Universitas Brawijaya Universing AND DISCUSSION as Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya
This chapter consist of the finding and the discussion of this research.
Universitas Brawijaya
Universitas Brawijaya **Universitas Brawijaya** Universita 4.1 Finding The result divided into three parts, those are: the finding of observation, the niversitas Brawijaya finding of questionnaire and the finding of interview. hiversitas Brawijaya 4.1.1 Finding from First Observation The researcher had done the observation twice. The first observation was at ersitas Brawijaya Universita 11<sup>th</sup> March, 2016. The purposes of observation were to know the flashcard used University by teacher based on theory from Edwards (2006), types of flashcard used flashcard use Iniversitas Brawijava theory Scott (1990) and the stages in teaching vocabulary by using theory from niversitas Brawijaya Universita Cross (1991). Universitas BiThe lesson was in 90 minutes for every meeting. The lesson started from 06.ersitas Brawijaya Universita 30 - 08.30 a.m. In the first observation, there were 29 students of 32 students. The Brawijaya Universita teacher just used flashcard as the media in teaching vocabulary. The atmosphere ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya was very fun and the students were very interesting during teaching vocabulary by Universita using flashcard. The teacher could handle the class very well. The students were versitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya L	<b>Iniversitas</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya <b>L</b>	Jniversitas <b>-</b>	Brawijaya
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawi	jaya Universitas E	Brawijaya L	Jn34ersitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya L	<b>Jniversitas</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya L	<b>Jniversitas</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U	Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawiiayand very active and	University Brawi	ction from the teacher	Brawija VThere	Iniversitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya L	Iniversitas	Brawijaya
Brawijaya	University three stages in	teaching vocabulary,	those are: presenta	tion, practice,	Jandersitas	Brawijaya
Brawijaya	Universitas Braucija (Cro	cc 1001) The three	ctages in teaching v	Brahulary By J	lniversitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U		Brawijaya
Brawijaya	Universita flashcard that ha				Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas P	Universitas E			Brawijaya
Brawijaya	Universitas Br4.1/Table of					Brawijaya
Brawijaya	Universites Proviieve		loc I			Brawijaya
Brawijaya	Universitas Brawijay	Presentation	Practice	Production rawijaya	n Jniversitas	Brawijaya
Brawijaya	Universitas Bractivity	The teacher	1. Matching the	The students l	nadversitas	Brawijaya
Brawijaya	Universitas Br	showed some pictures and the	picture with the answer in	to make simple paragraph abo	e Inivarcitac	Brawijaya
Brawijaya	Universitas /	students	the box.	the picture in	ut	Brawijaya
Brawijaya	Universit	mentioned the	<b>斯</b>	flashcard that	had/ersitas	Brawijaya
Brawijaya	Universit	characteristics of	2. Playing the game.	patched in the whiteboard.		Brawijaya
Brawijaya	Universi	those pictures.		winteboard.		Brawijaya
Brawijaya	Universit Types of	Picture cards and	Card games	Picture cards		Brawijaya
Brawijaya	Universit flashcard	word cards	7.5			Brawijaya
Brawijaya	Universit		JAP 3		niversitas	Brawijaya
Brawijaya	Universita	(31)			niversitas	Brawijaya
Brawijaya	Universitas			///	Iniversitas	Brawijaya
Brawijaya	Universitas Based on Ed	dwards (2006), flashcar	rd is a card that has tw	o sides, one sides	de is Iniversitas	Brawijaya
Brawijaya	Universitapicture or word	and other side is the ar	nswer and a card that h	as one side, pio	tureersitas	Brawijaya
Brawijaya	Universitas B			l a l	Iniversitas	Brawijava
Brawijaya	or word and the Universitas Bra	answer are in same side	e. In the first observation	on, the teacher	used Iniversitas	Brawijaya
Brawijaya	Universita flashcard as the					
Brawijaya	Universitas Brawii			wijaya I	Iniversitas	Brawijava
Brawijaya	Universita by the teacher.	For picture cards, the	researcher used one	side card. She	Justersitas	Brawijaya
