Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya U REVIEW OF RELATED LITERATURE rawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas B In this chapter, the researcher presents some related literatures with the s	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Univer ersitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitathey are: jaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawi Universitas Brawi Universitas 2.1 Students' Perception	Universitas B	rawijaya
Brawijaya	Universitas Brawi TAS BB ijaya	Universitas B	
Brawijaya	Universitas Br	Universitas B	
Brawijaya		Universitas B	
Brawijaya	Universit? This study focused on students' perception on the use of flashcard in tea	achingersitas B	rawijaya
Brawijaya	Universi	Niversitas B	rawiiava
Brawijaya			
Brawijaya	Universi According to Campbell (1967), perception is a result of individual obser	vation ersitas B	rawijaya
Brawijaya	Universit towards certain things or events occurs around them. The input has been	hiversitas B	rawijaya
Brawijaya			
Brawijaya	Universite through observation that will produce certain judgments which influence	ce the ersitas B	rawijaya
Brawijaya	Universita perception of an individual. The observation here means the students of	Universitas B	
Brawijaya			
Brawijaya Brawijaya	Universita teaching vocabulary by using flashcard. From the observation, they can pruniversitas B.	Universitas B	
Brawijaya	University certain judgments on the use of flashcard in teaching vocabulary.	Universitas B	
Brawijaya	Universitas Braw	Universitas B	
Brawijaya	Universitias B Lindsay and Norman (1977, cited in Ahen, p.11) states that perception is		
Brawijaya			
Brawijaya	Universitas Brawijaya process of thinking as a result of the information received from the second universitas Brawijaya Universitas Brawijaya	ensory Universitas B	rawijaya
Brawijaya	University systems regards certain things or events. Information here means the teacher		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	flashcard as the media to explain some material about vocabulary. Teachin	g also Universitas B	rawijaya
Brawijaya	Universita learning vocabulary in the classroom is the thing or event.as Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas B	
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universites R	rawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Uni2ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitias Based on Daryanto (2010), perception is process of accepting stimu	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita from the environment then response it through opinion and feeling. It mean		
Brawijaya	Universita the students accept some materials from the teacher through some media so	uch as	Brawijaya
Brawijaya		Universitas	
Brawijaya	University flashcard. Then, the students give their perception from that stimulation the		
Brawijaya	University their opinion and feeling. They can express their opinion about stu	idents ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Univer	Universitas	Brawijaya
Brawijaya	University perception on the use of flashcard in teaching vocabulary, such as: It is early		
Brawijaya	Universitation understand new vocabularies or can be more focus when flashcard used	as the	Brawijaya
Brawijaya Brawijaya	Universitas Braw' Universita media in teaching vocabulary. The can express their feeling as well, su	Universitas	
Brawijaya	Universitas	Universitas	
Brawijaya	teaching vocabulary by using flashcard was more interesting.	Universitas	
Brawijaya			D
Brawijaya	Universi Universi Universi Kotler (2000) states that perception is process of how people selects, ma	nages,	Brawijaya
Brawijaya	University and interprets the information which have gotten. Information here		
Brawijaya	Universit	hiversitas	Brawijaya
Brawijaya	Universit teaching vocabulary by using flashcard. So, the students select, manage	e, and niversitas	Brawijaya
Brawijaya	Universita interpret it become positive or negative perception. Positive perception		
Brawijaya	Universitate they are interested in teaching vocabulary by using flashcard. Negative percuriates	Universitas	Brawijaya
Brawijaya			
Brawijaya	Universita means they feel bored in teaching vocabulary by using flashcard.	Universitas	
Brawijaya	Universitas Bl	Universitas	
Brawijaya	Universitas Based on those definitions, perception is a result of individual obser		
Brawijaya	Universitas Braw Universitas Braw Univer	Universitas	Brawijaya
Brawijaya Brawijaya			Brawijaya
Brawijaya	Universita and feeling. In this case, something means teaching vocabulary by Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universita flashcard. It can be concluded that students' perception is how students give	etheirersitas	Brawijaya
Brawijaya	Universita opinion and feeling after their individual observation toward certain thin		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitaevents occur around them itas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas B Pareek (1986) stated that there are five processes of perception, those are	:Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universitas	Rrawijaya

Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Uni3ersitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas	B ₁ Process	of receiving the stimulat	ion The stimula	ition here mea	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Brastudents	receive the some vocabula	ries prepared by t	he teacher which	chusesersitas	Brawijaya
