

PRODUCT DEVELOPMENT AND ELIGIBILITY ASSESSMENT OF PICTORIAL METAPLAN IN INTERACTIVE ENGLISH TEACHING FOR EIGHT GRADERS

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Abstract

This study focuses on the development of instructional media using pictorial metaplan and provide eligibility assessment for the product. The use of pictorial metaplan media aims to increase interest in learning vocabulary as well as to directly apply of English speaking practice to students of 8th grade Junior High School. This type of research is using Research and Development method (R&D). Direct trials was conducted on 1 media expert, 4 teachers and 7 students from 8th grade Junior High School. The implementation of the use of pictorial metaplan to the subjects of this study used a combination of the Total Physical Response (TPR) and Student-Centered Learning (SCR) methods. The results of this study are indicated by the total score of the product eligibility assessment that were obtained from the total conversion of the assessment from media expert, teachers and students. The total score of the media experts was 106, which meant in 'very eligible' category, the total score of the teacher was 81.6, which meant 'eligible' category and the total score of the students was 92.2, which meant 'eligible' category. Based on the results, pictorial metaplan is eligible to be a teaching aid for learning English, especially in speaking competence.

INTRODUCTION

Competence in the scope of speaking is an essential thing that must be mastered by every individual. Referring to this, the ability to speak fluently and well is a must-have for anyone. Tarigan (2018) expresses that speaking is the ability to pronounce articulated sounds or words to express thoughts, ideas and also feelings.

Mastery of speaking competence in

the scope of English as a Foreign Language (EFL) is the main thing that must be owned by every student. Leong & Ahmadi (2017)"abstract": "Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken

language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English. This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context. Leong & Ahmadi (2017) states that most students have difficulty expressing what they want to say using English. Students often experience difficulties in conveying their ideas due to limited words and lack of direct practice using English. Based on these findings, the main point for improving English speaking skills is the practice frequency of speaking orally using English.

Increasing the ability to use English, especially speaking competence in the context of everyday conversation requires interactive and interesting learning activities. This can stimulate students interest in learning English by interacting directly with the existing material. Rambe (2019) states that JJ Asher found an appropriate method to improve the competence of English as a second language, by using the Total Physical Response (TPR) method. This method helps students learn the language by imitating what their teacher says, and doing

commands in English according to the direction of their teacher. By using the Total Physical Response (TPR) method, students can carry out physical and brain activities simultaneously so that they balance the work of the left and right brain well.

In addition to the application of the Total Physical Response (TPR) method to students, Student-Centered Learning (SCL) also provides opportunities and more time for students to be able to express ideas and opinions on a given material. This is in accordance with the statement Antika (2014) so it can explain the process of Student Centered Learning where students are required to take an active role. From these results research, learning strategies applied by Islamic Junior High School Baitul 'Izzah in Student Centered Learning are (1 that Student-Centered Learning (SCL) is one of the teaching approaches in education. This approach provides freedom for students to have the opportunity and facilities to explore their own knowledge so that deep learning will be obtained and able to improve the quality of students' output.

This research method uses the Research and Development method (R&D) by creating a teaching aid media product in the form of a pictorial metaplan. This study contributes to the application of interactive daily conversation learning methods using media assistance pictorial metaplan as a learning media that is integrated in English subjects in 8th grade of Junior High School. Use of pictorial metaplan media can increase student creativity in processing ideas to be expressed as well as stimulate students to be able to actively speak in English. This media can be directly applied practically and economically in the learning process.

Use of this pictorial metaplan can reduce the cost of using electronic devices in the learning process, as well as can

be applied to various learning themes and topics. Data collection methods used are in the form of surveys, distribution of questionnaires, interviews, and direct treatment. This is mandatory in order to get feedback from users. This media development begins with data collection, the pre-model development stage, called the qualitative method, which begins with primary data collection in the form of surveys, interviews and observations to junior high schools. The metaplan development process pictured as an interactive English teaching aid is designed and adapted to the needs of teaching English in the context of everyday conversation. This pictorial metaplan learning media is considered important as an educational and interactive teaching aid in learning activities because of this pictorial metaplan can help to facilitate the process of interaction between teachers and students, as well as students and students using English.

Research on the development of learning media in the form of pictorial metaplan has the aim of determining the eligibility of pictorial metaplan learning media implemented in 8th grade English subjects by applying direct application to English subjects in Sekolah Menengah Pertama Negeri 3 Ungaran.

