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

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## ABSTRACT

This study aims to develop an English learning module based on critical thinking and problem-solving skills for senior high school students in the fantasy unit. The development of this module is motivated by the need for instructional materials that not only emphasize text comprehension but also enhance students higher-order thinking skills. Integrating these skills into English learning is essential to encourage students to analyze information, evaluate ideas, and generate logical solutions in the context of fantasy texts. This study employed a Research and Development (R&D) method using a mixed-method approach. The development followed the ADDIE model, including the analysis, design, development, and evaluation stages. Qualitative data were collected through interviews to identify students needs in learning fantasy texts, while quantitative data were obtained from questionnaires and expert validation sheets to evaluate the feasibility of the module in terms of content, design, language, and the integration of critical thinking and problem-solving activities. The findings indicate that the developed module achieved a mean validity score of 4.72, which is categorized as "very valid." The results demonstrate that the module effectively supports the integration of higher-order thinking skills in English learning. Therefore, the module is considered appropriate and feasible for use in senior high school classrooms to improve students' language proficiency and thinking skills.The developed module offers a practical learning resource for teaching fantasy texts in senior high school. By integrating critical thinking and problem-solving activities, it encourages students to analyze ideas and express logical responses while improving their English skills. This module also supports more interactive and student-centered learning in the classroom.

**Keywords:** English Learning, Critical Thinking, Problem-Solving.

## 1) INTRODUCTION

The development of learning materials is an important aspect in the English language learning process, especially in the context of English as a Foreign Language (EFL). Learning objectives may be met, varied learning requirements can be met, and student engagement can be raised with well-designed resources. Materials development,

according to Tomlinson (2012), is any kind of language input resource whether created by the teacher or borrowed from pre-existing sources that is utilized to assist students in developing their language skills.

Tomlinson emphasizes the value of high-quality resources that are communicative, relevant, and able to support the balanced development of language skills.

Additionally, in order to satisfy learning objectives, materials development involves not only the creation of new materials but also the modification, selection, and evaluation of pre-existing resources (Tomlinson, 2012). This suggests that the creation of materials is a dynamic process that calls for contextual awareness and pedagogical expertise.

English language instruction must now promote critical thinking and problem-solving abilities in addition to linguistic structural mastery due to the growing needs of the global community in the twenty-first century. Through Merdeka curriculum, the Indonesian Ministry of Education and Culture highlights how crucial it is to include the 4Cs Critical thinking, communication, collaboration, and creativity into all subject areas, including English. In this setting, English turns into a tactical tool for teaching students how to evaluate information, conduct logical analysis, and present ideas convincingly. This is in line with Trilling & Fadel's (2009) assertion that the core of 21st century learning, which aims to prepare students for upcoming social, technical, and economic issues, is higher order thinking skills. Therefore, creating educational resources that integrate critical thinking and problem-solving skills is essential to guaranteeing that students not only learn the language but also use it in a thoughtful and original way in real-world contexts.

The reality is that many secondary schools continue to teach English using outdated methods, despite the fact that the current curriculum and educational policies encourage the development of critical thinking abilities. Teachers still frequently emphasize memorization of grammatical rules, vocabulary, and practice problems that solely ask for correct or incorrect responses. Students are thus less equipped to think critically, establish views, or resolve issues in practical settings.

According to Wilson & Defianty's (2024) research, teachers still struggle to integrate Kurikulum Merdeka in the classroom because they are accustomed to teaching strategies that emphasize exam scores, even though it promotes critical thinking abilities. Furthermore, a lot of educators lack the skills necessary to include critical thinking into English classes. This situation demonstrates the necessity for instructional resources that support students' acquisition of English while fostering their critical thinking abilities. Creating a learning module with thinking and problem-solving exercises relevant to their daily life is one way to address this issue.

In addition, a lot of educators lack the skills necessary to include critical thinking into English classes. This situation demonstrates the necessity for instructional resources that support students' acquisition of English while fostering their critical thinking abilities. Creating a learning module with thinking and problem-solving exercises relevant to their daily life is one way to address this issue.

