supports the enhancement of students' critical thinking and problem-solving skills. Accordingly, the objective of this study is to develop and validate an English learning module based on the ADDIE model that can be used as supplementary learning material in teaching fairy tale texts (Branch, 2009).

2) METHODS

This study employed a Research and Development (R&D) design aimed at developing and validating an English learning module for Grade XI students. The development process was guided by the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). However, due to time limitations, the implementation stage was not conducted in this study. The remaining stages were systematically carried out to ensure that the developed product met the required standards of instructional materials.

The population of this study consisted of Grade XI students at Madrasah Aliyah Ash-Shalihin Gowa. A sample of 17 students was selected as respondents for the needs analysis stage. In addition, one English teacher was involved as a key informant to provide in-depth information regarding students' learning needs and existing instructional materials. The selection of participants was based on purposive sampling, as they were considered to have relevant experience and knowledge related to the teaching and learning process (Creswell, 2014).

Data were collected using several instruments. Questionnaires were distributed to students to identify their needs, preferences, and difficulties in learning English, particularly in the fairy tale unit. Semi-structured interviews were conducted with the teacher to gain deeper insights into classroom practices and challenges in teaching narrative texts. In addition, expert validation sheets were used to evaluate the feasibility of the developed module in terms of content, language, presentation, and graphical aspects. The use of multiple instruments was intended to ensure data validity through triangulation (Sugiyono, 2017).

The data analysis was conducted using both quantitative and qualitative approaches. Quantitative data obtained from questionnaires and validation sheets were analyzed using mean scores to determine the level of validity of the module. The criteria for validity were categorized based on a Likert scale. Meanwhile, qualitative data from interviews were analyzed through data reduction, data display, and conclusion drawing to identify key themes related to students' needs and instructional problems (Miles, Huberman, & Saldaña, 2014). The development procedures followed the ADDIE model. In the analysis stage, students' needs and existing materials were examined. In the design stage, the structure of the module, learning objectives, and activities were planned. In the development stage, the module was created and revised based on expert feedback. Finally, in the evaluation stage, the module was validated by experts to determine its feasibility as a supplementary learning material (Branch, 2009).

3) RESULTS

The Result of Analysis Phase

The results of the needs analysis were obtained through questionnaires distributed to 17 students and interviews conducted with one English teacher. The findings indicated that the existing English learning materials, particularly in the fairy tale unit, were not well-structured and did not sufficiently support the development of students' critical thinking and problem-solving

skills. Students experienced difficulties in analyzing story conflicts, identifying moral values, and generating solutions based on the narrative texts.

The results of the questionnaire showed students' preferences regarding learning materials and activities, as presented in Table 1:

Table 1. Results of The Organization Material

Number	Questions	Answers
1	Do you think learning objectives should be included in the Fairy Tale materials?	Yes = 96.7%; No = 3.3%
2	What kind of practice activity would you like?	Individual = 20%; In pairs = 26.7%; Discussions = 50%; Project = 3.3%
3	What kind of task activities would you like?	Make a dialogue with friend = 60%; Practicing dialogue = 40%
4	Should a summary be included?	Yes = 83.3%; No = 16.7%
5	What kind of reflection do you want?	Note-taking = 40%; Practice conversation = 60%
6	Should a glossary be included?	Yes = 90%; No = 10%

Table 2. Result of The Content Material

Number	Questions	Answers
1	Fairy tale material is related to daily life topics	Yes = 73.3%; No = 26.7%
2	Fairy tale material is related to social issues	Yes = 50%; No = 50%
3	Fairy tale material is related to moral values	Yes = 90%; No = 10%
4	Fairy tale material includes local culture	Yes = 60%; No = 40%

Table 3. Result of Learner's Characteristics

Number	Questions	Answers
1	Learning styles	Visual = 66.7%; Auditory = 66.7%; Kinesthetic = 63.3%
2	Preferred learning method	Practicing directly = 63.3%; Listening = 36.7%
3	Preferred materials	Text = 6.7%; Image = 23.3%; Dialogue = 13.3%; All = 56.7%
4	Learning difficulties	Lack of vocabulary = 50%; others varied

The interview results showed that students experienced difficulties in vocabulary mastery and understanding story content, especially in explaining ideas in English.

The Result of Design Phase

In the development phase, the module was produced based on the designed syllabus. The module included learning objectives, materials, learning activities, and evaluation components. The content was developed using fairy tale texts such as Cinderella and Beauty and the Beast to support students' understanding of narrative texts. The module integrated activities that required students to analyze story elements, identify conflicts, and provide solutions. The learning activities were structured systematically to support students' engagement in learning.