Woodrow (2006) argued that the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. The participants in this study were advanced English for academic purposes (EAP) explains that the problem that often arises in the process of learning English is a sense of worry and fear of making a mistake when they try to speak using English with native speakers. Referring to this statement, the ability to master speaking and vocabulary are two important things that become the basis for improving English

language skills by a student. The interactive learning process is an important solution to be able to increase students interest in following the learning process, moreover, this process can increase the confidence of every student to be able to carry out presentations in front of their friends.

Interactive Learning

Total-Physical Response (TPR)

Widodo (2005) states that teaching English to children should use fun, interesting and easy-to-understand method. Teaching English to children requires an appropriate method, one of these methods is called 'Total-Physical Response' (TPR). The application of TPR in the learning process can improve students abilities and competencies in learning English. This method combines two important aspects of learning, namely language skills and interactive activities. In the application of TPR, teachers have the function of 'an order taker', 'a model provider', and 'an action monitor'. Students are models and actors of action in this interactive method, so that students have more opportunities to interact directly with the material. From there, they are ready and courageous to speak.

Sano (1986) states that the TPR method is very effective to be applied in learning English for beginners. Because by using the TPR method, the learning process becomes more active, interactive and effective. According to Fahrurrozi (2017) the implementation of the TPR method also proper to improve vocabulary skills and student interest in learning. With an interactive method in the form of role play, the class becomes more dynamic and students can improve their ability to learn vocabulary through direct physical activity. The learning process using the Total-Physical Response (TPR) method is able to provide optimal results.

Student-Centered Learning (SCL)

In its development, teachers are no longer the main focus of learning (Teacher-Centered Learning), but currently the main focus of learning is students (Student-Centered Learning). This Student-Centered Learning method focuses on student activities as a learning model and places the teacher as a facilitator. Winterbottom et al., (2020) states that the Student-Centered Learning (SCL) method has provided opportunities for students to think in processing a material given by the teacher consciously and constructively so that they have a wider opportunity to solve and determine the final outcome of their learning process.

This can be supported by the existence of teaching aids that can increase students' interest and understanding in learning English. The subject matter provided must be able to arouse students' enthusiasm to be more interested in learning activities. According to this, students will quickly understand the material and adapt its use directly.

The Use of Teaching Aids

The use of teaching aids is very helpful in the learning process. The use of innovative teaching media is needed to build an interactive learning. Direct interaction of students and teachers will be greatly helped by the existence of teaching aids. This is as stated by Irawan (2017) that the use of realia or teaching aids has been able to make the process of learning English which students think is scary turns into fun learning. The use of teaching aids or realia can motivate students and improve their ability to learn vocabulary in English. Halwani (2017) also states that the use of teaching aids or realia can increase students' self-confidence in learning English. Halwani concluded that the use of teaching aids or realia can help make the process

of learning English easier for students. The use of the instructional media can increase students' courage in expressing opinions and ideas about the material presented by the teacher in class.

Riswandi (2016) has carried out a study on the effectiveness of using videos from social media YouTube, which is implemented as a media for teaching English for seventh grade students in Junior High Schools. Based on the results of the research that has been carried out, the learning process with YouTube as the learning media has been able to improve several aspects of student abilities, including: grammar ability, speaking skills, pronunciation skills and vocabulary skills.

Hussin (2020) the teaching techniques used by teachers are commonly unattractive and monotonous, which therefore affects students' opportunity to enhance their speaking ability. This study aimed at finding out whether the use of YouTube videos through group discussion assisted students to improve their speaking skills (pronunciation, grammar, vocabulary, fluency and comprehension also applied YouTube as a learning aid for second grade students at SMA Inshafuddin, Banda Aceh. The learning process that has been conducting so far tends to be monotonous, so with the application of learning videos from YouTube has changed the learning process in the classroom to be more interactive. Students become more active in conveying their ideas. The use of video media increases students's ability to speak (pronunciation, grammar, vocabulary, fluency and comprehension).

