

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To know more about correlation of teacher's teaching way using color pictures and students' mastery in vocabulary, the writer spread a questionnaire which consists of 10 questions for students to be answered. Then, to get more valid data about correlation of teacher's teaching way using color pictures and students' mastery in vocabulary, they are tested by some vocabularies question in order to know their ability in vocabulary. I also observed and interviewed an English teacher to know more about her teaching ways using color pictures.

In order to make easier to classify there is correlation or not of teacher's teaching way using color pictures and students' mastery in vocabulary, the writer classified them by the result of the questionnaire which has spread to the students. It consists of 10 questions. It is conducted to know is there is any correlation of teacher's teaching way using color pictures and students mastery in vocabulary or not. Then, the data deepen clearly by the result of teacher's frequency of using color pictures and students' vocabulary test result in a month which obtained using interview, questionnaire and test technique to each student.

To know the students' mastery in vocabulary, the writer conducted a vocabulary test for them. The test consists of 10 questions. Every right answer will be scored 10 points and 0 points for wrong answer. As a result, if the students can answer right for all of the questions, the students can get the highest score is 100 points.

a. Questionnaire

Based on the result of questionnaire which conducted by the writer, the writer get the result from the questionnaire as follow; there are 4 students who get score 65 (10%), 9 students get score 75 (22,5%), 17 students get score 85 (42,5%), 10 students get score 90 (25%). The accumulated score is 3280. The writer gives score for the questionnaire by classifying the score for every answer. For answer A the writer gives score 2,5, answer B 5, answer C 7,5, and answer D 10.

To get information about the score of the students' questionnaire result can be seen in table below:

Tabel 4.1 The Result of the Students' questionnaire percentage

No.	Score	Frequency	Percentage
1.	80 – 100 (Excellent)	27	67,5
2.	70 – 79 (Good)	9	22,5
3.	60 – 69 (Fair)	4	10
4.	50 – 59 (Bad)	0	0
5.	0 – 49 (Poor)	0	0
	Total	40	100

Based on the explanation above the writer could concluded that the process of using pictures (frequency and the teacher's ways in teaching-learning process was good, because from the result of the questionnaire the writer could see that many students got a good scores. The students' classifying scores start from fair classification until excellent classification.

For more detail information, the data can be seen in the table below.

Table 4.2 The Result of Questionnaire about Students' interest and teacher's frequency of using pictures.

No	Name	1	2	3	4	5	6	7	8	9	10	Total Score
1	Student 1	2,5	2,5	10	10	10	5	5	10	5	5	65
2	Student 2	5	5	2,5	10	10	2,5	10	10	5	5	65
3	Student 3	2,5	7,5	5	10	5	10	10	5	10	10	75
4	Student 4	7,5	10	10	10	5	5	2,5	10	10	5	75
5	Student 5	5	10	7,5	2,5	10	10	10	10	10	10	85
6	Student 6	5	5	10	10	2,5	5	10	2,5	5	10	65
7	Student 7	2,5	5	5	2,5	10	10	5	10	10	5	65
8	Student 8	10	10	5	10	7,5	2,5	10	10	10	10	85
9	Student 9	10	5	7,5	2,5	10	10	10	10	10	10	85
10	Student 10	10	10	2,5	5	10	10	10	7,5	10	10	85
11	Student 11	5	10	10	5	5	10	10	2,5	7,5	10	75
12	Student 12	10	10	10	7,5	2,5	10	5	5	10	5	75
13	Student 13	2,5	7,5	10	10	10	5	10	5	5	10	75
14	Student 14	10	5	7,5	2,5	10	10	10	10	10	10	85
15	Student 15	5	10	10	7,5	10	10	10	2,5	5	5	75
16	Student 16	10	5	10	10	10	2,5	10	10	10	7,5	85
17	Student 17	10	10	7,5	2,5	10	10	5	5	5	10	75
18	Student 18	10	10	10	7,5	10	5	2,5	10	5	5	75
19	Student 19	5	10	10	2,5	10	10	7,5	5	5	10	75
20	Student 20	10	5	10	10	10	10	2,5	7,5	10	10	85
21	Student 21	10	2,5	10	10	5	10	10	10	7,5	10	85
22	Student 22	7,5	7,5	10	10	10	7,5	10	10	7,5	10	90
23	Student 23	10	10	10	7,5	7,5	10	10	7,5	7,5	10	90
24	Student 24	2,5	10	10	5	10	10	10	10	7,5	10	85
25	Student 25	2,5	7,5	10	10	10	5	10	10	10	10	85
26	Student 26	7,5	10	10	10	10	2,5	10	10	5	10	85
27	Student 27	5	10	10	2,5	10	10	10	7,5	10	10	85
28	Student 28	2,5	10	10	5	10	10	10	10	7,5	10	85
29	Student 29	10	10	10	7,5	7,5	10	10	7,5	7,5	10	90

