TEXT-TYPE-BOARD AS LEARING MEDIA TO INCREASE JUNIOR HIGH SCHOOL STUDENTS' INDEPENDENT LEARNING

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Abstract
This study was intended to see whether a set of text type board for junior high school students can help them to find some basic information about text types in English in a simple way. This learning media also help the students find proper sources of information directly. This study was conducted to answer on a question about how the text type board teaching media affect the junior high school students' learning process. The writer concern about their independent learning on student's learning process. The data were gathered from questionnaire and interview. All of the data from Research and Information with interview technique was going to be analyzed. The interview was conducted for two of English teacher in SMP Putra Tama and all of the 7th and 8th grades of SMP Putra Tama. The writer presented the learning media called Text-Type-Board. Then, the writer applied it to7th and 8th grades of SMP Putra Tama for four times. The students said that the availability of the Text Types Board really helps them solve the problem about English texts by themselves.

Keywords: learning media, text types in English, junior high school students, text types board

Introduction
One of the parts of learning language is talking about texts. English itself is known to have texts that will also be studied in the first stage of formal education. Junior high schools in Indonesia become the first level which has English as a compulsory subject after the Department of Education decided to remove English from elementary school and make it into local values (muatan lokal).

Starting in 2013, Indonesian schools began using Kurikulum 2013 (Curriculum 2013) which emphasizes on independent learning. The teacher as the facilitator must facilitate students with proper sources of learning. It aims to prevent students from obtaining incorrect information and using incorrect sources of learning. One of the sources of knowledge is learning media. Therefore, learning media is very important as a source of information.

SMP Putra Tama is one of the junior high schools that meet the criteria of the research. The first criterion is the school uses Kurikulum 2013. The second one is the school has minimum facilities to support independent learning for students.SMP Putra Tama is located on Jl. Mgr. Alb. Sugiyopranoto number 02

Klodran, Bantul, Yogyakarta. The school has three classes for each grade from 7, 8, and 9 grades. There are five students in grade 7 and 16 students in grade 8. FX August Tri, S.Pd is the teacher for both classes. According to the interview with FX August Tri, S.Pd the English teacher of SMP Putra Tama the level of the students' English proficiency is elementary. The students need lots of improvement to increase their ability.

Teaching and learning activities for English subject in SMP Putra Tama are based on Kurikulum 2013. It means the school applies student-centered learning. However, the activities inside the classroom are still teacher centered sometimes. When the researcher asked the students about English learning so far, they answered that the learning activities are sometimes boring because they just sit and listen to the explanations from the teacher. The teacher also rarely use learning media while explained about English topics. They hope that learning English become interesting by using new methods and learning media. Learning media become the researcher's concern to help the SMP Putra Tama students get their English learning motivation. According to Van Els, Bongaerts, Extra, Van Os, and Janssen-van Dieten (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives.

One of the parts of learning language is talking about texts. Therefore, the researcher chose English topic about texts in 7th and 8th grades. The Text Types Board is implemented as a learning media to help the students. The learning media is specified only for help on written activity. The discussion is more on the use of text-type-board as a learning media for increasing junior high school students' sense of independent learning.

Learning media is valuable instructional tools that can help make learning more effective and interesting. Harmer (2007) says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Popular print media offer good opportunities for improving learners" reading and writing skills in particular (Bertram, 2010).

From Kemp and Dick, Carey and Carey's (2009) instructional model, there are seven steps for creating a learning media. Those are identifying the needs of learner, identifying the learner and context, identifying the instructional goals, sequencing the content, developing the instructional materials, conducting the formative evaluation, revising the instructional materials.

Reiser and Dick (1996) designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

According to Kotler (1995), perception is the process of how people select, organize, and interpret information inputs to create a meaningful overall picture. In this study perception is needed to form a learning media especially from learners' perceptions. Theory of perception is important for this research because

the product of the research is for the students so all of the components, contents, and form are based on the students' perceptions and needs.