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Figure 1. Learning Identity

Before development, the module did not provide a clear module identity, module description, or learning objectives section, so students were directly introduced to learning activities without understanding the purpose, scope, or expected outcomes of the module. This condition made the learning flow less structured and limited students' awareness of the learning goals. After development, additional sections were included on the following pages, consisting of module identity, module description, and clearly stated learning objectives.

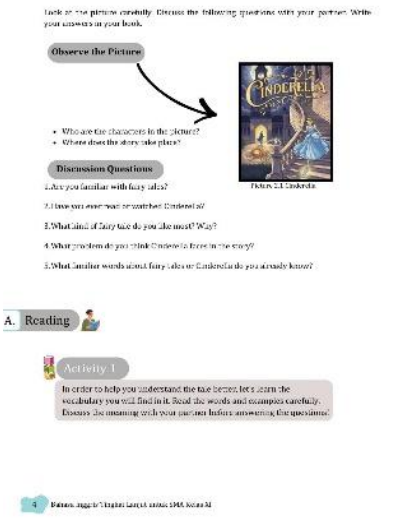


Figure 2. Module Introduction

The module uses "Cinderella" as the main fairy tale text because it is more familiar to students and more suitable for supporting critical thinking and problem-solving activities.

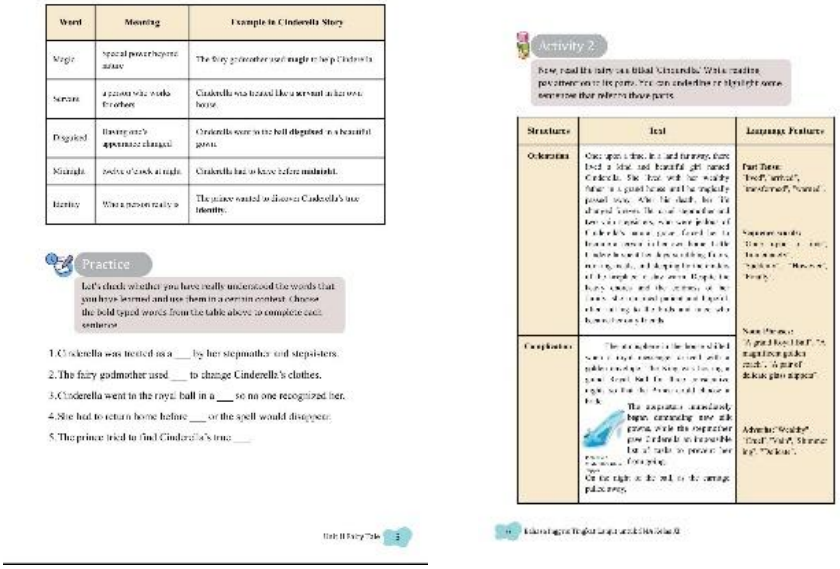


Figure 3. Reading Activity 1 and Activity 2

Activity 1 in the reading section is designed to guide students more actively through pre-reading questions, vocabulary support, and structured comprehension tasks based on Cinderella. Activity 2 provides a complete Cinderella text accompanied by a clear explanation of the generic structure and language features of fairy tales.

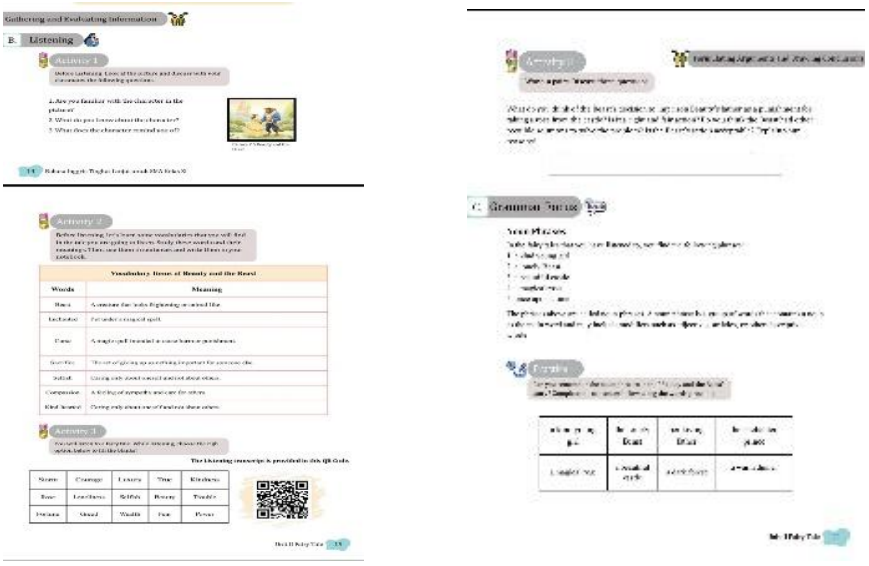


Figure 4. Listening Activity 2 and Activity 8

Listening Activity 2 are designed to support the gathering and evaluating information stage. Students access the listening materials by scanning a barcode that provides audio related to the fairy tale, allowing them to practice authentic listening skills. Activity 8 and the grammar focus are designed to support the stage of formulating arguments and drawing conclusions. Students are guided to express opinions about characters' decisions and story conflicts by using evidence from the text and appropriate language features.