Note: table will continue in the next page.

Continuing table 4.2 The Result of Questionnaire about Students' interest and teacher's frequency of using pictures.

30	Student 30	10	7,5	7,5	10	10	7,5	7,5	10	10	10	90
31	Student 31	7,5	10	10	10	7,5	10	10	7,5	10	7,5	90
32	Student 32	10	10	2,5	10	10	10	5	10	7,5	10	85
33	Student 33	7,5	7,5	10	10	10	7,5	10	7,5	10	10	90
34	Student 34	10	10	7,5	10	7,5	10	10	7,5	7,5	10	90
35	Student 35	2,5	10	10	7,5	10	10	10	5	10	10	85
36	Student 36	7,5	10	5	10	10	2,5	10	10	10	10	85
37	Student 37	7,5	10	10	10	7,5	7,5	10	10	7,5	10	90
38	Student 38	10	7,5	7,5	10	10	7,5	7,5	10	10	10	90
39	Student 39	7,5	10	10	7,5	10	10	7,5	10	10	7,5	90
40	Student 40	5	7,5	10	10	10	10	2,5	10	10	10	85

From the table above explained that:

1. For question number 1 there are 8 students answer A, 8 students answer B, 8 students answer C, and 16 students answer D. if we percentage, there are 20% students answer A, 20% students answer B, 20% students answer C, and 40% students answer D.
2. For question number 2 there are 2 students answer A, 7 students answer B, 8 students answer C, and 23 students answer D. if we percentage, there are 5% students answer A, 17,5% students answer B, 20% students answer C, and 57,5% students answer D.
3. For question number 3 there are 3 students answer A, 4 students answer B, 7 students answer C, and 26 students answer D. if we percentage, there are 7,5% students answer A, 10% students answer B, 17,5 students answer C, and 65% students answer D.
4. For question number 4, there are 7 students answer A, 4 students answer B, 7 students answer C, and 22 students answer D. if we percentage, there are 17,5% students answer A, 10% students answer B, 17,5% students answer C, and 55% students answer D.
5. For question number 5, there are 2 students answer A, 4 students answer B, 6 students answer C, and 28 students answer D. if we percentage, there are 5% students answer A, 10% students answer B, 15 % students answer C, and 70% students answer D.
6. For question number 6, there are 5 students answer A, 6 students answer B, 5 students answer C, and 24 students answer D. if we percentage, there are 12,5% students answer A, 15% students answer B, 12,5 % students answer C, and 60% students answer D.
7. For question number 7, there are 4 students answer A, 5 students answer B, 4 students answer C, and 27 students answer D. if we percentage, there are

10% students answer A, 12,5% students answer B, 10 % students answer C, and 67,5% students answer D.

8. For question number 8, there are 3 students answer A, 6 students answer B, 8 students answer C, and 25 students answer D. if we percentage, there are 7,5% students answer A, 15% students answer B, 20 % students answer C, and 62,5% students answer D.
 9. For question number 9, there are 0 students answer A, 9 students answer B, 10 students answer C, and 21 students answer D. if we percentage, there are 0% students answer A, 22,5% students answer B, 25 % students answer C, and 52,5% students answer D.
 10. For question number 10, there are 0 students answer A, 7 students answer B, 3 students answer C, and 30 students answer D. if we percentage, there are 0% students answer A, 17,5% students answer B, 7,5 % students answer C, and 75% students answer D.
- b. Interview

To classify quantitatively about teacher's frequency of using color pictures in teaching, the writer took the data from interview section to an English teacher. The question which the writer asked to an English teacher is about her background education, students' mastery in English especially in vocabulary, does the teacher always use media, what kind of media that the teacher usually use, how often she uses that media and what are the difficulties when using that media.