## 2) METHODS

This study employed a Research and Development (R&D) method using a mixed-method approach. The development followed the ADDIE model, including the analysis, design, development, and evaluation stages. In this research, the researcher used two approaches: qualitative and quantitative.

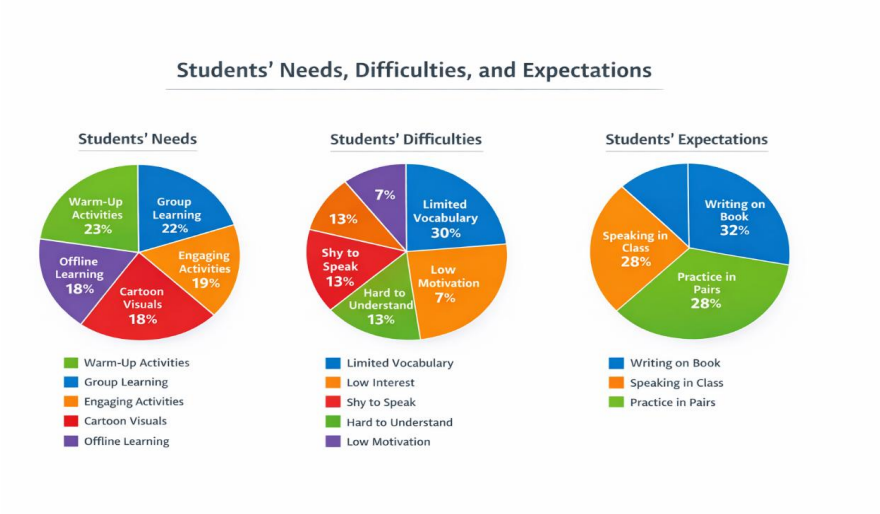
## 3) RESULTS

### *Analysis Phase*

The needs analysis stage is an important first step in development research because it helps identify the real learning needs of students and teachers before the instructional materials are created. In this study, the needs analysis was carried out using questionnaires and interviews to gain a clear understanding of students' language needs, learning preferences, and the difficulties they experience during the learning process.

To enhance the clarity and readability of the data, the results of students' needs, difficulties, and expectations are presented in the form of pie charts. These visual

representations help to summarize the data and highlight the most dominant responses, which serve as the basis for designing the instructional materials.




The pie charts above present a visual summary of students' needs, difficulties, and expectations in learning English, particularly in Unit 3: Fantasy.

In terms of students' needs, the chart shows that most students prefer engaging and interactive learning activities. Warm-up activities, especially ice breaking, become one of the most dominant needs, followed by group learning and engaging classroom activities. In addition, students also show a strong preference for visually attractive materials such as cartoon-based images and offline learning environments. This indicates that students need a fun, interactive, and visually supported learning process.

Regarding students' difficulties, the most prominent issue faced by students is limited vocabulary, which occupies the largest portion of the chart. Other difficulties include low interest in completing tasks, feeling shy when speaking in front of the class, and difficulty understanding the teacher's explanation. Some students also experience low motivation and feel that the textbook explanations are insufficient. These findings suggest that vocabulary mastery, motivation, and clarity of explanation are key challenges in learning English.

Meanwhile, in terms of students' expectations, the chart reveals that students prefer various ways to express their understanding. The majority of students tend to express their

learning outcomes through writing in their books. However, a significant number of students also prefer speaking in front of the class and practicing in pairs. This shows that students expect a balance between written and oral activities, as well as opportunities for interaction with their peers.

Overall, these three charts indicate that effective English learning should combine engaging activities, clear explanations, vocabulary support, and opportunities for both individual and collaborative expression.

### *Design Phase*

At the design phase, the researcher developed a syllabus based on the results of the student needs analysis obtained from questionnaires and interviews. This stage emphasized the systematic arrangement of learning objectives, teaching materials, learning activities, and assessment strategies that are aligned with students' actual needs and the learning outcomes outlined in the Merdeka Curriculum.