Brawijaya	Universita showed the pictu	ire of famous people w	rithout giving the answ	er in the same	lniversitas	Brawijaya
Brawijaya	Universitas Brawijaya	<b>Universitas Brawi</b>	jaya Universitas E	Brawijaya l	<b>Jniversitas</b>	Brawijaya
Brawijaya	Universita Actually, the ans					
Brawijaya	Universita understand, she	patched the answer in t	he whiteboard. The ans	swer was in for	lniversitas	Brawijaya
Brawijaya	Universitas Brawijaya	<b>Universitas Brawi</b>	jaya Universitas E	Brawijaya l	<b>Jniversitas</b>	Brawijaya
Brawijaya	University word card. The v	word card itself was abo	out the characteristics o	f the famous pe	opleersitas	Brawijaya
Brawijaya	Universitas had shown befor	Universitas Brawi	jaya Universitas E	Brawijaya L	<b>Jniversitas</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U	Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U	Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U	Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya l	Jniversitas <b>-</b>	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawi	jaya Universitas E	Brawijaya U	Jniversitas <b>-</b>	Brawijaya
Rrawijaya		Universites Brawi			Iniversites	Rrawijaya

Universitas Brawijaya Card games were used as well in the first observation. The teacher printed Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University some alphabets for the students. The teacher just used one side flashcard without ersitas Brawijava University the answer at the same side. She just put the alphabet in the paper. Based on those ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita explanation, the teacher used the flashcard that did not follow the flashcard such ersitas Brawijava Universities as stated in Edwards (2006). For the picture cards in the production stage, she ersites Brawijaya Universita used one side flashcard without used the answer at the same side. She just gaveersitas Brawijaya University the pictures in the flashcard patched in the whiteboard. **Universitas Brawijaya** 4.1.2 Finding from Second Observation In the second observation, the lesson was just in 50 minutes because at 18<sup>th</sup> March, 2016 the 12<sup>th</sup> grade had school examination. So, the 10<sup>th</sup> and 11<sup>th</sup> grade ersitas Brawijaya started the lesson at 10.15 until 15.20 a.m. For English lesson, the lesson started at Universita 10.15 – 11.05 a.m. In the second observation, there were 26 students of 32 ersitas Brawijaya students and the six students were absence. During teaching vocabulary by using Universita flashcard, the students were very active and interested in the lesson. The secondersitas Brawijaya observation was a little bit different with the second observation; the students Universita were more interesting in the first observation rather than second observation but ersitas Brawijaya University the teacher could handle the class very well. When there were students that didersitas Brawijaya Universities not listen to the lesson, the teacher would ask them to read the short paragraph in ersitas Brawijaya University the power point to make them could be focus again. The teacher used just two ersitas Brawijaya Universita stages in the second observation because of the limited time. Those were ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita presentation and practice sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	un36ersitas Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijava of Fir	nding from the Seco	ava Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijava Un	<u>iversitas Brawij</u> a	<u>aya Universitas Brawijaya</u>	<u> Universitas Brawijaya</u>
Brawijaya	Universitas Brawijaya Un	Presentation	aya Universitas Brawijaya	luction Universitas Brawijaya
Brawijaya	Universitas BraActivitya Un	1.The teacher awij	1. The students found a wija <u>va</u>	<u>u</u> niversitas Brawijaya
Brawijaya	Universitas Brawijaya Un	showed a video.	the difficult words in the simple text given.	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Un	2.The teacher awij	aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Un	showed some pictures and the	2. The teacher explained the meaning	
Brawijaya	Universitas Brawijaya Un	students answered	of difficult words.	