The Result of Evaluation Phase

The evaluation stage was conducted through expert validation to assess the feasibility of the developed module. The results are presented in the following table.

Table 4. Result of Learner's Characteristics

Aspect	Score	Category
Content Feasibility	4.88	Very Valid
Presentation Feasibility	4.88	Very Valid
Language Feasibility	4.87	Very Valid
Graphic Feasibility	4.88	Very Valid

The validation results indicated that the developed module was categorized as "Very Valid" in all aspects and was considered feasible to be used as supplementary learning material.

4) DISCUSSION

Analysis Phase

The findings of the needs analysis revealed that students required structured learning materials, interactive activities, and contextual content in learning fairy tale texts. The preference for discussion-based and dialogue-based activities indicated that students tended to engage more actively in collaborative learning environments. This supports the idea that instructional materials should facilitate meaningful interaction and cognitive engagement, as emphasized by Brian Tomlinson, who stated that effective materials should encourage learners to think and participate actively in the learning process (Tomlinson, 2013). In addition, students' difficulties in vocabulary

mastery and understanding context highlighted the need for supporting components such as glossaries and contextual examples. This is in line with Norbert Schmitt, who emphasized that vocabulary knowledge is essential for comprehension and language production (Schmitt, 2000). Therefore, the analysis phase provided a strong foundation for developing materials that address students' actual needs.

Design Phase

Based on the results of the analysis phase, the module was designed to include clear learning objectives, structured activities, and integrated language skills. The design emphasized the incorporation of critical thinking and problem-solving skills into each stage of learning. This approach aligns with the framework of higher-order thinking skills proposed by Lorin W. Anderson and David R. Krathwohl, which highlights the importance of analysis, evaluation, and creation in meaningful learning (Anderson & Krathwohl, 2001). The design also reflected the principles of student-centered learning, where students were encouraged to actively construct knowledge through interaction and reflection. This is consistent with the goals of the Merdeka Curriculum, which promotes active learning and the development of 21st-century competencies.

Development Phase

In the development phase, the module was produced based on the designed blueprint and included various activities that promoted critical thinking and problem-solving. Activities such as analyzing story conflicts, engaging in discussions, and creating dialogues were designed to encourage students to think critically and propose solutions. This is in accordance with Peter A. Facione, who stated that critical thinking involves skills such as interpretation, analysis, and evaluation (Facione, 2011). Furthermore, the integration of problem-solving tasks supports learners in applying their knowledge in real-life contexts. David H. Jonassen argued that problem-solving activities enable students to develop systematic and reflective thinking skills (Jonassen, 2011). Therefore, the developed module not only provided language input but also facilitated cognitive skill development.

Evaluation Phase

The results of expert validation showed that the developed module achieved a "Very Valid" category in terms of content, presentation, language, and graphics. This indicates that the module

met the criteria of a good instructional material. According to Robert Maribe Branch, evaluation is a crucial stage in the ADDIE model to ensure that the developed product meets quality standards and learning objectives (Branch, 2009). However, since the implementation stage was not conducted, the effectiveness of the module in improving students' critical thinking and problem-solving skills could not be measured empirically. Therefore, further research is recommended to implement the module in classroom settings and evaluate its impact on students' learning outcomes.

5) CONCLUSION

This study aimed to develop an English learning module for Grade XI students focusing on the Fairy Tale unit by integrating critical thinking and problem-solving skills. Based on the findings, it can be concluded that the developed module successfully addressed students' needs by providing structured, interactive, and contextual learning materials. The results of the needs analysis indicated that students required activities that promote active participation, such as discussions and dialogue-based tasks, as well as supporting components like summaries and glossaries to enhance comprehension. The development process, which followed the ADDIE model, resulted in a module that integrates four language skills and encourages students to analyze, evaluate, and reflect on narrative texts. The expert validation results showed that the module achieved a "Very Valid" category in terms of content, presentation, language, and graphical aspects, indicating that it is feasible to be used as supplementary learning material in English teaching. However, since the implementation stage was not conducted, the effectiveness of the module in improving students' critical thinking and problem-solving skills has not been empirically tested. Therefore, future research is recommended to implement the module in classroom settings and examine its impact on students' learning outcomes.

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