### *Developing Phase*

The developed module contains several main components, including learning objectives, fantasy story texts, vocabulary and language focus on adjective clauses, problem-based tasks, reflection activities, and simple evaluations. These components were organized systematically to support both independent and guided learning. The use of fantasy stories helps students explore imaginative contexts while understanding how adjective clauses function to describe characters, places, and events.

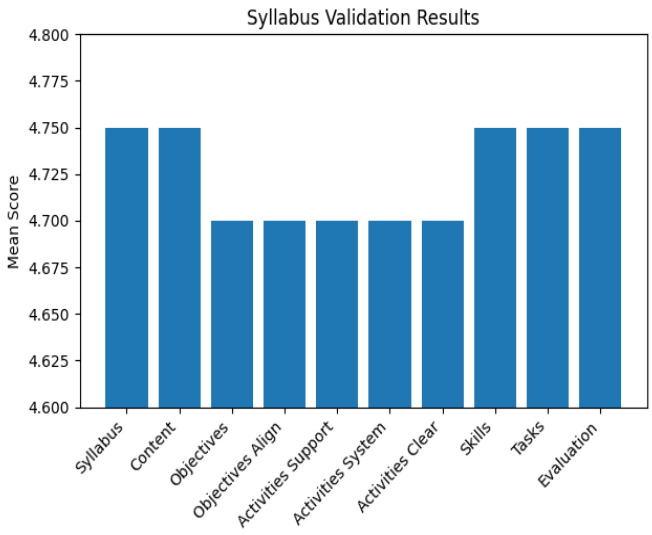
### *Implementation Phase*

The researcher did not use this phase, because has limited time.

### *Evaluation Phase*

The Validation Results :

The Module Syllabus Validation Results




The chart shows that all aspects of the syllabus achieved mean scores between 4.70 and 4.75, categorized as Very Valid, indicating that the syllabus is appropriate, well-structured, and aligned with the Merdeka Curriculum.

The Module Validation Validation Results

4) DISCUSSION

The chart shows that all aspects of the module validation, including content (4.73), presentation (4.71), language (4.71), and graphic (4.72), are categorized as Very Valid. This indicates that the developed English learning module is appropriate and feasible to be used in the teaching and learning process.

Based on the validation results presented in the table, the developed module was evaluated by two validators through four main aspects, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility. The results show that the module is categorized as very valid in all aspects. In the content feasibility aspect, the module obtained an average score of 4.73. This result indicates that the materials are appropriate with the learning objectives, chapter topics, and the results of the needs analysis. The materials also provide suitable inputs and tasks for reading, listening, speaking, and writing

skills, along with relevant vocabulary and language functions that support students in developing their communication abilities.

## 5) CONCLUSION

Before the revision, the module already contained materials related to students daily lives and included activities that covered listening, reading, speaking, and writing. These activities appeared in the form of dialogues, reading texts, discussions, and writing tasks. However, based on the validators' feedback, the learning activities were not yet organized in a clear and systematic sequence that could guide students toward achieving the learning objectives. In addition, the connection between learning objectives, learning activities, and evaluation was still limited, and the evaluation mainly focused on students' final products rather than their learning process.

After the revision, the module was improved in terms of structure and learning flow. The learning activities were reorganized into a clearer sequence that guides students step by step in the learning process. The activities begin with introducing real life problems, followed by identifying information, analyzing issues, planning solutions, implementing strategies, and ending with reflection and self-evaluation. This structure helps students understand the learning objectives more easily and supports the development of critical thinking and problem-solving skills through activities such as discussions, case analysis, and reflection.

In addition, the evaluation in the revised module is better aligned with the learning activities. Assessment is not only focused on the final results but also considers the learning process through reflection activities, self-assessment, and peer feedback. This revision process shows that expert validation plays an important role in improving the quality of the module. Through these improvements, the module becomes more systematic, meaningful, and effective in supporting students learning.

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