According to Wilson and Horch (2002), developmental characteristics of young adolescents have been grouped into four categories: physical, intellectual, social, and emotional. All four areas are important and directly impact what should happen in the classroom. Let us focus on the intellectual characteristics. On the intellectual characteristics, the first thing that young adolescent learner have is active involvement in learning. Then, they motivated to learn when the lessons are related to immediate goals and interests. They also exhibit, independent and have a critical thinking. Theory of the young adolescent learner is needed by the writer to develop the learning media. Junior high school students included in young adolescent learners so based on the subject of the research the writer need this theory to develop the learning media for them.

According to Bandura (1991) Self-regulation theory is a system of conscious personal management that involves the process of guiding one's own thoughts, behaviors, and feelings to reach goals. Self-regulation consists of several stages, and individuals must function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences.

Expanding beyond Bandura's three steps, Redmond (2012) reviewed how specific strategies enhance individual learning processes and how it orients toward self-regulation and achievement processes including: self-observation, self-evaluation, self-reaction, and self-efficacy. Self-observation may be considered insufficient because motivation depends on one's expectations of outcomes and efficacy. Researcher needs these theories to make sure that through Text type Board learner can use this learning media according to their needs. That activity indicates self-regulation.

According to Rotter and Bendl (1998) there are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote spoof, news item. In this study, according to Kurikulum 2013, text type that would be learned by junior high school students are only narrative, recount, descriptive, report, and procedure text. Narrative's social function is to tell stories (fairy-tale) or past events and entertain the readers. The generic structure of the text is orientation, complication, and resolution.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. The generic structure is orientation, events, and reorientation. Descriptive text is to describe a particular person, place, or thing. The generic structure is identification and description.

Report text is a text which presents information about something as it is. It is as a result of systematic observation analysis. The generic structure is general classification and description. Procedure text is a text that is designed to describe how something is achieved through the sequence of actions or steps.

According to Nevid (2016) motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Theory of motivation is important for the writer because the purpose of this research, one of them, is to increase the interest of learning text types in English. Through this theory, the writer wants to make the learning media interesting, so it can increase the students' motivation to learn.

Aini (2013) with her research aimed to investigate (1) the use of instructional media by the teachers in teaching English to young learners; (2) the problems that they encounter in using instructional media; also (3) problem solving of the media utilization problems has done the analysis about use of learning media and its problems.

Then, Damayanti (2012) describes the performance and the weaknesses of the English learning media and applied it at SMP Negeri 8 Palopo. She found that the performance of her media have weaknesses such as the content, grammar, and the form of her learning media.

Text Types Board appears to answer the problems through the product of learning media which is acceptable for young adolescence learners. The previous studies also become the researcher's consideration especially for the quality of the learning media. The content, the grammar, and the form will be designed clearly and carefully.

The researcher formulates a question in this study. The question is how do the Text Types Board learning media affect junior high school students learning process?

Method

The research conducted at SMP Putra Tama 7th and 8th grade. The researcher has already observed that the teaching media was proper to support the learning activity there. According to the condition of the school that have a limited facilities to support the learning activity such as there were no supporting learning media besides the main learning media like internet access, projector, viewer, and even a good whiteboard condition, the motivation of the students for learning, and the quality of the learning process itself. Then, the writer did the research on March 29th, 30th and April 5th, 6th in SMP Putra Tama and all of the 7th and 8th grades of SMP Putra Tama.

The participants in this research were divided into two groups. The first group was the participants for Research and Information Collecting and the second was the participants for the Preliminary Field Testing. The participants for the Research and Information Collecting were the English teacher in SMP Putra Tama and all of the 7th and 8th grades of SMP Putra Tama. Preliminary Field Testing participants were English teacher that became the evaluator and examiner for the Preliminary Field Testing. The research conducted on March 29th, 30th and April 5th, 6th for 17 respondents from 7th and 8th grades of SMP Putra Tama.

The researcher used questionnaire and interview for the instruments. A questionnaire is a form that used in a survey design that participants in a study complete and return to the researcher Creswell (2012). Then, interview is one of the research instruments that ask questions directly to the respondents. Then, researcher asks a question from an interview guide, listens for answers or observes behavior, and records responses on the survey Creswell (2012).