Brawijaya	Universitas	Bravilashcaro	d as the media in teaching v	ocabulary.	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	
Brawijaya	Universitas	2. Process of	of selecting the stimulation	. It means that th	ne students will	Universitas	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas P	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Braysome vo	cabularies from picture car	ds, word cards or	card games bec	auselitersitas	Brawijaya
Brawijaya	Universitas	Brawijaya is not po	ossible that the students ca	n catch all of the	ose vocabularie	liniversitas s from	Brawijaya
Brawijaya	Universitas	Brawijay			rawijaya	Universitas	Brawijaya
Brawijaya			ree types of flashcard.	30.	ijaya	Universitas	
Brawijaya	Universitas		251	14/2	va	Universitas	
Brawijaya	Universitas	3. Process of	of organizing. After the st	udents select sor	ne vocabularie		
Brawijaya	Universita	those the	ree types of flashcard, the	students will orga	nize those voca	Universitas abulary	Brawijaya
Brawijaya	Universi			1	7,		
Brawijaya	Universi	become	a group then memorize it.	U. Ver			Brawijaya
Brawijaya	Universit					1.0	Brawijaya
Brawijaya	Universit		f interpreting. The students			Laive veikee	Describerra
Brawijaya Brawijaya	Universita Universita	in teach	ing vocabulary is more in	teresting or not.	For example:	in the	Brawijaya Brawijaya
Brawijaya	Universitas		of selecting, the students of				
Brawijaya	Universitas					Universites	Prowiiovo
Brawijaya	Universitas	cards. It	means that they are inter	ested in teaching	vocabulary by	using Universitas	Brawijaya
Brawijaya	Universitas		l especially picture cards o	11 111 107 17			
Brawijaya	Universitas	Bra			ava	Universitas	Brawijava
Brawijaya	Universitas	Brawlashcard	l in teaching vocabulary by	using flashcard i	is boring. In the	e other Universitas	Brawijaya
Brawijaya			e students will give their p	erception about t			
Brawijaya	Universitas	Brawijay			Tawijaya	Universitas	Brawijaya
Brawijaya			vocabulary through this pr			Universitas	
Brawijaya			Universitas Brawijay			Universitas	
Brawijaya			of checking. After interpre				
Brawijaya	Universitas	Brawiiaya will che	ck their perception with the	ne perception fro	m the other stu	Universitas udents.	Brawijaya
Brawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya			e some ways to check it,				
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Brawijaya	Universitas		Universitas Brawijay			Universitas	
Rrawijaya	Universites	Rrawijava	Universitas Rrawijas	a Universitas	Rrawijava	Universites	Rrawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Uni4ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawing directly about their perception or the students will show		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Braytheir expression whether they are interested in the lesson or not. va	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas B According to Suharman (2005), there are four factors which inf		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Puniversitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya 1. Familiarity. The students will be easier to give perception on the		
Brawijaya	1. Familiarity. The students will be easier to give perception on the Universitas Brawijaya	object Universitas	Brawijava
Brawijaya	Universitas Braythat they are already familiar with rather than the new object. For exa		
Brawijaya	Universitas Braw	Universitas	Brawijaya
Brawijaya	the students ever had an experience before in junior high school	Universitas	Brawijaya
Brawijaya	Universitas learning vocabulary by using flashcard. So, they already familiar w	ith theersitas	Brawijaya
Brawijaya	Universita	Universitas	Brawijaya
Brawijaya	Universi flashcard and it can make them easier to give their perception.	niversitas	Brawijaya
Brawijaya	Universit	hiversitas	Brawijaya
Brawijaya	Universit 2. Size. The students will easier to give their perception if the object	18 pigersitas	Brawijaya
Brawijaya	Universit rather than the small one.	hiversitas	Brawijaya
Brawijaya	Universit	niversitas	Brawijaya
Brawijaya	Universita 3. Intensity. The objects which have sharp color or bright color will be	easierersitas	Brawijaya
Brawijaya	Universitas to be recognized.	Universitas	
Brawijaya	Offiversitas Table 1	Universitas	
Brawijaya	Universitas L	Universitas	Brawijaya
Brawijaya	Universities B4. Context of the objects. The object that can make a movement is ea		
Brawijaya	Universitas Bra be recognized rather than the passive one.	Universitas	
Brawijaya	Universitas Braw Ijaya	Universitas	
Brawijaya	Universitas Brawija wijaya	Universitas	
Brawijaya	Universitas Brawijay	Universitas	
Brawijaya	Universitas B2.2 Wocabulary iversitas Brawijaya	Universitas	
Brawijaya	The important part of learning a language is learning vocabulary. Every purposes the second s	person	Brawijaya
Brawijaya			
Brawijaya	Universities Brawii and Universities Brawii and Brawii		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary is one of important components that can support people universitas Brawijaya universitas Brawijaya	ple in	Drawijaya
Brawijaya Brawijaya	Universitias Brawnaya Universitias Brawnaya Universitias Brawnaya Universitias Communication. Vocabulary is the main need in communication (Krashen,		