Based on the interview the writer knew that the teacher was graduated from IAIN Antasari Banjarmasin. And the students' ability in English especially in vocabulary was fair but to increase their ability more the teacher should often use media to motivate and increase their interest. For this reason the teacher decided to use colored pictures in teaching-learning process. The using of that media did by the teacher about two or three times a week. Although colored pictures is the simple media, but also there are some difficulties in using it. For

example, the big colored pictures was needed more space to hang it. So that the teacher was need more time to switch it for the other pictures.

c. Observation

Then, to strong the result of interview section about teacher's frequency of using colored pictures and also to know the students' interest in teaching-learning process, the writer took the class observation.

Based on the observation, the writer got the same result with the result of interview section about the teacher's frequency of using colored pictures. The result of the observation shows that the teacher used pictures about two and three times a week. The writer also saw that the students were more interested in teaching-learning process and they were easier to get the lesson material.

There were general steps in applying colored pictures in the classroom. They are pre activity, applying colored pictures in the classroom as while activity, and post activity.

Those general parts will be described in each meeting. The description has shown as below:

a). First month

1. first week

1). Class A

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about

their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the material, for this meeting she explains about noun. Then, teacher show some pictures and ask some question related to the pictures. After that, the teacher divides students in group and monitors the students' activity. She asks them to do the task. The students should find the other card that contains the word which is related to the pictures, they should match it. After that, the teacher gives new task, the students should remember the vocabulary they get and mention it in front of the class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

2). Class A

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher continue the explanation about the last material. Then, teacher distributes the question and asks them to do the task individually. After that, the teacher monitors the students' activity. Then, the teacher discusses the answer with class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

2. Second weeks

3). Class A

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the material like dancing, reading, and writing. The teacher shows some pictures and asks the students to mention it. Then, the teacher asks the students to do the game in group (one group of the students should miming the word that they got and the other group will guest the answer by show the picture they have) and the teacher monitors students' activity.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

4). Class B

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material about noun and shows some pictures to make the students understand about the meaning of vocabulary. Then, the students should do the task in group, they must match the pictures with the appropriate word, and the teacher monitors students' activity.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

3. Third weeks

5). Class B

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material about verb and shows some pictures by hang it on the blackboard. Then, the teacher mentions the vocabulary and asks the students to remember. After that the teacher invites

students to do a game. One student will show the picture and the other should mention the vocabulary and the teacher monitors the students' activity. Then, the teacher gives new task, students should do it individually. After that, the teacher discuss the students' answer with class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

6). Class B

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the material about noun and verb. Then, teacher show the pictures and hang it on the blackboard. After that, the teacher explains how to make a good sentence according to the pictures. Then, the students should make 10 sentences according to the pictures. The teacher always monitors the activity and then discusses the answer with class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

4. Forth weeks

7). Class C

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the material about verb and shows some pictures and mention the vocabulary. Then, teacher asks students to remember the vocabulary. After that, the teacher divides students in group, there are two persons in each group, the member of group will miming an action according to the pictures they get and the other group should guest the vocabulary. The teacher monitors their activity carefully. Then, the teacher asks the students to do the task individually. After that, they discuss it in class

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

8). Class C

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material about noun and shows some pictures by hang it on the blackboard. The teacher mentions the vocabulary according to the pictures. Then, the teacher points on of the students to write the appropriate vocabulary according to the picture on the blackboard, and the teacher monitors students' activity. After that, the teacher asks students to do new task individually. Then, the teacher discusses the students' answer with class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

b). Second month

1. First week

1). Class A

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material present continues tense, and the teacher hangs some pictures on the blackboard. Then, the teacher arranges some pictures and gives example, "she is eating a banana". After that, the teacher asks students to make 10 sentences in group according to the pictures on the blackboard, and the teacher monitors their activity. The, the teacher discusses their answer with class.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

2). Class B

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material about present continues tense. Teacher shows some pictures and gives example. Then, the teacher distributes the pictures and asks students to make some sentences according to the pictures they get. After that, the teacher monitors students' activity and then they discuss the answer.