Brawijaya	Universitas Brawijaya	the name of those	3. The students had to	
Brawijaya	Universitas Brawijay	pictures.	found generic	
Brawijaya	Universitas Brawi	3. The teacher showed the name	structure of descriptive text	
Brawijaya	Universitas Br	of those pictures	descriptive text synonyms and	
Brawijaya	Universitas Universita	after the students	antonyms of the word	Universitas Brawijaya
Brawijaya Brawijaya	Universit	answered it.	in the simple text given by the teacher.	Universitas Brawijaya iversitas Brawijaya
Brawijaya	Universi			iiversitas Brawijaya
Brawijaya	Universi Types of flashcard	Picture cards and word cards	Word cards	niversitas Brawijaya
Brawijaya	Universit	word cards		niversitas Brawijaya
Brawijaya	Universit			niversitas Brawijaya
Brawijaya	Universita	30		Iniversitas Brawijaya
Brawijaya	10.1	d observation the te	eacher used flashcard as the ma	
Brawijaya	Universitas	d observation, the te	caoner used masheard as the ma	Universitas Brawijaya
Brawijaya	Universitas and using video also	power point as add	itional media. The types of flash	card that Brawijava
Brawijaya	Universita the teacher used we		1 111 11(3)/	
Brawijaya	Universitas Bra		ava	a Universitas Brawijaya
Brawijaya	Universitas teacher used two signatures	des card, picture car	ds in front side and word card is	n behindersitas Brawijaya
Brawijaya	Universita side. In the other ex	planation, one side v	was the picture of "New 7 Wonde	ers of the ersitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	a Universitas Brawijaya
Brawijaya	Universita World" and the other			
Brawijaya	Universitas Braying and The te	eacher made word ca	ards based on the difficult words	that had Brawijaya
Brawijaya	Universitas Brawijaya Un	iversitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universita found in the previous			
Brawijaya	Universitas Brawijaya. Un and the meaning w Universitas Brawijaya Un	vere in the same sid	le. Based on the explanation ab	Oove, the Brawijaya
Brawijaya				
Brawijaya			aya Universitas Brawijaya	
Brawijaya			aya Universitas Brawijaya	
Brawijaya			aya Universitas Brawijaya	
Brawijaya			aya Universitas Brawijaya	
Brawijaya			aya Universitas Brawijaya	
Brawijaya			aya Universitas Brawijaya	
Rrawijava	Universitas Rrawijava Un	Wereitae Brawiis	ava Universitas Rrawijava	Ilniversitas Rrawijava

Un37ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita flashcard that was used by the teacher was in accordance with Edwards' theory Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaabout flashcard. Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
4.1.2 Finding of Questionnaire Universitas Brayilaya
The researcher used two questionnaires to investigate students' perception Universitas Brawijaya University on the use of flashcard in teaching vocabulary. The first questionnaire was closed ersitas Brawijaya Universities questions and the second questionnaire was fixed-choice questions. Likert Scale Universita was used to analyze the students' perception itself and Analysis Descriptive was ersitas Brawijaya used to analyze the reason about the students' perception toward the use of flashcard in teaching vocabulary. The questionnaire was given to the students at a state of the sta March 18th, 2016. Six students were absence on that day. Therefore, there were only 26 participants. To analyze the first questionnaire by using Likert Scale, the researcher had to exsit as Brawijaya know the summary of the students' answer then found  $\Sigma$  score of every item and ersitas Brawijaya University all item question. After that, the researcher counted the  $\Sigma$  score ideal for all items exists Brawijaya which were  $26 \times 5 = 130$  and counted the average. Next, the researcher made Universita multiple between the result of average with 100% in order to make the final result ersitas Brawijaya Universita became percentage. Last, the researcher interpreted the percentage became ersitas Brawijaya Universitas sentence. The findings from first questionnare were: Brawijaya Universitas Brawwas, more interesting as Brawijaya Universitas Brawijaya

D	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Br <sub>2</sub> . 82% students strongly agreed that they had high motivation to learn ersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawvocabulary if flashcard was used as the media in teaching vocabulary. Iniversitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas B 3. 79% students agreed that they could more focus if flashcard was used as ersitas Brawijay
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawvocabularies if flashcard was used as the media in teaching vocabulary niversitas Brawijay
	Universitas Brawi
Brawijaya Brawijaya	Universitas Braw Universitas Braw agreed that by using flashcard as the media inersitas Brawijay
Brawijaya	Hairweites Branding
	Universitas teaching vocabulary could make them easy to implement new inversitas Brawijay
Brawijaya	
Brawijaya	University vocabularies in the sentence.
