Designing Comipo-Comic Media to Accommodate HOTS: A Need Analysis

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ABSTRACT

Human resource in various fields has recently been developed in education sector. Maximizing the role of education to develop existing human resources is closely related to the use of technology. The necessity for the involvement of technology is triggering renewal efforts of new skills and knowledge. This paper aims to describe the need analysis in developing comipo-comic media for teaching reading to promote Higher Order Thinking Skills (HOTS) of 9th graders. The subjects of this research were the 9th graders of a private school in South Kalimantan. The techniques for collecting the data in this research were teacher's questionnaire, interview, observation, and document analysis. The result shows both teacher and students need interactive, contextual, and fascinating media that brings the local culture theme in the form of a local folk tale. Students' Higher Order Thinking Skills, particularly critical thinking, benefit greatly from the use of interactive media. Teachers must be creative in developing their educational material. It was vital for teachers to design their own instructional medium - including a contextual theme and technological advancements.

Keywords: *Comipo-Comic Media, Teaching Media, Teach Narrative Text, Accommodating HOTS*

1. INTRODUCTION

Human resources need to develop and upgrade their ability in particular education sector. This research is done to find out the teaching and learning media to boost students' motivation. Preliminary done by the researchers showed that the learning media used are less interactive and fascinating to draw students' attention to promoting their Higher Order Thinking Skill (HOTS). It was proven by the learning activity which still used a textbook as the only one learning resource and learning media. In addition, the students feel bored because they faced with textbooks and the use of teaching media that is less attractive their attention and focusing on learning. The attention during learning process must be the focus. By getting more attention, the students would be easier to accept the material to develop their skill.

Recently research has been done in the form of quantitative and qualitative research, for example, Sari & Salam (2017) find out learning skills in reading recount text can be acquired through the use of comics. In additional, Ratnawuri (2016) did the research to find out the substantial impact on learning outcomes by using comic strips as a learning medium, and the result also claimed that the impact was very good to increase the learning outcome of economical department student. The findings show the positive result, but on the other hand the researcher still found the weakness of the two recent research above. The weakness seems to be about the uninterested topic. It is meant that they just oriented into the outcome without paying attention into the process of using the product during the learning. To complete this gap, the researcher brought the new idea to develop the comic media in the form of comipo-comic media. The media developed here had the characteristic and the uniqueness in the content development. The content of media developed by involving the local culture theme in the form of folk tale from the South Kalimantan, Putri Junjung Buih. The local culture theme was chosen as the new idea here to make the topic more contextual and acceptable for the learners. The contextuality gave the most interesting impression for the learners before, during, and after their learning. This research was done to find out need analysis of comipo-comic media to be developed for teaching reading to promote HOTS aspects to the 9th graders in private junior high school.

2. METHODS

This study was conducted by using Research and Development method. Borg and Gall (1982) noted that this kind of research use to develop a product and also for validating the product produced. The setting of this research was taken in a private school, Kotabaru, Kalimantan Selatan managed by Minamas Plantation Palm Oil Company. The reason for choosing this school as a research location was because this school had a unique geographical location, which was in the middle of an oil palm plantation, but still tried to improve the students' English skills given the importance of mastering foreign languages, especially English for their future education or career. The last reason was that the school's accreditation is quite good, namely the predicate "B".

The participants that were involved in this research were the ninth-grade students and teachers practicing learning media to teach narrative text for accommodating students' HOTS. The collecting data of this research was done by using four techniques, namely teacher's questionnaire, interview, observation, and document analysis. The instrument which was used in this research for getting the rich information about the research focus, the researcher used questionnaires and interviews. The questionnaires consisted of twenty questions meant to determine the needs of teachers and students in terms of narrative reading comprehension. The questionnaire asked questions about using comic books as a medium for acquiring English reading skills. The instructors were given the freedom to respond to any question in the questionnaire that best reflected their genuine sentiments based on the options supplied; while the interview was conducted with teachers regarding media as well as technology used.

3. RESULTS AND DISCUSSION

The learning media used is a factor supporting the success of the learning process. Nurdyansyah (2019) explained about learning media as one aspect of education that plays an essential role in both teaching and learning. Thus, it is important to analyze the learning media needed by students so that they could be a tool to support their success in learning. In conducting a need analysis, the focus is about the goals, necessities, lacks, and wants (Hutckinson and Waters, 1987) with selection 1 (Agree), 2 (Neither agree not disagree), and 3 (Disagree).