In post activity, teacher asks the students' difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

3). Class C

In pre-activity the teacher greets the students by saying good morning and how are you. Then the teacher checks their attendance list one by one. After that the teacher review the last vocabulary, the teacher ask students to remember about their last vocabulary. To guide the students for related lesson the teacher explains the objective of the lesson and asks some question to lead the students to the topic.

In while activity, teacher explains about the new material about present continues tense. Teacher shows some pictures and hangs it on the blackboard. Then, the teacher gives example, “Ann is sitting on the chair”. After that the teacher divides students in group and asks them to do a game, the member of group will show some pictures and the other group should make a sentence according to the pictures, and the teacher always monitors the students’ activity.

In post activity, teacher asks the students’ difficulties during the lesson and gives solution based on their difficulty. Then, the teacher summarizes the material of the lesson and closes the meeting.

d. Test

While based on the test has been conducted, for the highest score is 100 and 70 for the lowest score. The accumulated score is 3600. The more detail data can be seen on the following table.

Table 4.3 Result of Students’Vocabulary test

Subject Number	Name	Score
1	Student 1	70
2	Student 2	70
3	Student 3	80
4	Student 4	80
5	Student 5	80
6	Student 6	80
7	Student 7	80
8	Student 8	80
9	Student 9	80
10	Student 10	80
11	Student 11	80
12	Student 12	80
13	Student 13	80

The table will continue at the next page.

Continuing Table 4.3 Result of Students' Vocabulary test

14	Student 14	80
15	Student 15	80
16	Student 16	90
17	Student 17	90
18	Student 18	90
19	Student 19	90
20	Student 20	90
21	Student 21	90
22	Student 22	90
23	Student 23	90
24	Student 24	100
25	Student 25	100
26	Student 26	100
38	Student 38	100
39	Student 39	100
40	Student 40	100
	Total	3600

To clarify the test and to find the students improving of vocabulary, the writer presents the students' score of each test below:

As show in the table 4.2 above, it is found out that the highest score of the data in is 100 and the lowest is 70, the whole gotten scores are 3600 from 40 respondents.

To get information about the score of the students' achievements of vocabulary skills at the test can be seen in the table below:

The table will write at the next page.

Table 4.4 The Result of the Students' Percentage in Vocabulary Skills

No.	Score	Frequency	Percentage
1.	80 – 100 (Excellent)	38	95
2.	70 – 79 (Good)	2	5
3.	60 – 69 (Fair)	0	0
4.	50 – 59 (Bad)	0	0
5.	0 – 49 (Poor)	0	0
	Total	32	100

The table shown that got score 80 – 100 (Excellent) are 38students(95%), got score 70 –79 (Good) are 2 students (5%), got score 60 – 69 (Fair) is0students (0%), got score 50 – 59 (Bad) is 0 students (0%), and got score 0 – 49 (Poor) is 0students (0%).

Then, the writer uses the work table or calculating table to analyze the data as follow:

The table will write at the next page.

Table 4.5 Working Table of Data Analysis of Students' Mastery in Vocabulary

No	Name	X	Y	(X-M)	(Y-M)			
1	Student 1	65	70	-17	-20	289	400	340
2	Student 2	65	70	-17	-20	289	400	340
3	Student 3	75	80	-7	-10	49	100	70
4	Student 4	75	80	-7	-10	49	100	70
5	Student 5	85	80	3	-10	9	100	-30
6	Student 6	65	80	-17	-10	289	100	170
7	Student 7	65	80	-17	-10	289	100	170
8	Student 8	85	80	3	-10	9	100	-30
9	Student 9	85	80	3	-10	9	100	-30
10	Student 10	85	80	3	-10	9	100	-30
11	Student 11	75	80	-7	-10	49	100	70
12	Student 12	75	80	-7	-10	49	100	70
13	Student 13	75	80	-7	-10	49	100	70
14	Student 14	85	80	3	-10	9	100	-30
15	Student 15	75	80	-7	-10	49	100	70
16	Student 16	85	90	3	0	9	0	0
17	Student 17	75	90	-7	0	49	0	0
18	Student 18	75	90	-7	0	49	0	0
19	Student 19	75	90	-7	0	49	0	0

The table will continue at the next page.