Brawijaya	Universitas Brawijay
Brawijaya	Universit There were some other findings in the first questionnaire that the researcher ersitas Brawijay
Brawijaya	Universit had been found. The complete finding of the first questionnaire (see appendix Brawijay
Brawijaya	
Brawijaya	Universita p.55-56)  Universitas Brawijay
Brawijaya	Universitas Brawijay
Brawijaya	Universitas To analyze the second questionnaire by using Analysis descriptive, the ersitas Brawijay
Brawijaya	Universitas Brawijay
Brawijaya	University researcher had known the percentage of the data because the researcher wanted to ersitas Brawijay
Brawijaya	Universita describe the result through table in order to make the result clear an easier to ersitas Brawijay
Brawijaya	Universitas Brawijay  Universitas Brawijay
Brawijaya	University understand. The researcher used formula from Purwanto (1991) to count the ersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1. 43% students told that the factor that make them feel more interested in Universitas Brawijaya Universitas
Brawijaya	
Brawijaya	Universitas Bravteaching vocabulary by using flashcard because there were some games by ersitas Brawijay
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
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 Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Un39ersitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universities B <sub>2</sub> . Most of students liked card games rather than the other types of flas	Universitas F	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas BrawThere were 48% students who liked card games, itas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas B3. There was a students told that the factor could make them feel bo	ored in ersitas E	Brawijaya
Brawijaya	Universitas Brawijaya, Universitas Brawijaya, Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brayrepetitions of the vocabularies that already learnt before and a stude		Brawijaya
Brawijaya	Universitas Brawijaya that it was too monotonous.	Universitas E	
Brawijaya	Universitas Brawijay rawijaya	Universitas E	
Brawijaya	Universitas Bray. There were some other findings in the second questionnaire that the rese		
Brawijaya	Universitias By	earcher Universitas E	Brawijaya
Brawijaya	Universita had been found. The complete finding of the second questionnaire (see app	pendixersitas (	Brawijaya
Brawijaya	Universita	Universitas E	
Brawijaya	Universi (p.57-61)	niversitas E	Brawijaya
Brawijaya	Universi	niversitas E	Brawijaya
Brawijaya	Universit	hiversitas E	Brawijaya
Brawijaya	Universit 4.1.3 Finding from Interview	hiversitas E	Brawijaya
Brawijaya	Universita	niversitas E	
Brawijaya	Universita  The researcher interviewed the teacher at April 1 <sup>st</sup> , 2016 after observations.		
Brawijaya	Universitas	Universitas I	Brawijava
Brawijaya	Universitas and questionnaire had done. The teacher was interviewed ten questions	about about	Brawiiava
Brawijaya	Universita students' perception on the use of flashcard in teaching vocabulary. The p		
Brawijaya	Universitas B.	Universitas E	
Brawijaya	University of interviewing teacher was to crosscheck the result from students' question	onnaire ersitas l	Brawijava
Brawijaya	Universita with the result of teacher's interview.	Universitas E	
Brawijaya	Universitas Brawija wijaya	Universitas E	
Brawijaya	Universitas Brawijaya  The findings of teacher's interview were:  Awijaya  Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya			
Brawijaya	Universities Brawling teacher has been teaching English officially since 1987 until no Universities Brawling and English officially since 1987 until no Universities Brawling English officially since 1987 until no Universities English	w. It is Universitas E	Brawijava
Brawijaya	Universitas Brawaround 30 years. It means that she is experienced teacher wijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas B <sub>1</sub> 2. She has been teaching in SMKN 3 Malang as an English teacher		
Brawijaya		Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Rrawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitae	

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	Un40ersitas 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 Br3. Media that she used in teaching vocabulary are power point and the	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawinteresting one is flashcard awijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas B <sub>1</sub> 4. She often uses flashcard in teaching vocabulary, itas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas B <sub>1</sub> 5. Students' perception toward the use of flashcard in teaching voca	
Brawijaya	Universitas Brawijaya Universitas Brawijaya from teacher's interview were:	Universitas Brawijaya
Brawijaya	Universitas Brawijaya  Industrial Brawijaya  Industrial Brawijaya  Industrial Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universitas Braw They were very interesting vijaya	Universitas Brawijaya
Brawijaya	Universitas Brz	Universites Brawillave
Brawijaya	Universities - They showed high motivation for studying vocabulary because	using Universitas Brawijaya
Brawijaya	Universitation flashcard as the media could make them easier to understand	nd andersitas Brawijaya
Brawijaya	Universi	<b>Niversitas Brawijaya</b>
Brawijaya	Universi memorize vocabulary and also they were interested in the picture	es. iversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit  6. They had high motivation in learning vocabulary by using flashcard	
Brawijaya	Université vocabularies would be easier to understand and remember beca	use of ersitas Brawijaya
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	Universitati	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universities 7. They were very interested in the lesson when flashcard was used	
Brawijaya	Universities B. media in teaching vocabulary rather than other media. They had	Universitas Brawijaya