The use of social media as a form of learning English as Foreign Language (EFL) has been able to shift traditional learning methods. Namaziandost (2019) stated that traditional learning methods emphasize reading and writing skills and ignore

speaking competencies. New methods are needed to be able to improve teaching skills for teachers and the ability to study material for students in the context of speaking skills. Referring to this, modern learning methods are needed for teaching and learning speaking. Namaziandost conducted a research that has proven that the application of social media to the learning process of English as Foreign Language (EFL) is a new breakthrough which has been proven to increase students' knowledge in studying cultural and English materials that are broader, more competitive and more effective.

Based on the several studies above, it has not been found the use of pictorial metaplan as a teaching aid for student in learning English. With the use of Metaplan, this is an appropriate breakthrough to stimulate students' active role in learning English.

Metaplan

The pictorial metaplan combines the concept of verbal and non-verbal communication, in the scope of utterances supported by media pictures or papers containing ideas that become points in conveying ideas in presentations. Ovchinnikova et al (2015) explains that the learning model using a metaplan can combine two main elements, namely the concept of verbal and non-verbal sign codes. One can easily understand and accept the information or material provided in the form of a summary of the essence of the material which is embodied in textual, illustrative and graphical forms. Through the material in the form of a concise display of topic points, it will be easier for someone to understand and can actively develop their ideas in oral presentations.

Ramshaw (1989) revealed that the use of metaplan is very effective as a supporting medium in discussion and solving

a problem. Metaplan is very effective in designing the activity plan of a program, predicting the course of a program and anticipating any obstacles in its implementation. Metaplan is very suitable to be applied in solving problems.

Habershon (1993) stated that the use of metaplan is very effective and efficient when applied to discussion and presentation activities. The use of Metaplan can stimulate creativity, save time and be more directed and methodical.

Based on previous research, there are several journals that have discussed the effectiveness of using metaplan in various activities and needs. Ovchinnikova et al (2015) has conducted research on the use of metaplan which are very effective in improving the English speaking skills of engineering students.

The metaplan in this study was developed in the form of a pictorial metaplan as a learning aid in 8th grade with the theme 'Getting Direction'. The application of this pictorial metaplan uses interactive learning methods that can increase student interest in learning English, especially in speaking competence. This pictorial metaplan has gone through several stages of revision and testing as well as distributing questionnaires to find out feedback from users. This pictorial metaplan product is made to facilitate the learning process of informal speaking for 8th grade students. This pictorial metaplan is a learning aid media that focuses on vocabulary mastery in the context of 'direction'.

This product consists of one pictorial metaplan with (a map), 3 packages of names for major cities in the world (Semarang, New York and London), 1 package of building names, 1 large box for pictorial metaplan containers, 1 tote bag (carrying bag) for pictorial metaplan complete package container.

Map as a teaching aid to facilitate learners to improve speaking English actively and interactively

Harmer (2007) states that the objects that are around us can become a realia, so that it can attract students; interest to learn language and build communication. The use of objects as objects is a form of learning aids that are very effective and fun.

According to Maxom (2009) *Realia* refers to real objects you take into the classroom to help you teach. By this, he does not mean things like dictionaries or board pens. Realia might be a tomato, a remote control or a piece of clothing which generates interest in the topic you are discussing. Maxom also revealed that the use of original or fictional maps can help students carry out practical activities such as telling stories about an activity by showing directions, mentioning the names of places or roads and at the same time practicing saying new vocabulary. The use of maps to accommodate student interactive activities can promote a more enjoyable, interactive and creative learning atmosphere.

Based on previous studies, it was not found that there was any use of pictorial metaplan to improve speaking skills in English for Junior High School students. Therefore, the author feels the need to conduct research on the development of a map-shaped pictorial metaplan with the theme 'Getting Direction' to assist the learning process of English which is implemented in junior high school students.

METHOD

Participant/ Subject of the Research

The subjects of this research were 7 students, 4 teachers and 1 expert. The composition of the selection of research subjects which include students, teachers and experts is to get feedback and determine the validity of the eligibility of this pictorial

metaplan product. The application of this pictorial metaplan focuses on implementing a daily activity in an informal situation.

Data Analysis Technique

Techniques in analyzing data in this study used a questionnaire instrument given to research subjects to find out problems in the field. This questionnaire was given at the beginning and after a product trial was carried out in order to get feedback from users about this pictorial metaplan learning aid media. The questionnaire given to the subjects of this study is essential for the development and improvement of this pictorial metaplan product. The following is a questionnaire to determine the problems and needs of the research subjects:

Problems and Needs Analysis (Students)

Questions

1. What difficulties you found the learning process of informal English-speaking subject?
2. What do you think about the activities given by teachers to improve your speaking competency?
3. What do you think about the media used by teachers to teach informal English-speaking subject?
4. What activities do you expect to have in the classroom?
5. What kind of learning media do you expect to use in the classroom?