For Research and Information collecting data, the researcher used interview technique. This technique was for knowing the condition of the learning process in SMP Putra Tama. The interview was conducted for English teacher in SMP Putra Tama and 17 students of the 7th and 8th grades of SMP Putra Tama. For

Preliminary Field Testing the researcher used questionnaires for English teacher that became the evaluator and examiner for the Preliminary Field Testing.

The data were gathered from questionnaire and interview. All of the data from Research and Information with interview technique was going to be analyzed. The interview was conducted for two of English teacher in SMP Putra Tama and all of the 7th and 8th grades of SMP Putra Tama. For Preliminary Field Testing the researcher used questionnaires for English teacher that became the evaluator and examiner for the Preliminary Field Testing.

The data were gathered from questionnaire and interview. The analysis conducted by collecting all the data from questionnaires which spread to the 17 students of 7th and 8th grades of SMP Putra Tama.

In this study, there were two kinds of data. The first was the data from the learners' needs analysis questionnaires. The questionnaires contained ten closed-ended questions. All of the questions consisted of two choices yes and no. To analyze the closed-ended questions, the writer calculated the mean of each answer for each number to know the average condition. The formula is:

$$\frac{n}{\Sigma n} \times 100\%$$

Note:
n = the number of the participants who choose for certain option

Σ n $\quad$ = the total number of participants

The formative evaluation questionnaires consisted of ten closed ended questions and an open-ended question. There are five points of agreement in the close-ended questions namely (1) very poor (2) poor (3) undecided (4) good (5) very good. The writer calculated the mean of each option for each number. The formula is:

$$M = \frac{\Sigma x}{n}$$

Note:
M = Mean or average
Σ x = the sum of respondent's answer
n = the total number of the respondents

The results of open-ended question were the general comments, suggestions, and opinion for improvement about the learning media. The results were used to revise the learning media.

Findings and Discussion

This chapter presents the results of the research through the answer of the research question. This part is the elaboration about the effect by using Text

Types Board for students in SMP Putra Tama learning process. The part is aimed to answer the second research question on how did the Text Types Board learning media affect in junior high school process.

Identifying the Learners' Needs

In this step, the writer distributed seventeen questionnaires to SMP Putra Tama student grade 7th and 8th. The questionnaires consisted of ten closed-ended questions where number one until three are the questions for identifying the needs of learner. The questions were written in Indonesian in order to make the questions understandable for the respondents. The questionnaire only provides yes or no answer because the writer needs absolute answers to convince the writer movement to the next steps. The results of the questionnaires are presented below.

No	Statements	Yes	No	Percentage for Answering Yes
1	I like studying English by using learning media.	16	1	94%
2	Learning media makes me interested in learn English.	16	1	94%
3	Learning media helps me to understand the English easily.	16	1	94%
4	Text Types Board is an interesting learning media to help me learn types of text in English.	16	1	94%
5	I can use Text Types Board to learn about text types in English properly.	16	1	94%
6	I can find the information and examples about text types in English through Text Types Board easily.	13	4	76%
7	I can identify text types in English easily using Text Types Board.	17	0	100%
8	Text Type Board helps me to identify text types in English using Text Types Board through group discussion.	16	1	94%

| 9 | After the existence of Text Types Board I can learn text types in English independently. | 14 | 3 | 82% |
| 10 | I can easily differentiate text types in English by using Text Types Board. | 16 | 1 | 94% |

From the result of the questionnaires already distributed, learning text types in English by using learning media was important for their learning process. Focusing on the questions number one until three, the first question indicated that the existence of learning media can increase their learning interest. The result was 94% of the respondents chose "yes" as the answer to the first question.

Similar with first question, the second question was indicated the interest level was increasing to learn English by using learning media. It could be concluded from the result of the questionnaires that 94% of the respondent chose answer "yes". Respondents also thought that most of them agree that the existence of learning media helped them to understand the English topic easier. It concluded from the questionnaires where 94% of the respondents agreed to the statement.

From the result of the questionnaires, the writer concluded that the students needed to have a learning media to help them through the learning process. The learning media hopefully can increase their interest for learning English subject especially English text types topic.