Brawijaya	Universitas Bray	Universitas Brawijaya
Brawijaya	Universitas Brawspirit and motivation because of the new games that have been crea	
Brawijaya Brawijaya	Universitas Brawijiang the card games. Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Olliversitäs Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya  8. They were more focused when flashcard was used as the media in teruniversitas Brawijaya	aching Ilniversitas Brawijaya
Brawijaya	Universities Braw vocabulary. They had the attention to the lesson and they were	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya focused because of the new vocabularies in the flashcard. 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
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Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Un4versitas 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	Universities B19. They were easier to understand the new vocabularies when flashcar	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawused as the media in teaching vocabulary because flashcard pro	ovidedersitas Brawijaya
Brawijaya	Universitas Brawvisual link between Bahasa Indonesia and English and the lesson no	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawfocused on English but also on Bahasa Indonesia. They tried to fin	
Brawijaya	Universitas Brawmeaning of the word from English to Bahasa Indonesia, so there	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawrelation between Bahasa Indonesia and English. as Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universities Br10. The students liked card games so much because they were eas	deniversitas Brawijaya
Brawijaya	Universitas Br Universitas understand the new vocabularies by using card games and they	could
Brawijaya Brawijaya		Universitas Brawijaya
Brawijaya	Universits study happily and enjoy the games that had been given. Universit	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universit 4.2 Discussion	niversitas Brawijaya
Brawijaya	University (* 17/2*/ii)	voisse provides
Brawijaya	Universita  The researcher collected the data from observation, questionnaire for studies and the collected the data from observation, questionnaire for studies and the collected the data from observation.	udents Iniversitas Brawijaya
Brawijaya	Universita and interview for the teacher. For the observation, the researcher observa	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas Last twice about teaching vocabulary by using flashcard in SMKN 3 M	Universitas Brawijaya
Brawijaya	Universita especially for students in X-APH 2 class majoring in hotel accommod	lation ersitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas During teaching vocabulary, the teacher used flashcard as the main median	
Brawijaya	University teaching vocabulary. Based on Edwards (2006), flashcard is a card that ha	
Brawijaya	Universitas Brawijay Universita sides, one side is picture or word and other side is the answer and a card th	Universitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	one side, picture or word the answer are in same side. There are three typuniversities because of the same side.	pes of Clarates Brawijaya
Brawijaya	flashcard, those are: picture cards, card games, and word cards (Scott, 199	
Brawijaya	Universita teaching vocabulary, the teacher used three stages. Those stages are present	
Brawijaya	teaching vocabulary, the teacher used three stages. Those stages are present Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita practice, and production (Cross, 1991). ijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas B In the first observation, the teacher used flashcard as the main media. The ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita flashcard used by the teacher in the first observation was one side card only. Yet, ersitas Brawijaya
Brawijaya	Universita the teacher used one side card just for picture or word and there were no answer or ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita name of the picture at the same side. So, the flashcard used by the teacher in the rsitas Brawijaya
Brawijaya	Universitä first observation did not follow the flashcard such as stated in Edwards (2006). Ersitäs Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas BrThe teacher had done all the three stages in the first observation. She didersitas Brawijaya
Brawijaya Brawijaya	Universitas Bray
Brawijaya	presentation, practice and production in teaching vocabulary by using flashcard. Universitias Brawijaya
Brawijaya	University The teacher completed those three stages in 90 minutes. In the presentation stage, ersitas Brawijaya
Brawijaya	
Brawijaya	Universi Universi she used flashcard as the media and she showed three pictures in the picture cards inversitas Brawijaya
Brawijaya	University of famous people in the picture cards. She asked the students about the name andersitas Brawijaya
Brawijaya	Hairmania Diamita Diam
Brawijaya	Universit Universit the characteristics of the people in the picture. The characteristics of those people liversitas Brawijaya
Brawijaya	Universita were on the word cards that had been patched in the whiteboard. The students ersitas Brawijaya
Brawijaya	Universitas Were so active as well to answer the questions from the teacher.  Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas B. In the practice stage, the teacher gave an exercise to match the people in the Universitas Brawijaya
Brawijaya	
Brawijaya	Universita picture and the characteristic of the people and to play a game by using cardersitas Brawijaya
Brawijaya	Universitas Braw jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita divided them into 4 groups. Every group consists of 7 – 9 students. Each group ersitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universita the teacher jumbled their position and the students had to close their eyes. After Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita that, the students had to arrange those alphabets into a good word with their ersitas Brawijava