Problems and Needs Analysis (Teachers)

Question

1. What difficulties you found during the teaching process of informal English-speaking subject?
2. What activities do you expect to have in the classroom?

What kind of learning media do you expect to use in the classroom?

Research Procedures

This research uses Research and Development (R & D). Referring to Sugiyono's (2012) statement that the Research and Development method is a method used in research that produces a product and is then tested to determine whether the product is eligible and effective in its use. The main

focus of this research is to develop learning media for pictorial metaplan in the form of map with the theme 'Getting Direction' which is implemented directly in 7 students of English class 8 of Junior High School. This research has several systematic structured stages referring to the concept of steps in the Research and Development (R & D) method from Sugiyono (2013), which are as follows

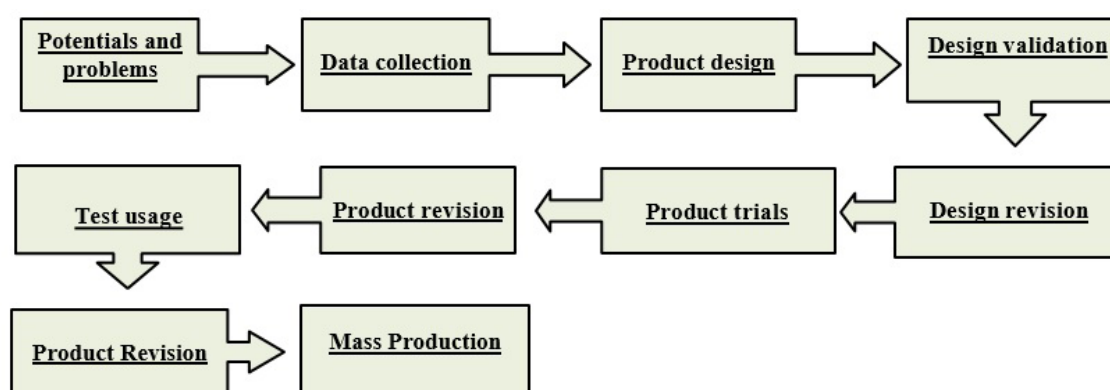


Figure 1. Schematic of implementing the Research and Development (R & D) method from Sugiyono (2013)

This research begins with the development stage of learning media by observing directly in the field to get information about the potential and existing problems, then carrying out data collection from teachers in schools, the next step is the design of learning media products in the form of pictorial metaplan in the form of map with the theme of 'Getting Direction'. The next stage is the validation of the design carried out by media experts, after the learning media in the form of pictorial metaplan has been printed, this product is included in the prototype phase of stage 1 and then this pictorial metaplan is entered in the product trial stage by the author and media experts. The next step is a design revision that results in a stage 2 product prototype. After the second revision was completed, this pictorial metaplan product

was implemented in the trial use phase by teachers and junior high school students, and was tested on media experts. Based on the results of feedback after the trial, the final stage is a product revision to improve the product so that it can be printed in mass production.

FINDINGS AND DISCUSSION

Potential and Problems

The initial stage in the implementation of this research was distributing questionnaires to 7 students in the 8th grade at Sekolah Menengah Pertama Negeri 3 Ungaran. This is done to determine the problems that occur in the process of learning English in speaking competence. Some of the problems found were:

The learning process is too monotonous and not interactive.

The learning process still uses the method Teacher-Centered Learning (TCL) because the main focus is still centered on teachers and there is minimal direct application of speaking practice on students.

The material given focuses more on structure and reading competencies.

Limited learning that focuses on increasing vocabulary in students.

Some of the problems that were obtained from the results of this initial questionnaire were fact-based inputs about what happened in their daily learning process. Based on these problems, the author began to determine the next step to be able to provide solutions, namely implementing the learning process using teaching aids.

Data Collection

The next step is data collection that has been completed by distributing questionnaires to students of Sekolah Menengah Pertama Negeri 3 Ungaran at the beginning of the research. Referring to the results of feedback from the research subjects, there are several problems that require an appropriate solution, the solution is learning with a major focus on improving vocabulary and speaking skills.