Table 1. The Results of the Question Related to The Students' Goals

No.	Statement	The response of teachers		
		1	2	3
1	I teach English reading skills so that students can understand the meaning of English reading comprehensively.	2 (67%)	1 (33%)	0 (0%)
2	I teach English reading skills to create a literate generation.	2 (67%)	1 (33%)	0 (0%)
3	Students should be more active in collaborating and creating individually or in groups.	2 (67%)	1 (33%)	0 (0%)
4	Students master reading skills in order to support other skills.	2 (67%)	1 (33%)	0 (0%)

At this stage, an analysis of students' goals was taken from the teacher's perspective. Questions number 1, 2, 3, and 4 are about goals in learning English. The result showed that students' goal in learning English was to understand the meaning of English reading comprehensively. Literate generation was the appropriate preparation for facing the development of the education world that always grew continuously. Question number 3 and 4 showed the students' goal in the scope of skills is to be more active in collaborating and creative individually or in groups after learning to support the other skills that existed. The percentage showed that 67 % of respondents did agree with the statement, and also 33% of respond agreedagree with it. There were really crucial for students to get carried out the result that 67.

Table 2. The Results of the Question Related to The Students' Necessities

No.	Statement	The response of teachers		
		1	2	3
5	Understanding written language efficiently is needed.	1 (33%)	2 (67%)	0 (0%)
6	Selecting the right learning media is absolutely necessary	1 (33%)	2 (67%)	0 (0%)
7	It is necessary to have the ability to understand written discourse and interpret it.	1 (33%)	2 (67%)	0 (0%)
8	The interest and motivation of students in learning need to be given special attention.	2 (67%)	1 (33%)	0 (0%)
9	Having good reading skills is very important.	3 (100%)	0 (0%)	0 (0%)
10	Having the ability to critically capture information from reading material is very important	3 (100%)	0 (0%)	0 (0%)

The teachers said that the motivation of students during learning should be of special concern so that it will have a positive impact on the achievement of good student abilities in learning and finding critical information from the text being read. Table 2 shows that the selection of appropriate media turned out to make a major contribution in supporting the achievement of improving students' learning abilities.

Table 3. The Results of the Question Related to The Students' Lacks

No.	Statement	The response of teachers		
		1	2	3
11	Reading long story texts is very boring.	1 (33%)	1 (33%)	1 (33%)
12	It is quite difficult to understand the explicit and implied meanings without the help of attractive visual media.	0 (0%)	2 (67%)	1 (33%)
13	The learning process by the teacher is very boring and depends much on textbooks.	0 (0%)	2 (67%)	1 (33%)
14	Using textbooks as a learning medium is of little help.	0 (0%)	2 (67%)	1 (33%)
15	It is difficult to understand the content of the text because they are not interested in reading activities.	1 (33%)	1 (33%)	1 (33%)
16	Finding the main idea and moral message in the story is difficult.	2 (67%)	0 (0%)	1 (33%)

Table 3 shows the findings in the form of any weaknesses that are of great concern to educators in carrying out the learning process in order to minimize these deficiencies. The data shows that the biggest weakness in the learning process lies in the lack of precise media used by the teacher during learning. Books are the main source of learning as well as media in learning. In addition, this is also supported by the results of the analysis documents that have been carried out by researchers on the textbooks used, the results of the analysis show that books cannot make a major contribution to improving students' abilities if they are not supported by other media that are able to translate what is actually a book. This teaching is meant for students to learn.

Table 4. The Results of the Question Related to The Students' Wants

No.	Statement	The response of teachers		
		1	2	3
17	Improving reading skills through colorful and communicative visual media is very fun.	0 (0%)	3 (100%)	0 (0%)
18	Learning is very interesting if it involves contextual topics and is oriented toward local culture.	2 (67%)	1 (33%)	0 (0%)
19	Learning with illustrated and colorful comics is very helpful.	2 (67%)	1 (33%)	0 (0%)
20	A learning atmosphere that gives students the opportunity to take on more roles with the help of the prepared media will be more interesting.	3 (100%)	0 (0%)	0 (0%)

The data above explained that the learning environment will be more engaging if it gives students the chance to assume additional roles with the aid of the prepared media. Additionally, developing reading skills through vibrant, communicative visual media was a lot of fun, and learning becomes highly exciting when contextual issues and local culture are included.

4. CONCLUSION

The comipo comic media was a teaching tool for teaching narrative text reading skills. It included an interactive story with beautiful visuals, a local culture theme, and a relevant backstory. The goal of the design was to provide 9th students who enjoy reading with interactive, relevant, and engaging media that incorporated a local cultural subject in the form of a folk story. Due to its design and features, the Comipo Comic Media was expected to be useful and beneficial among Indonesian English learners in the 9th grade. While teaching and explaining to students, English teachers must be creative and appealing. The evolution of English teaching and learning media might be linked to contemporary technology, everyday life, local culture, and the present environment. The appropriate resources might aid students in enhancing their English abilities and achieving the curriculum's learning objectives. This research was limited to junior high school students in the ninth grade. The following researchers were required to build and design English teaching and learning media to boost their higher-order thinking skills for other grades in Junior High School in order to disseminate the good influence to students of various levels of cognitive maturity.

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