Brawijaya	Universitas losed eyes. So, the students spoke aloud with their group to find the right
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita position to arrange the word. The lesson was so fun and they felt very happyersitas 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

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita during the games. They also could remember easily the new words from the card 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 Universitas Brawijaya
Brawijaya	Universitas BrIn the production stage, the teacher showed three pictures in the picture cardsersitas Brawijaya
Brawijaya	Universitas Brawijaya again and patched it in the whiteboard. They had to choose one among those three Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita pictures to be described. They had to produce a simple paragraph based on theersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya In the second observation, the teacher used flashcard as the main media,
Brawijaya	Universitas Brawijaya
Brawijaya	Universita video and also power point as additional media. The flashcard used by the teacher ersitas Brawijaya
Brawijaya	Universitation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in theory from inversitation between the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was in accordance with the flashcard in the second observation was accordance with the flashcard in the second observation was accordance with the seco
Brawijaya	
Brawijaya Brawijaya	Universi Edwards (2006) because the teacher used two sides cards which picture in the firstersitas Brawijaya hiversitas Brawijaya
Brawijaya Brawijaya	Universit side and the other side was the answer. For one side card, the teacher gave some wersitas Brawijaya
Brawijaya	Universit difficult vocabularies and the meanings of it were in the same side. The types of ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	flashcard that the teacher used were picture cards and word cards.  Universitas Brawijaya  Universitas Brawijaya
Brawijaya	Universities Discouring
Brawijaya	Universitas  The teacher had done just two stages because of the limited time. She had Brawijaya
Brawijaya	Universita done presentation and practice stage in 50 minutes. At that time, there was schoolersitas Brawijaya
Brawijaya	Universitas Brayliava
Brawijaya	Universitas examination for 12 <sup>th</sup> grade in SMKN 3 Malang. Therefore, every lesson had 50 Brawijaya
Brawijaya	Universita minutes. In the presentation stage, the teacher played a short video about "New 7ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University Wonders of the World". Then, she showed the pictures of "New 7 Wonders of the ersitas Brawijaya
Brawijaya	Universita World" in the picture cards. The students were so enthusiastic to see those
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University pictures and they were active to answer the teacher's question about the name of ersitas Brawijaya
Brawijaya	University those pictures. After that the teacher gave a short paragraph to the students about ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas The Great Wall of China". Some of them read the short paragraph. Universitas Brawijaya
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
Rrawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita paragraph in their own dictionary. The teacher allowed the students to use printed ersitas Brawijaya
Brawijaya	Universita or electronic dictionary. Actually, the teacher had prepared some difficult words Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita in the word cards. After they found the meaning of a word, the teacher explained ersitas Brawijava
Brawijaya	Universita the word in the word card. The next exercise was that they had to find generic Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita structure, the synonym and antonym of the short paragraph that had been given ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita paragraph the teacher had explained about the definition, generic structure, ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas purpose, and the language features of descriptive text. There was no production inversitas Brawijaya Universitas
Brawijaya	Universit stage in the second observation.
Brawijaya	University A hiversitas Brawijaya
Brawijaya	Universit After observation had done, the researcher continued to distribute ersitas Brawijaya
Brawijaya	
Brawijaya	University questionnaires to the students. The questionnaires were used to investigate inversitas Brawijaya
Brawijaya	Universita students' perception on the use of flashcard in teaching vocabulary. Based on ersitas Brawijaya
Brawijaya	Universitas Devento (2010) percention in recognition of seconding stimulation from the
Brawijaya	Universitat Daryanto (2010), perception is process of accepting stimulation from the Universitas Brawijaya
Brawijaya	Universita environment then response it through opinion and feeling. So, after the students ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	got stimulate about teaching vocabulary by using flashcard in the classroom, they Universitas Brawijaya
Brawijaya	Universita response it through their opinion and feeling. The researcher used two ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitate of flashcard in teaching vocabulary. First questionnaire used closed questions ersitate Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University questions consist of ten questions to investigate the reason related to their estimas Brawijaya
Brawijaya	Universita perceptions. There are 26 students that participated to answer the questionnaires.