Based on the results of the questionnaire, students need learning activities that are more interactive, less monotonous, and fun. Students also want a Student-Centered Learning (SCL) method, so that they can have more time to make presentations in the form of hands-on practice in studying material with the supervision and guidance of teachers.

Product Design (Initial Product Design)

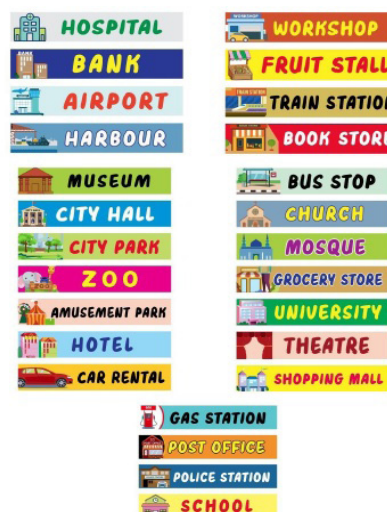
The initial product design implementation carried out by the author is the making of a pictorial metaplan design in the form of a map equipped with a mini

dictionary (on the left of the pictorial metaplan section). This pictorial metaplan will function as a city plan. This pictorial metaplan is equipped with pictures of streets and buildings that can facilitate students in learning English material with the theme 'Getting Direction' at the informal basic English speaking level. Students can immediately practice showing the way with the help of this pictorial map.



Figure 2: Initial product design of pictorial metaplan (prototype 1)

This pictorial metaplan is also equipped with the names of streets and buildings that can be stucked and moved as needed. The following are the initial designs of streets and buildings names:



Jl. Borobudur	Metropolitan Avenue	King's Road
Jl. Imam Bonjol	Ridgewood Avenue	Abbey road
Jl. Dr. Wahidin	Rockaway Boulevard	Oxford Street
Jl. A. Yani	Cross Bay Boulevard	Spring Gardens
Jl. Imam Barjo	Atlantic Avenue	Heathfield Road
Jl. Prof. Sudarto	Logan Street	Westerham Road
Jl. Perintis Kemerdekaan	Liberty Avenue	Warren Road
Jl. Pamularsiah	Linden Boulevard	Petts Wood Road
Jl. Pemuda	Springfield Boulevard	Cray Ave
Jl. Pahlawan	Belmont Park Road	High Street
Jl. Diponegoro	Winchester Boulevard	Sevenoaks Road
Jl. Setiabudi	Langdale Street	Highfield Road
Jl. Durian	Lakeville Road	Hookwood Road
Jl. Ace	New Hyde Park Road	Knockholt road
Jl. Cemara	Shelter Rock Road	Old London Road

Figure 3. Initial product design of street's name (prototype 1)

Design Validation

Design validation is carried out referring to the advice obtained from media experts. This initial design received several inputs in the form of changes in the design of the background and also the size that should be enlarged to make it easier for users to read written items. The following is feedback from media experts regarding metaplan design and products:

Table 3. Comments and suggestions for improvement from media expert

Respondents	Comments and suggestions for improvement
Media Expert	There needs to be a combination of color and good writing, making it easier for users to read the instructions. The materials used should be child-safe. Need to fix sharp edges in metaplan

Design Revision

The design revision was then carried out in accordance with the comments and suggestions from media experts and several teachers on the design side. The size and color scheme which were made more attractive and easier to be read. At this de-

sign revision stage, the author added a box as a container for streets and buildings names. The application of making boxes for streets and buildings name containers is to accommodate these items of streets and buildings names so they are not scattered and lost.

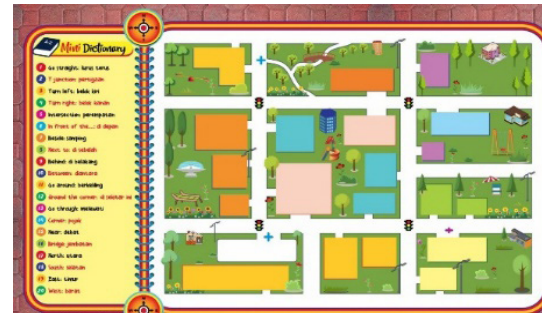


Figure 4. Design from pictorial metaplan Design revision description

Improvements were made to the pictorial metaplan design by adding several variations of images, color (on the background of the mini dictionary section) and more detailed ornament placement.