**Continuing Table 4.5 Working Table of Data Analysis of Students' Mastery
in Vocabulary**

21	Student 21	85	90	3	0	9	0	0
22	Students 22	90	90	8	0	64	0	0
23	Student 23	90	90	8	0	64	0	0
24	Student 24	85	100	3	10	9	100	30
25	Student 25	85	100	3	10	9	100	30
26	Student 26	85	100	3	10	9	100	30
27	Student 27	85	100	3	10	9	100	30
28	Student 28	85	100	3	10	9	100	30
29	Student 29	90	100	8	10	64	100	80
30	Student 30	90	100	8	10	64	100	80
31	Student 31	90	100	8	10	64	100	80
32	Student 32	85	100	3	10	9	100	30
33	Student 33	90	100	8	10	64	100	80
34	Student 34	90	100	8	10	64	100	80
35	Student 35	85	100	3	10	9	100	30
36	Student 36	85	100	3	10	9	100	30
37	Student 37	90	100	8	10	64	100	80
38	Student 38	90	100	8	10	64	100	80
39	Student 39	90	100	8	10	64	100	80
40	Student 40	85	100	3	10	9	100	30
		3280	3600			2390	3800	2200

To know the correlation study between Teacher's teaching way using pictures and students' mastery in vocabulary, Then, the writer uses the accounting of index correlation between "X" and "Y" using formula as follow:

The explanation will continue at the next page.

Note; $M_x =$

$$= 3280 : 40$$

$$= 82$$

$M_y =$

$$= 3600 : 40$$

$$= 90$$

$$= 3800$$

- 1) The writer count index correlation between “X” and “Y” using formula as follow:

=

=

=

=

=

- 2) Then, the writer uses the accounting of “Degree of Freedom(db/df)” using formula as follow:

$$d.b = N - 2$$

$$= 40 - 2$$

$$= 38$$

- 3) Giving interpretation for “**r count**” with consulting **r table**.

- Looking for Degree of Freedom

$$db = N-2 = 40-2 = 38$$

- Consulting score of “db” with “r table”
 - In significant degrees r table 5% = 0,320
 - In significant degrees r table 1% = 0,413

4) The writer makes a conclusion.

Thus, based on the explanation of the formulas above, it is clearly seen that *r count* (0,730) *r table* 5% (0,320) *r table* 1% (0,413). R count is higher than *r table*. Ha (Alternative Hypothesis) is accepted and Ho (Zero Hypothesis) is rejected. By this result, the writer concludes that Ha is accepted.

As a result, there is a big positive and significant correlation. It's mean that there is positive and significant correlation between Teacher's teaching way using pictures and students' mastery in vocabulary.

B. Discussion

After the data is processed in form of description, the writer analyzed the data and described it based on the turn of the last data presentation in finding. It is done to know the correlation of teacher's ways in teaching using colored pictures and the seventh grade students' mastery in vocabulary at MTsN 1 Barambai Academic year 2013/2014. For further description, it is know from analysis below:

1. The use of colored pictures in teaching vocabulary

In teaching and learning process, previously a teacher prepares the lesson plan which states the learning objective.

- a. The English teacher skill in using colored pictures

Based on the data presentation in finding, it can be known that English teacher skill to use colored pictures in her teaching vocabulary is good. Basically English teacher in that school has known and understood enough about the importance of teaching technique and media; especially teaching vocabulary using colored pictures. Teacher's ways in using colored pictures helped the students to increase their ability so much.

Before starting the class, the teacher prepares learning material, time allocation, and learning goal; it is know before teaching and learning vocabulary by using colored pictures.

From the description above it can be conclude that English teacher skill in teaching vocabulary by using colored pictures is suitable to teach vocabulary and it very useful for increase students' ability in vocabulary.

- b. The teacher's activities in using colored pictures

The various techniques are very needed to improve and actualize in teaching and learning process. Especially in teaching vocabulary to reach certain goal in order to create an interesting learning process so that the students' interest and motivation to learn will improve.