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
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Un45ersitas Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brased on the previous paragraph, there were five questions in the first ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita questionnaire which indicated students' perception on the use of flashcard in arsitas Brawijava University teaching vocabulary. From the first questionnaire, every question reached more explanations and a second secon Universitas Brawijaya Universitas Brawijaya University than 75% of students. It could be proven that 85% of students strongly agreed that arguest Brawijava University teaching vocabulary by using flashcard was more interesting, 87% students said University through questionnaire that they were easier to understand new vocabularies when ersitas Brawijava University flashcard was used as the media in teaching vocabulary, 85% of students strongly University agreed that using flashcard as the media in teaching vocabulary could make themersitas Brawijava easy to implement new vocabularies in the sentence. It means that flashcard really helped them to remember new vocabularies which have gotten and it could make ersitas Brawi them easy to implement in the sentences. From the explanation above, it could be concluded that most of the students had good perception on the use of flashcard in ersitas Brawijaya teaching vocabulary because more than half of students strongly agreed about Universital every statement in the first questionnaire which indicated students' perception niversitas Brawijaya Second questionnaire indicated the reason why the students interested in the ersitas Brawijaya lesson, neutral or even bored when flashcard was used as the media in teaching University vocabulary. From this second questionnaire, 81% or 21 students were interested in ersitias Brawi the lesson, 11% or 3 students were neutral or they did not feel interested in the Universita lesson and they did not feel bored as well, and 8% or 2 students felt bored. Most elsitas Brawijaya of students which were interested in the lesson when flashcard used as the media Universitä in teaching vocabulary because there were some games by using card games as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij University the main tool that could make the lesson was very fun. It could be proven that arsitas Brawijaya Universita most of students liked card games rather than other types of flashcard. They also elsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University thought that there were new vocabularies which easier to understand if flashcard ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita used was the factor why they had high motivation and they could be more focus inersitas Brawijaya
Brawijaya	University the lesson. The students could easily transferred the vocabularies from pictures ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita card, word card, or card games into Bahasa Indonesia because flashcard provided ersitas Brawijaya
Brawijaya	Universitas visual link between English and Bahasa Indonesia. Therefore, the students were Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita easier to remember and understand new vocabularies from flashcard jaya  Universitae Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas BrYet, it was different from the other five students. The three students were ersitas Brawijaya Universitas Br
Brawijaya Brawijaya	neutral. They did not feel interested and bored as well. They just felt that it was Universitas Brawijaya
Brawijaya	University just ordinary thing when the teacher used flashcard as the media in teachingersitas Brawijaya
Brawijaya	
Brawijaya	Universituding Vocabulary. For the two other students, they felt bored. They did not get the inversitas Brawijaya
Brawijaya	Universit interest if flashcard was used in teaching vocabulary. Those two students said that ersit as Brawijaya
Brawijaya	University Praydiava
Brawijaya	flashcard was monotonous and the repetition of vocabulary that had gotten before Brawijaya
Brawijaya	Universita were the factor which made them felt bored and less focus also made him/her lazyersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	That could be a first could be provided by the could be a first could be provided by the could be a first co
Brawijaya	Universitas B  Based on the explanation above it can be concluded that not all of students  Universitas Brawijaya
Brawijaya	Universita had good perception on the use of flashcard in teaching vocabulary because three ersitas Brawijaya
Brawijaya	Universitas Braw jaya Universitas Brawijaya of them were neutral and two of them were felt hored. Yet most of students
Brawijaya	Universitas of them were neutral and two of them were felt bored. Yet, most of students Brawijaya
Brawijaya	University which were 81% or 21 students had good perception on the use of flashcard in ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya The last step was interviewing the teacher. The purpose was to crosscheck the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	result from students' questionnaire with the result from teacher's interview. The
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita questions for the students in questionnaire were almost the same with the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita questions of interview with the teacher because the researcher wanted to validate ersitas Brawijaya
Brawijaya	Universita whether students had the same opinion or not with the teacher about the use of 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 BrAs the researcher had explained in the finding of the interview, the teacher ersitas Brawijaya
Brawijaya	Universitas Brawijaya has been teaching for about 30 years. It means that she is an experienced teacher.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita She often uses some media for teaching such as using flashcard in teachingersitas Brawijaya
Brawijaya	Universitas Bravijaya vocabulary. It is different from the new teachers nowadays, they just use book for
Brawijaya	Universitas Brawijaya
Brawijaya	Universitateaching and rarely use media. Therefore, the researcher chose the teacher to be ersitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi Universi Universi
Brawijaya	
Brawijaya	University vocabulary because of her experiences also she still uses flashcard as the media in ersitas Brawijaya
Brawijaya	University teaching vocabulary.