Figure 5. Box design for street names and buildings names

In this design revision, the author added a box for streets and buildings names, so they are not scattered and lost.

Product Trials

After completing the product revision and validation by media experts and several teachers, the next step is the implementation of the use of this pictorial metaplan to 7 students in 8th grade of junior high school as the research subjects. The application of pictorial metaplan as the

learning aid is integrated into English subjects with the materials 'instruction', 'ability', 'willingness to take an action', and 'modal auxiliary'. After the implementation of this product trial was carried out, the 8th grade students of junior high school felt very helped by the use of this pictorial metaplan as the learning aid.

This pictorial metaplan media can facilitate students to be more active and students can interact directly with the material they are learning. The following is a questionnaire form distributed to teachers and students, this questionnaire is needed by author to find out feedback from users. With the results of the answers to this questionnaire, the author can find out the existing weakness and immediately revise them for improvement.

Respondents Questionnaire (Students and Teachers)

Questions

1. What are the advantages of learning with "Pictorial Metaplan"?
2. What are the disadvantages of learning with "Pictorial Metaplan"?
3. What are the difficulties you find in using "Pictorial Metaplan"?
4. What should be revised for next edition of "Pictorial Metaplan"?

The learning process using the pictorial metaplan media helps students to be more active and increase their enthusiasm for learning. These are some inputs from students as users of this learning aid media: the metaplan design is still very monotonous, less extensive and the color combination in the mini dictionary section is still not suitable, so the words are difficult to read.

The following is a summary of the results of the responses from teachers and

students obtained from the questionnaire during the first pictorial metaplan trial:

Table 4. Summary of the responses from the students and teachers

Respondents	Comments and suggestions Improvement
Teacher	Suitable for use in learning because it helps students' physical activities in addition to memorizing. An empty road (in metaplan) can be added with a hint in the form of an arrow indicating the intended path (destination). Can be added with many other building variations (Mosque, Church, etc).
Students	Improve learning media because it can improve the quality of learning and can increase student enthusiasm. Pictorial metaplan size is still not wide enough. Need a bigger size and less attractive color. Learning media like this is very effective and very exciting, but the pictures and writing are still too small so they are difficult to be read. It takes a lot of variety of images and street names.

Product Revision

Based on the inputs from research subjects, the author revised the design section of the image, writing and color combination and size of this pictorial metaplan. This second revision, the author also changed the initial design of the street



ts and buildings names container boxes which initially only consisted of one box, then divided into three boxes of three different series of streets names packages. Those packages are Semarang, New York and London packages. The author also added a complete pictorial metaplan package container box. Next improvement, the author added a bag as a container for the complete box of this pictorial metaplan package. The making of this box is based on input from an internal meeting of the authors team, that the complete package of

pictorial metaplan should be equipped with a bag to facilitate user mobility.

Description of improvements and revisions

Repair or improvement is carried out by separating the names of the streets, which were initially divided into three separate packages, namely: the Semarang package, the New York package and the London package.

Table 5. Initial product and product revision of container box for complete package of pictorial metaplan

The initial design of the complete package container box (prototype 1)	Description of improvements and revisions	The second design of the complete package container box (prototype 2)
	<p>Repair or refinement is carried out by changing the material from thin cardboard to cardboard that is much thicker, so this box is stronger and can protect the complete package of metaplan inside.</p>	

Test Usage

After the complete package of this pictorial metaplan went through the revision stage and also received additional support sections, this product takes a second trial phase with participants of 7 students in the 8th grade along with 4 junior high school teachers. The implementation of this second trial received a positive response from its users because they felt more comfortable reading the words listed in the pictorial metaplan.

The use of pictorial metaplan can facilitate students to learn English actively and interactively. The list of new words in the mini dictionary section and the revision of the names of streets and buildings really help students to add vocabulary in English. The application of the new color, design and size also received positive reactions from its users. The following is a summary of the results of feedback from students and teachers after using the final pictorial metaplan product:

Mass Production

The final stage of implementing this product development is the mass production stage. Based on several stages of revision, product testing and questionnaire results, the pictorial metaplan product development process with the theme 'Getting Direction' has been completed. This pictorial metaplan product is ready to be mass produced and sold in the market. This pictorial metaplan with the theme 'Getting Direction' will be mass produced by a graphic designer and printing company called 'Prodesign'. The marketing and sales process will begin with visits to schools.