The Effect of Text Types Board for the Learners

This section was aimed to answer the research question number two in the research question on how does the Text Type Board learning media affect in junior high school students learning process. In this part, the discussion was more on how far the existence of Text Types Board helps the students. Then, was Text Types Board could stimulate the students of 7th and 8th grades of SMP Putra Tama's independent learning on the learning process? From the result of the questionnaires that already distributed, the writer wants to know about the effect for the learners.

Statement number four indicated that 94% of the respondents agree that Text Types Board was interesting as a learning media. As a young adolescence learners something that interesting would make them put more attention to that thing for this case, learning media called Text Types Board. Then statement number 5, 94% of the respondent understands how to use the learning media. That number indicated that this learning media was easy to use.

Talking about the completeness of the content inside, Text Types Board got 76% means still need several revisions especially for the examples. However, the learners could easily identify the texts using the Text Types Board help. The number of percentage was 100%. They also could use it individually or in group. While they used in in a group 94% agree that Text Types Board still helped.

This learning media also could stimulate the learners' self-regulated ability. Through this learning media, 82% of the respondents agree that Text Types Board could make their independent learning increased. Their identification skill also

increased when Text Types Board help them to do the text types assignments. 94% of the respondents agree about this.

All of the result of the questionnaire indicate that the existence of Text Types Board give effect especially for students' independent learning. The number of the percentage above 80% proved that Text Types Board helpful enough to the students.

This learning media was designed for young learners. According to Wilson and Horch (2002), developmental characteristics of young adolescents have been grouped into four categories: physical, intellectual, social, and emotional. All four areas are important and directly impact what should happen in the classroom. No one area should take priority over the other and all areas must be addressed. This learning media also considered those four kind of developmental characteristics.

Text Types Board indirectly asks the learners to do the physical movement by shifting the board and seek information about text that learners needed. This part is representing fulfillment of the need for physical activity.

Text Types board as a source of information also support the need for young adolescence learners especially on the intellectual side. This learning media give valid and simple contents of text type information. So, that it can quickly improve intellectual ability for young adolescence learners.

Next point of developmental characteristics for young adolescence learners is social. In the future, this learning media can be used in a class activity such as focus group discussion. The example of the actual activity is there are several texts that must be identified the text type, the purpose of the text, and general classification through the use of Text Types Board.

Emotional, becomes the fourth point of developmental characteristics. The writer deliberately chose the use of color to give an interesting impression in the developed this learning media. Children's emotions are directly related to the mood, attraction, and interest of a person. Therefore, the developed of Text Types Board also pay attention to interesting color combinations to be seen.

Conclusion

Text Types Board indirectly asks the learners to do the physical movement by shifting the board and seek information about text that learners needed. This part is representing fulfilment of the need for physical activity.

In this case, learning media called Text Types Board have to get students' attention. The result of the research indicated that respondents understood how to use the learning media. That result indicated that this learning media was easy to use. The researcher used the perception theory byKotler (1995) to make the learning media. This result also indicates that the learning media was designed according to the students' perception and needs.

The learners could easily identify the texts using the Text Types Board's help. The number of percentage was 100%. They could also use it individually or in a group. While they used in a group 94% agreed that Text Types Board still helps.

This learning media could also stimulate the learners' independent learning through self-regulated ability. By using this learning media, the respondents agreed that Text Types Board could increase their independent learning. Their identification skill is also increased when Text Types Board help them do the text

types assignments because the respondents agreed that their identification skill is increased.

All of the results of the questionnaire indicate that the availability of Text Types Board gives positive effects especially for students' independent learning. The number of the percentage above 80% proved that Text Types Board is helpful for the students. They also became motivated to learn about text types in English. The number above 80% from the questionnaire result also indicated that the motivation among the students increased. The research also showed that the availability of the Text Types Board really helps them solve the problem about English texts by themselves.

The researcher recommends that the junior high school teachers implement the Text Types Board and use it as the learning media to teach text types in English. The researcher hopes that the teachers help the students by showing how to use the Text Types Board. Therefore, the researcher invites other researchers who are interested in the use of learning media like Text Types Board for increasing independent learning to continue the research by elaborating, developing, and implementing this research.

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