Brawijaya	Universita Universitas Brawijaya
Brawijaya Brawijaya	Universitas Universitas  Based on the result of interview with the teacher as well, the main point was Universitas Brawijaya
Brawijaya	Universita students were more interested in teaching vocabulary by using flashcard. It was ersitas Brawijaya
Brawijaya	Universitas L  Universitas L  Universitas Brawijaya
Brawijaya	related to the result of students' questionnaire that 21 students also agreed that the Universitas Brawijaya
Brawijaya	Universitates of flashcard in teaching vocabulary made them more interested in the lesson ersitas Brawijaya
Brawijaya	Universitas Braw jaya Universitas Brawijaya
Brawijaya	The teacher said that she used power point, flashcard and other media to teach Universitas Brawijaya
Brawijaya	Universitas Brawijaya But, the teacher told that flashcard was the favorite one especially ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas students liked card games as well. The reason why card games became favorite ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita one because they could enjoy and felt happy during teaching and learning process ersitas Brawijaya
Brawijaya	University Therefore, they had high motivation and could more focused in the lesson. It ersits Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita could be proven as well in the questionnaire that more than 75% students agreedersitas 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
Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Un48ersitas Brawijay
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>
Brawijaya	Universitas Brawijaya	flashcard in teaching vocabu	lary made them more focuse	Universitas Brawijay
Brawijaya		Universitas Brawijaya		Universitas Brawijay
Brawijaya	Universita high motivation	, and easier to understand new	vocabularies. Brawijaya	Universitas Brawijay
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Brawijaya	Universitas BrAccording	to teacher's opinion, the reaso	n why the students could be es	asier toersitas Brawijay
Brawijaya	Universitas Brawijava	vocabularies because flashca	rd provided visual link or there	Universitas Brawijay
Brawijaya	Universitas Brawijaya	Universitas	Universitas Brawijaya	Universitas Brawijay
Brawijaya	Universita relation, between	n Bahasa Indonesia and Eng	lish. So, the students could of	ditectlyersitas Brawijay
Brawijaya	Universitas Brawijava relate the vocal	oularies which had prepared by	the teacher from nicture wo	Universitas Brawijay
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijay
Brawijaya		ashcard to Bahasa Indonesia.	After they looked at the pictur	
Brawijaya	Universitas Br	t in Bahasa Indonesia then th	ney mentioned those vocabula	Universitas Brawijay
Brawijaya	Universitas	· · · · · · · · · · · · · · · · · · ·	差	Universitas Brawijay
Brawijaya	Universita English.	TEN WILL		Universitas Brawijay
Brawijaya	Universi		By T	niversitas Brawijay
Brawijaya		he explanation above, the re-	esult of students' questionnai	
Brawijaya	University teacher's interv	iew had same opinion that tea	ching vocabulary by using fla	hiversitas Brawijay
Brawijaya				/
Brawijaya		esting; students had high motiv		
Brawijaya Brawijaya	Universita flashcard was u	sed in teaching vocabulary ar	nd most of students liked card	Universitas Brawijay
Brawijaya				Universitas Brawijay
Brawijaya	Universitas L	ould study happily and enjoyed	the games.	Universitas Brawijay
Brawijaya	Universitas B		W //a	Universitas Brawijay
Brawijaya	Universitas Bra		4.5	Universitas Brawijay
Brawijaya	Universitas Braw	AA	aya .jaya	Universitas Brawijay
Brawijaya	Universitas Brawija		wijaya	Universitas Brawijay
Brawijaya	Universitas Brawijay		awijaya	Universitas Brawijay
Brawijaya	Universitas Brawijaya	University	omversitas Brawijaya	Universitas Brawijay
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijay
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijay
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas Brawijay