Figure 6. Complete package of pictorial metaplan

DISCUSSION

Pictorial Metaplan Application

The way of application is by laying out this pictorial metaplan, then students can stick the names of the buildings and streets names according to their needs. The learning method using this pictorial metaplan uses the role play method, because users have to conduct direct practice with their partners. Implementation of the role play method with the help of pictorial metaplan media can increase self-confidence and vocabularies skill in students.

The application of this pictorial metaplan must be conducted by two participants, the first participant as someone who

asks the name of a location, and the second participant as someone who shows the direction to the location that you want to go to. The ability to practice speaking English in the context 'instruction' to partners becomes more interactive with the implementation of the use of this pictorial metaplan as a learning aid. This product is equipped with vocabularies list in 'mini dictionary', such as prepositions, adverbs of place, and vocabulary in the scope of 'direction'.

Eligibility Assessment of Pictorial Metaplan as Teaching Aid

The use of pictorial metaplan for learning aid has been able to assist students in conducting more interactive informal speaking practices. By using this pictorial metaplan product, students can improve their listening competence by listening to directions from their partner, and can improve their speaking competence because every instruction given must be in English. With a direct interaction process like this, the English learning process for students can be conducted effectively and efficiently. This pictorial metaplan product with the theme 'Getting Direction' has been successfully implemented directly in 7 students in the 8th grade of Sekolah Menengah Pertama Negeri 3 Ungaran.

In the final stage, after completing the trial of using pictorial metaplan, respondents are also asked to fill out a questionnaire for the eligibility assessment of pictorial metaplan as an aid for learning English. Referring to Mardapi (2004), data that has been collected by authors are then processed using quantitative descriptive statistics. This eligibility assessment data is obtained from the results of the pictorial metaplan eligibility assessment questionnaire that has been filled in by the respondent. The following is a calculation formula and a rubric

for assessing the eligibility of a pictorial metaplan product.

The Procedures aspect needs a total score equal to or above 12.50 to be categorized 'eligible', and in the aspect of the Media Application Rules needs a total score equal to or above 25.00.

Based on the results of the respondents' assessment, the data can be shown in the table below:

Table 6. The result of assessment data from all respondents

Respondents	Aspects	Total Score	Category
Media Expert	Instructional Media Rules	48	Very Eligible
	Procedures	19	Very Eligible
Teachers	Media Application	39	Very Eligible
	Instructional Media Rules	39,8	Eligible
Students	Procedures	13,6	Eligible
	Media Application	28,2	Eligible
	Instructional Media Rules	46,4	Very Eligible
	Procedures	15,2	Eligible
	Media Application	30,6	Eligible

The following is the total score for each aspect of the media expert, teacher and student assessment questionnaire:

Table 7. The result of total score of all aspects from all respondents

Respondents	Total Score of All Aspects	Category
Media Expert	106	Very Eligible
Teachers	81,6	Eligible
Students	92,2	Eligible

Valid data can be obtained from the results of distributing eligibility assessment questionnaires to users of this pictorial metaplan. Referring to the pictorial metaplan product assessment rubric (see table 16), with the total score of all aspects shown in table 24, a conclusion can be concluded that the pictorial metaplan with the theme 'Getting Direction' is eligible to be used as a learning aid media for 8th grade students in Junior High School.

CONCLUSION

This research has provided a solution for the need of an interactive learning aid media in accordance with 8th students need in improving their skills and knowledge in English. The use of pictorial metaplan media as a learning aid media has been proven to help students improve their speaking and listening competences.

This product can be used starts from the basic level to the advanced level, its use can be adjusted according to your needs. Users can choose their partners and immediately conduct direct practice using the role play method. The process of interaction and direct practice that is formed can

increase self-confidence and improve speaking fluency in English.

The use of pictorial metaplan has provided a more interactive form of learning and motivating students to be more creative in expressing their ideas in a given material. The application of this pictorial metaplan can be applied with the Student-Centered Learning method which is also combined with the Total Physical Response method. The combination of these two methods can increase student activeness in the speaking and listening competencies.

This pictorial metaplan media will greatly help the learning process to be more fun and interactive. This product will be mass produced and other new themes, such as 'Tools', 'Cooking Time', 'Going to the Zoo' and 'Fruit and Vegetable' will be added in the future.

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