Based on finding above, showed that an English teacher activity in using colored pictures in teaching vocabulary is good. Based on the observation, the writer has analyzed the using of colored pictures for this school is help the teacher to introduce new vocabulary, make the students were very interested in teaching-learning process, very enthusiasm and useful in helping them to improving their vocabulary skills. The using of colored pictures in teaching-learning process did by the teacher about two or three times a week.

The explanation below will explained the general teaching steps used by the teacher in every meeting.

1). Pre activity

In every meeting, the teacher begins the lesson with warming up activity. It sign that the teaching learning process will be began then it will be followed by some next activity. At the pre activity stage, the teacher begins with greeting, asks the students about the lesson, and introduces the material by asking the questions related to the material.

2). While activity

Following this activity the teacher explains the material, so shows the pictures. And then, mention the vocabulary. Teacher asks students to do the game and also the task individually and sometime in group or all of them.

3).Post Activity

In this activity the teacher reviews the lesson in brief and gives the students opportunity to ask some question and then teacher close the lesson.

c. The Material and Media Used by Teacher

Material and media is something important in teaching and learning process because it can support the students' success in learning and also can reduce the saturation in learning process. By using the appropriate material and media the goals of teaching-learning process will be easy to get and teaching-learning process will be more fun for the students. So that the choosing of material and media is very influenced in getting the goals of teaching-learning process.

Based on data observation, the English teacher used the handbook of the seventh grade at MTsN 1 Barambai and also colored pictures as the material and media, it can be concluded that the material and media that used by the teacher is suitable in teaching by using colored pictures so that the students are enthusiastic in answering the question that was given by the teacher.

d. Interaction

1) Interaction between Teacher and Students

Interaction between teacher and students is good. It can look from students respond to the teacher is well because they active in classroom.

2) Interaction between Student and Student

Interaction between student and student is good. It can look from their cooperation each other. It appear when they work together in group.

2. The Seventh Grade Students' Vocabulary Skills

a. The seventh grade students' mastery in vocabulary

Based on the test about the students' mastery in vocabulary. It is know there are got score 80 – 100 (Excellent) are 38 students (95%), got score 70 –79 (Good) are 2 students (5%), got score 60 – 69 (Fair) is 0 student(0%), got score 50 – 59 (Bad) is 0 student (0%), and got score 0 – 49 (Poor) is 0 student (0%). The total score are 3600.

Then, to know the correlation of teacher's ways in teaching using colored pictures and the seventh grade students' mastery in vocabulary, the result of the test will count with the result of questionnaire by using correlation of product moment.

Based on the result of questionnaire which conducted by the writer, the writer get the result from the questionnaire as follow; there are 4 students who get

score 65 (10%), 9 students get score 75 (22,5%), 17 students get score 85 (42,5%), 10 students get score 90 (25%). The accumulated score is 3280.

Then the writer makes the table analysis to get the score of r and r . After that, the writer counts the correlation between “X” and “Y” using formula as follow = r . After get the result (0,730), the writer uses the accounting of “Degree of Freedom (db/df)” and gets the result 38.

After that, the writer gives interpretation for “**r count**” with consulting **r table**, looking for Degree of Freedom (38). Then, the writer consulting the score of “db” with “r table”. The result are:

- In significant degrees r table 5% = 0,320
- In significant degrees r table 1% = 0,413

The explanation will continue at the next page.

Last, the writer makes a conclusion. Thus, based on the explanation of the formulas above, it is clearly seen that **r count** (0,730) r table 5% (0,320) r table 1% (0,413). R count is higher than r table. H_a (Alternative Hypothesis) is accepted and H_o (Zero Hypothesis) is rejected. By this result, the writer concludes that H_a is accepted.

As a result, there is a big positive and significant correlation. It's mean that there is positive and significant correlation between Teacher's teaching way using pictures and students' mastery in vocabulary.

Based on the documentary result of the test, the students' mastery in vocabulary is correlated with the teacher's ways in teaching using colored pictures.

So that, it can be conclude that there is correlation between the teacher's ways in teaching using colored pictures and the seventh grade students' mastery in vocabulary. Then, colored pictures is also interesting and useful media in improving students' mastery in vocabulary at MTsN 1 Barambai that I have observed.