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unisersitas Br	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitä cited in Aisyah, p.2). Not only for communication, Richard and Renandya (2002)	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	University states that vocabulary is also component of language proficiency and provides ersitas B	
Brawijaya	Universitä much of the basis for how well students listen, speak, read and write. Komachali	rawijaya
Brawijaya	Universitas Brawijaya	
Brawijaya	University and Khodareza (2012) say that vocabulary is an inseparable part of any language ensity B	
Brawijaya	University learning process and it would be impossible to learn a language without	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	University vocabulary. Definition of vocabulary itself is a list of target language words ersity B	
Brawijaya	(Nunan, 1999). From the explanation above, the researcher concludes that	rawijaya
Brawijaya Brawijaya	Universitas Braw tiaya Universitas Braw tiaya Universitas Braw Universitas Vocabulary is one of important components in communication also insteaching ersitas Braw tiaya Universitas B	rawijaya
Brawijaya	Universitas	
Brawijaya	and learning language process consists of a list of target language words. Universita	
Brawijaya	University and a second	
Brawijaya	Universit as Bi	
Brawijaya	Universit 2.3 Teaching Vocabulary	
Brawijaya	Universit I hiversitas Br	rawiiava
Brawijaya	Universit According to Marsita, et al (2015), teaching vocabulary helps students ersitas B	rawijaya
Brawijaya	Universita understand and communicate with others in English. Therefore, teacher must have ersitas B	rawijaya
Brawijaya	Universitas M	rawijaya
Brawijaya	University a media to teach vocabulary for the students. In this case, teacher used flashcard to ensity B	rawijaya
Brawijaya	University teach vocabulary. Basically, teaching refers to guiding and facilitating learning, ersitas Bi	rawijaya
Brawijaya	Universitas BIA	
Brawijaya	University enabling the learner to learn, setting the conditions for learning (Brown, 1994).	rawijaya
Brawijaya	University According to Fernaux (1999), teaching vocabulary is about selection and ersitas Bi	
Brawijaya	Universitas Brawija Wijaya Universitas Br	
Brawijaya	University presentation of words for learners. It can be concluded that teaching vocabulary is a site as Branching vocabulary is a site as Bra	
Brawijaya Brawijaya	Universitas Brawing or facilitating students to learn a list of target language words that Universitas Brawinaya Universitas Brawinaya Universitas Brawinaya	rawijaya
Brawijaya Brawijaya	University has meanings and present it with interesting media. Cahyono and Widiati (2008) ersity B	
Brawijaya		
Brawijaya	Universities Brawijaya universities Brawijaya states that teaching vocabulary aims at enabling learners to understand the Universities Brawijaya universities Br	rawiiava
Brawijaya	University concepts of unfamiliar words, gain a greater number of words, and use words ersity B	
Brawijaya		
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Br	rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unicersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Based on Cross (1991), there are three stages in the procedure of teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University vocabulary. First is presentation. In this stage, teacher can use various media but ersitas Brawijava Universita must be careful to select it. For this study, teacher used flashcard as the media for exists Brawijaya University presentation. Second is practice. After the teacher gives presentation about some ersitas Brawijava Universitas vocabularies using flashcard, then the students practice it with some exercises Brawijaya University given by the teacher like word completion, matching, filling the gap, and etc. ersitas Brawijava Universitas Third is production. The students have to arrange the jumbled words or sentences University or paragraph if they have understood about the vocabularies. The other activity in ersitas Brawijaya production is the students try to make simple sentences or simple paragraph based on vocabulary that they have learnt before. 2.4 Flashcard Flashcard was used in this study as the media to teach vocabulary. Nugroho, ersitas Brawijaya et al (2012) says that flashcards are easy media to help students and teacher in Universita learning process. Komachali and Khodareza (2012), says that flashcards are useful ersitas. Brawijaya for drilling new letters, syllables, words, and other information. Actually, there are Universital some definitions about flashcard. First is based on Nasr (1972), flashcard is a cardersital Brawijaya that the size is about 18 X 6 inches on which appears a word, a sentence or a ersitas Brawijaya Universitä simple outline drawing. The font of the letter should be large, prefer to use capital ersitas Brawijaya Universita letters, should be clean and clear so it can be seen from the whole side of the Brawijaya University class. Printed one should be used because it is easy to read at a distance. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Second is based on Edwards (2006), flashcard is a card that has two sides, ersitas Brawijaya Universita one side is picture or word and other side is the answer and a card that has one ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Un i7 ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	side, picture or word and the answer are in same side. Two sides here mean	Universitas is the	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	University teacher gives a picture in the first side and the name or the answer of the picture		
Brawijaya	Universita in another side or the teacher give a word in the first side and the meaning of	l niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
Brawijaya	Universita in another side. One side here means the picture and the answer are in the		
Brawijaya	University side or the word and the meaning are in the same side. Based on the explan	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	University above, the researcher concludes that flashcard is a card which shows work		
Brawijaya	University pictures that have two sides or one side and it is better to use capital letter	r that	Brawijaya
Brawijaya	Universitas Braw Universita should be large and clear in order to make the students can see it from the all	Universitas	
Brawijaya Brawijaya		Universitas	
Brawijaya	of the class.	Universitas	
Brawijaya	Universi The researcher chose the theory of Edwards (2006) as the main theory of Edwards (2006) as the main theory of Edwards (2006).		
Brawijaya	Universi		Brawijaya
Brawijaya	analyze the flashcard used by the teacher in teaching vocabulary. Theory	from	Brawijaya
Brawijaya	Universit Edwards (2006) was chosen because during teaching practice program (PPL		
Brawijaya	Universita	niversitas	
Brawijaya	year, the researcher saw that the teacher used one and two side cards as we	niversitas	Brawijaya
Brawijaya	Universita can be easier for the researcher to analyze the flashcard used by flashcard by	usingersitas	Brawijaya
Brawijaya	Hdwards' theory	Universitas	
Brawijaya	Universitas L	Universitas	Brawijaya
Brawijaya	Universitas B. There are some types of flashcard. Scott (1990) states there are three types		
Brawijaya	flashcard First is a picture card Picture card can be drawing manually or i	Universitas using	Brawijaya
Brawijaya			
Brawijaya Brawijaya	Universitae Computer, cut out from magazine, and take some pictures from the internet.		
Brawijaya Brawijaya	Universitas Brawijay Universita (1972) states that picture cards are useful for teaching vocabulary and rea	Universitas ding	Brawijaya
Brawijaya	University Teacher can use picture cards in two ways, big ones are for whole class and s		
Brawijaya	· · · · · · · · · · · · · · · · · · ·	Universitas	
Brawijaya	ones are for individual or group work. Second is card game. Card game	mean	Brawijaya
Brawijaya	University games that flashcard as the main tools in the game. The example of card games		
Brawijaya	•	Universitas	
Brawijaya	Universita puzzle card. Teachers provide some pictures and word puzzle then students to	try toersitas	Brawijaya
Brawijaya		Universitas	
Brawijaya		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Universitas	Brawijaya
Rrawijaya		Universites	

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Uni8ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University match the word in the puzzle with the pictures that have given. Last is word	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Word card is a card that contain of some words or sentences. Usually this	s cardsersitas Brawijaya
Brawijaya	Universita have two sides, the first side (front) is the word itself and the second side (b	ehindyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitais the description of the word before wijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brahe functions of using flashcard are to get the students attention using	Universitas Brawijaya extract
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University pictures appropriately and to give variation in the teaching learning p	
Brawijaya	Universita (Suyanto, 2008). In addition, using flashcard also has some advantages. He	Universitas Brawijaya aycraft
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	University (1978) and Cross (1991) say that there are some advantages of using flashed	
Brawijaya	Universities language teaching, those are:	Universitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universi (a) Flashcards can be used to strengthen vocabulary	niversitas Brawijaya
Brawijaya	Universi Universi Universi	niversitas Brawijaya
Brawijaya Brawijaya	Universit c) Any level of students can use flashcard	hiversitas Brawijaya hiversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	d) Flashcard can be used everywhere	niversitas Brawijaya
Brawijaya	Universita (e) Flashcard can be used to create logical grouping of the target words	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universities f) Flashcard are inexpensive	Universitas Brawijaya
Brawijaya	Universitas B g) Flashcards provide visual link between L1 and the target language	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas Bra h) Flashcards can be used to practice structure, word order, and var Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas Brawgames. wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universities B Based on the explanation above, flashcard can be one of interesting me	
Brawijaya	Universita teaching vocabulary because it is containing word or sentence or various	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unioersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya First previous study is from Nadziroh (2010). The title is "The Use of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Flashcard to Improve Vocabulary Mastery (A Classroom Action Research for the arsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita 2010)". This study is about how flashcard can improve the yocabulary mastery of ersitas Brawijaya
Brawijaya	Universitas Brawijaya the fourth year students of MI Duren Bandungan in the academic year 2009 / ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitae 2010. The researcher used four theories of flashcard; those are from Haycraftersitae Brawijaya
Brawijaya Brawijaya	Universitas Br (2003), Nasr (1972), and Edwards (2006). From four theories before, the Universitas Brawijaya
Brawijaya	
Brawijaya	University researcher used theory from Nasr (1972) as main theory of flashcard. The result of ersitas Brawijaya University
Brawijaya	Universitation this study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed that the use of flashcard in teaching vocabulary could increase inversitation between the study showed the study showed the study of the
Brawijaya	Universit the interest of students to study actively in the class and the students showed the ersitas Brawijaya
Brawijaya	Universit Universit District of students to study the rest of students showed the students showed the students between the students showed the stu
Brawijaya	Universit improvement in vocabulary mastery. The researcher had proven as well that niversitas Brawijaya
Brawijaya	Universita flashcard is useful in teaching learning process especially in teaching vocabulary versitas Brawijaya
Brawijaya	Universitas The second previous study was conducted by Ahen (2009). This study Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universita entitled "Student's Perception towards English for Self-Expression". UThe ersitas Brawijaya
Brawijaya	Universitas Brawijaya objectives of the study were to find out the student's perception toward English Universitas Brawijaya
Brawijaya	
Brawijaya	Universita language and to find out the changes in their perception toward English for Self-ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universita were 216 participants in this research. Those participants were students who join ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	English for Self-Expression course in Malaysia Sarawak University. This study
Brawijaya	University showed that the students had positive perception toward English language and exists Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University English for Self-Expression. The students enjoyed and were more confident to ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Urżoersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas B The similarities between this study and the first previous study we Universitas Brawiiava Universitas Brawiiava	Universitas Brawijaya
Brawijaya	University media. Both of this study used flashcard as the media. Also, the simi	
Brawijaya		
Brawijaya	Universita between this study and the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were that both investigation of the second previous study were study as the second previous study were study as the second previous study were study as the second previous study were study as the second previous study	Universitas Brawijaya
Brawijaya	University students' perception and used same research design. Both this study a	
Brawijaya		Universitas Brawijaya
Brawijaya	University second previous study used descriptive qualitative as the research design.	Universitas Brawijaya
Brawijaya	Universitas B. However, the differences between this study and the first previous study	
Brawijaya	Universitas Bradier, the theory, and the research design. The subject for this study	
Brawijaya	the subject, the theory, and the research design. The subject for this study Universities Braw	Universitas Brawijaya
Brawijaya	Universita tenth grade students of SMKN 3 Malang and the first previous study was	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	year students of MI Duren Bandungan. This study used theory of flashcar University	rd only Universitas Brawijaya
Brawijaya	Universi from Edwards (2006) while the previous study used theory from Haycraft	
Brawijaya	Universi	iversitas Brawijaya
Brawijaya	Universi Universi Nasr (1972), and Edwards (2006). The researcher chose descriptive qualitative states of the control of the c	niversitas Brawijaya
Brawijaya	Universit research design and the first previous study used Classroom Action Re	esearchersitas Brawijaya
Brawijaya	Universit (CAR). The difference between this study and the second previous study w	A niversitas Brawijaya
Brawijaya	Universita	I Pniversitas Brawijaya
Brawijaya	Universita object and the subject. The object of this study was the use of flashed	
Brawijaya	Universitas teaching vocabulary and the previous study was English for Self-Expression	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita other difference was the subject. The subject for this study was tenth	
Brawijaya	Universitas Bra students of SMKN 3 Malang and the first previous study was university s Universitas Braw	Universitas Brawijaya students
Brawijaya		
Brawijaya	Universita in Malaysia Sarawak University.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya