



Submitted: 2 Juni 2026

Revised: 7 Juni 2026

Accepted: 22 September 2026

STUDENT INTERACTION AND PERCEPTION IN USING PICTURE-WORD FLASHCARDS FOR LEARNING DAILY LIFE VOCABULARY

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ABSTRACT

The aims of this study are to identify the types of student interactions that occur when using the flashcards and to find out students' opinions about this learning tool. A qualitative descriptive method was used in this study. The data were collected through classroom observations, questionnaires, and interviews. The findings show that all three types of interaction appeared during the learning process, but exploratory talk was the most common. Students often discussed ideas, shared opinions, and worked together to understand the meanings of words. This shows that the flashcards encouraged active communication and cooperation among students. In addition, most students gave positive responses. They said that the pictures helped them understand and remember vocabulary better and made learning English easier. Overall, the study concludes that picture-word flashcards are effective for promoting classroom interaction, improving vocabulary understanding, and supporting English language learning.

Keywords: *Picture-Word Flash Cards, Student Interaction, Everyday Vocabulary, English Learning.*

INTRODUCTION

English has become the primary international language used in communication, education, science, technology, and business across the world. As globalization continues to influence almost every aspect of human life, the ability to communicate in English has become increasingly important for academic achievement, professional development, and international collaboration. In many countries where English is taught as a foreign language (EFL), including Indonesia, English is introduced as a compulsory subject with the expectation that students will develop communicative competence that enables them to participate in global



communication. According to Richards (2022) states that English proficiency has become an essential competence for students because it supports access to international knowledge, educational opportunities, and future careers.

One of the fundamental components supporting English language proficiency is vocabulary. Vocabulary serves as the foundation for developing listening, speaking, reading, and writing skills because learners cannot understand or express ideas without knowing the meanings of words. Vocabulary knowledge allows students to comprehend spoken and written messages, construct meaningful sentences, and participate actively in communication. Nation (2022) emphasizes that vocabulary knowledge is one of the strongest predictors of language proficiency because learners need sufficient lexical knowledge before they can successfully develop other language skills. Likewise, Schmitt (2020) argues that vocabulary represents the core component of communicative competence since communication cannot occur effectively when learners possess limited vocabulary knowledge. Supporting this view, Recent studies have also demonstrated that vocabulary instruction becomes more effective when learners are actively engaged in meaningful learning activities and are provided with appropriate learning strategies. Black (2024) conducted a systematic review and concluded that successful vocabulary learning is influenced by instructional design, repeated exposure, and meaningful interaction with target words.

Vocabulary learning becomes particularly important for students at the junior high school level because they are still building their fundamental English competence (J. Helmie 2015). During this stage, learners are expected to acquire sufficient vocabulary that enables them to understand classroom instructions, participate in discussions, read simple texts, and communicate about familiar topics. Among various categories of vocabulary, noun vocabulary occupies an important position because nouns represent objects, people, animals, places, events, and ideas that students frequently encounter in their daily lives. According to Nation (2022), mastering high-frequency nouns allows learners to recognize common concepts more easily and facilitates language comprehension in everyday communication. Harmer (2018) also explains that vocabulary should be introduced through meaningful contexts so that learners are able to associate words with real-life experiences rather than memorizing isolated lexical items. Similarly, Milosavljevic (2024) states that students remember vocabulary more successfully when words are connected to meaningful visual representations instead of direct translation. Consequently, helping students master noun vocabulary through meaningful instructional activities is expected to improve both vocabulary retention and communicative ability.

Recent evidence also supports the effectiveness of flashcards for vocabulary instruction. Hicks *et al.* (2025) found that multimodal flashcards containing pictures, text, and audio significantly improved learners' vocabulary recall compared to text-only flashcards. The study highlighted that combining visual and verbal information strengthens memory through dual coding and promotes better



long-term vocabulary retention. Likewise, Boroughani *et al.* (2023) reported that digital flashcards improved students' vocabulary mastery while simultaneously enhancing their self-regulated learning. These findings reinforce the potential of picture-word flashcards as an effective instructional medium for vocabulary learning.

Despite the recognized importance of vocabulary learning, many English as a Foreign Language (EFL) learners continue to experience considerable difficulties in mastering English vocabulary. Previous studies have shown that students often struggle to remember newly learned words, distinguish similar meanings, pronounce unfamiliar vocabulary, and apply vocabulary appropriately in different contexts. In many classrooms, vocabulary learning is still dominated by memorizing word lists without providing opportunities for meaningful practice or contextual use (Helmie, 2020). As a result, students tend to forget vocabulary shortly after instruction because they do not develop conceptual understanding of the words they learn. Nation (2022) explains that vocabulary retention depends largely on repeated exposure and meaningful use rather than simple memorization. Likewise, Teymouri (2024) argues that students retain vocabulary more effectively when they repeatedly interact with words through engaging classroom activities. Supporting these findings, Milosavljevic (2024) states that vocabulary learning becomes more successful when learners establish direct associations between words and visual representations because such associations strengthen memory and facilitate long-term retention. These findings suggest that vocabulary instruction should move beyond traditional memorization and provide learning experiences that encourage students to actively construct meaning.

Another important issue influencing vocabulary learning is the quality of classroom interaction. Learning vocabulary is not simply an individual cognitive activity but also a social process in which students construct understanding through communication with teachers and peers. Classroom interaction provides opportunities for learners to ask questions, negotiate meaning, exchange ideas, solve problems collaboratively, and practice using newly learned vocabulary in authentic situations. Birch (2020) explains that positive teacher–student relationships significantly influence students' behavioral engagement and willingness to participate in classroom learning. Similarly, Abacioglu *et al.* (2023) found that supportive relationships among teachers and classmates increase students' sense of belonging, confidence, and active participation during classroom activities. Furthermore, Li (2025) reports that collaborative learning activities encourage students to exchange ideas, solve problems together, and develop deeper conceptual understanding through discussion. These studies demonstrate that meaningful classroom interaction contributes not only to students' social development but also to their academic achievement and vocabulary acquisition.



THEORETICAL FRAMEWORK

Vocabulary Learning

Vocabulary is one of the fundamental components of language proficiency because it enables learners to understand and communicate meaning effectively. Without sufficient vocabulary knowledge, students experience difficulties in listening, speaking, reading, and writing activities. Vocabulary learning therefore becomes an essential aspect of English language teaching, particularly for English as a Foreign Language (EFL) learners. According to Nation (2022) explained that vocabulary knowledge involves not only knowing the meaning of a word but also understanding its pronunciation, spelling, grammatical functions, collocations, and appropriate use in different contexts.

Vocabulary learning should not rely solely on memorization. Instead, students need meaningful learning experiences that encourage them to repeatedly encounter, practice, and apply new words in authentic contexts. Schmitt (2019) argued that effective vocabulary instruction should combine explicit teaching, repeated exposure, and communicative practice to help learners retain vocabulary over time. Likewise, Black *et al.* (2024) emphasized that vocabulary acquisition is more successful when teachers employ interactive learning strategies that actively involve students in processing and using new vocabulary.

In junior high school, vocabulary instruction should also consider learners' developmental characteristics. Students tend to learn more effectively when vocabulary is presented through visual representations, games, collaborative activities, and meaningful classroom interaction. Therefore, selecting appropriate instructional media plays a crucial role in improving students' vocabulary mastery and learning motivation.

Learning Media

Learning media are instructional tools that facilitate the teaching and learning process by helping students understand concepts more easily and actively participate in classroom activities. Appropriate learning media can increase students' motivation, engagement, and learning outcomes because they present information in more interesting and meaningful ways. Harmer (2018) stated that learning media assist teachers in creating attractive learning environments that encourage students to participate actively during lessons.

Recent studies have shown that integrating appropriate learning media into vocabulary instruction significantly improves students' learning achievement. Dağdeler (2023) reported that technology-supported and interactive vocabulary learning media provide learners with repeated exposure to vocabulary, increase motivation, and facilitate long-term vocabulary retention. Consequently, teachers are encouraged to select learning media that match students' learning needs and classroom objectives.



Picture-Word Flashcards

Picture-word flashcards are visual learning media consisting of pictures accompanied by written words that represent vocabulary items. This type of flashcard helps learners establish associations between visual images and verbal information, making vocabulary easier to understand and remember. According to Harmer (2018) also suggested that visual media, including flashcards, are effective instructional tools because they capture students' attention, stimulate curiosity, and encourage classroom participation. Furthermore, recent studies indicate that flashcards remain one of the most effective media for vocabulary instruction. Hicks et al. (2025) found that multimodal flashcards significantly improved students' vocabulary mastery compared with conventional text-based learning because learners processed vocabulary through both pictures and written words.

Similarly, Melani et al. (2024) reported that flashcards increased students' motivation and vocabulary achievement by providing enjoyable and interactive learning experiences. Picture-word flashcards are particularly suitable for teaching daily life vocabulary because the illustrations help learners relate new words to familiar objects and situations. As a result, students are more likely to understand, remember, and use vocabulary appropriately in real-life communication.

Classroom Interaction

Classroom interaction refers to the communication that occurs among teachers and students or among students during learning activities. Interaction plays an essential role in language learning because it enables learners to negotiate meaning, exchange ideas, ask questions, and construct knowledge collaboratively. Mercer (2004) categorized classroom talk into three types: disputational talk, cumulative talk, and exploratory talk. Among these, exploratory talk is considered the most productive because learners critically discuss ideas, provide reasons, evaluate opinions, and collaboratively solve problems.

The use of interactive learning media, such as picture-word flashcards, creates opportunities for students to engage in exploratory talk while learning vocabulary. During flashcard activities, students discuss picture meanings, identify vocabulary items, exchange opinions, and justify their answers. Abacioglu et al. (2023) also highlighted that positive peer interaction contributes significantly to students' classroom engagement and active participation. Therefore, meaningful classroom interaction is expected to enhance both vocabulary learning and students' communication skills.

Students' Perception

Students' perception refers to learners' opinions, beliefs, and evaluations regarding their learning experiences. Understanding students' perceptions is important because positive perceptions often influence motivation, engagement, and learning achievement. Students who perceive instructional media as enjoyable and useful are generally more willing to participate actively in classroom activities.



In this study, students' perceptions toward picture-word flashcards were explored through questionnaires and interviews. Their responses provided valuable information regarding the effectiveness of flashcards in facilitating vocabulary learning, increasing motivation, improving classroom participation, and creating enjoyable learning experiences. These perceptions complement the classroom observation findings and provide a more comprehensive understanding of the implementation of picture-word flashcards in vocabulary instruction.

Relationship Between Picture-Word Flashcards and Classroom Interaction

Picture-word flashcards not only function as vocabulary learning media but also facilitate meaningful classroom interaction. The combination of visual representations and collaborative learning activities encourages students to discuss vocabulary meanings, negotiate ideas, ask questions, and provide explanations during learning. Through these interactions, students actively construct knowledge while improving their vocabulary mastery. Picture-word flashcards support students in remembering vocabulary while simultaneously promoting collaborative learning and classroom interaction. Therefore, integrating picture-word flashcards into vocabulary instruction is expected to improve students' vocabulary mastery, classroom participation, and overall learning experience.

METHOD

Research Design

This study employed a qualitative descriptive research design to investigate students' interaction and perceptions toward the use of picture-word flashcards in learning daily life vocabulary. A qualitative approach was considered appropriate because the study aimed to explore students' experiences, classroom interaction, and perceptions in a natural learning environment rather than measuring learning outcomes quantitatively. According to Creswell (2023), qualitative research seeks to understand participants' experiences and the meanings they attach to a particular phenomenon through direct observation and interaction. Similarly, Marshall and Rossman (2022) explain that qualitative research enables researchers to examine social phenomena in their natural settings and interpret participants' behaviors, experiences, and perspectives comprehensively.

This study focused on describing how students interacted during vocabulary learning activities using picture-word flashcards and how they perceived the learning media after participating in the classroom activities. To increase the credibility of the findings, methodological triangulation was employed by collecting data through classroom observation, questionnaires, and semi-structured interviews. The use of multiple instruments allowed the researcher to compare findings from different sources and obtain a more comprehensive understanding of the phenomenon under investigation.



Research Site and Time

The research was conducted at SMP Plus Mangkunagara, Cikalongkulon, Cianjur, Indonesia. The school was selected because it provided permission for conducting the study and because preliminary classroom observations indicated that many eighth-grade students experienced difficulties in mastering English vocabulary and showed relatively low classroom participation during English lessons.

The study was carried out during the second semester of the 2025/2026 academic year. Data collection was conducted over two classroom meetings during the first and second weeks of April 2026. The learning activities were implemented during regular English lessons every Wednesday to ensure that students participated in a natural classroom setting without disrupting the school's instructional schedule.

Participants

The participants of this study consisted of 25 eighth-grade students of SMP Plus Mangkunagara. The participants were selected because they were actively involved in the implementation of picture-word flashcard activities throughout the research process. The researcher also acted as the classroom teacher during the implementation of the learning activities. This dual role enabled the researcher to observe students' interaction directly while maintaining a natural classroom atmosphere. To minimize subjectivity, classroom activities were documented using observation checklists and field notes.

For the interview session, purposive sampling was employed to select participants who represented different levels of classroom participation. Three students were selected, consisting of one student with low participation, one student with moderate participation, and one student with high participation. These participants were expected to provide diverse perspectives regarding their experiences in learning vocabulary through picture-word flashcards.

Data Collection Technique

Data were collected using three research instruments: classroom observation, questionnaires, and semi-structured interviews. The first instrument was classroom observation, which was conducted to identify the types of student interaction that emerged during the learning activities. The researcher used an observation checklist and field notes to record students' behaviors, communication patterns, and collaborative activities while using picture-word flashcards. Creswell (2023) states that observation enables researchers to obtain direct information regarding participants' behaviors within their natural environment.

The second instrument was a questionnaire consisting of 15 statements distributed to all 25 students through Google Forms after the learning activities had been completed. The questionnaire was designed using a Likert scale to explore students' perceptions of the use of picture-word flashcards, including their opinions



regarding learning motivation, vocabulary understanding, classroom enjoyment, and learning effectiveness.

The third instrument was semi-structured interviews. This instrument was employed to obtain deeper information about students' experiences during the implementation of picture-word flashcards. Semi-structured interviews allowed students to explain their opinions freely while still following predetermined interview questions. According to Creswell (2023), semi-structured interviews provide opportunities for participants to express their experiences in greater depth while allowing researchers to explore emerging issues during the interview process.

Data Analysis

The collected data were analyzed using the qualitative data analysis procedures proposed by Creswell (2023). The analysis consisted of six interconnected stages. First, the researcher organized and prepared all observation notes, questionnaire responses, and interview transcripts. Second, the researcher read the entire dataset repeatedly to obtain a general understanding of students' classroom interaction and perceptions. Third, the collected data were coded by identifying meaningful units related to students' interaction, participation, engagement, and perceptions of picture-word flashcards.

After coding, similar codes were grouped into broader categories and themes describing the characteristics of classroom interaction and students' perceptions toward the learning media. The findings were then presented in descriptive narratives supported by observation data, questionnaire results, and interview excerpts. Finally, the researcher interpreted the findings by relating them to relevant theories and previous studies concerning vocabulary learning, student interaction, and the use of picture-word flashcards.

To strengthen the trustworthiness of the findings, methodological triangulation was applied by comparing data obtained from classroom observations, questionnaires, and interviews. This triangulation process enabled the researcher to verify the consistency of the findings across different data sources and provide a more comprehensive interpretation of the research results.

FINDING AND DISCUSSION

Students' Interaction During Vocabulary Learning Using Picture-Word Flashcards

To investigate the types of classroom interaction that emerged during vocabulary learning through picture-word flashcards, classroom observations were conducted during two meetings. The observation focused on students' interaction based on Mercer's (2004) framework, consisting of disputational talk, cumulative talk, and exploratory talk. The observation findings are summarized in Table 1.



Table 1. Summary of Students' Classroom Interaction Using Picture-Word Flashcards

No	Interaction Type	Observation Indicators	Findings
1	Disputational Talk	Students argued without giving reasons.	Rarely occurred because students preferred discussion rather than competition.
2	Disputational Talk	Students made decisions individually.	Occasionally appeared when students answered immediately without discussion.
3	Disputational Talk	Conflict over flashcards.	Not observed during classroom activities.
4	Cumulative Talk	Students accepted friends' ideas without questioning.	Observed several times, especially among less confident students.
5	Cumulative Talk	Students repeated peers' answers.	Some students relied on classmates' responses because they were unsure of the vocabulary meaning.
6	Cumulative Talk	Students agreed without criticism.	Frequently observed during pair discussions.
7	Exploratory Talk	Students explained their answers.	Frequently observed throughout the activities.
8	Exploratory Talk	Students asked "Why?" or "How?" questions.	Students actively clarified vocabulary meanings before deciding on answers.
9	Exploratory Talk	Students discussed before reaching agreement.	This interaction appeared most frequently during vocabulary learning.

Based on Table 1, three types of classroom interaction proposed by Mercer (2004) emerged during the implementation of picture-word flashcards. Among these interaction types, exploratory talk appeared most frequently, followed by cumulative talk, while disputational talk occurred least frequently. Students were actively engaged in discussing vocabulary meanings, asking questions, providing explanations, and negotiating answers before reaching agreement. These findings indicate that picture-word flashcards successfully promoted collaborative learning and encouraged students to participate actively during vocabulary learning activities.

The dominance of exploratory talk indicates that picture-word flashcards encouraged students to construct knowledge collaboratively rather than relying solely on teacher explanation. According to Mercer (2004), exploratory talk represents the highest level of classroom interaction because students exchange ideas, justify their opinions, and evaluate alternative responses before making decisions. Similar findings were reported by Abacioglu et al. (2023), who found that supportive peer interaction increases students' classroom participation and engagement. Likewise, Li (2025) argues that collaborative learning encourages students to communicate more actively while improving conceptual understanding. Therefore, the present findings suggest that picture-word flashcards provide opportunities for students to interact meaningfully while simultaneously strengthening vocabulary learning.



These findings are also supported by Zhang et al. (2023), who explained that collaborative learning encourages learners to negotiate meaning, exchange ideas, and solve problems together through active interaction. In addition, Abacioglu et al. (2023) emphasized that supportive peer relationships contribute significantly to students' classroom engagement and participation, allowing them to become more confident in expressing their ideas during collaborative learning activities.

Students' Perceptions Toward the Use of Picture-Word Flashcards in Learning Daily Life Vocabulary

To investigate students' perceptions toward the use of picture-word flashcards in learning daily life vocabulary, data were collected through a questionnaire consisting of 15 statements distributed to 25 eighth-grade students after the implementation of the learning activities. The questionnaire explored students' opinions regarding the effectiveness of picture-word flashcards in improving vocabulary learning, classroom interaction, learning motivation, and learning enjoyment. The questionnaire findings are summarized in Table 2.

Table 2. Summary of Students' Perceptions Toward the Use of Picture-Word Flashcards

Questionnaire Indicator	Students' Responses
Ease of learning vocabulary	Most students agreed that picture-word flashcards made vocabulary easier to understand.
Understanding vocabulary meaning	Students stated that pictures helped them understand unfamiliar vocabulary more quickly.
Learning interest	Most students became more interested in learning English through picture-word flashcards.
Joyful learning	Students perceived the learning activities as enjoyable and less monotonous.
Remembering vocabulary	Students reported that pictures helped them remember vocabulary more easily.
Memorizing vocabulary	The combination of pictures and words supported students' vocabulary retention.
Learning comfort	Students felt more comfortable and confident during classroom activities.
Classroom participation	Students became more active during pair and group discussions.
Motivation	Picture-word flashcards increased students' motivation to participate in learning activities.
Learning effectiveness	Students believed that picture-word flashcards improved their vocabulary learning.
Collaboration	Students enjoyed discussing vocabulary with classmates.
Communication	Students felt encouraged to express their opinions during discussion.
Confidence	Students became more confident in answering vocabulary questions.
Overall satisfaction	Most students expressed positive attitudes toward the learning media.



Future implementation	Students hoped that picture-word flashcards would continue to be used in future English lessons.
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Based on Table 2, students demonstrated highly positive perceptions toward the implementation of picture-word flashcards in learning daily life vocabulary. The questionnaire results indicate that the majority of students considered picture-word flashcards helpful for understanding vocabulary meanings, remembering new words, increasing learning motivation, and encouraging active participation during classroom activities. Students also perceived the learning process as more enjoyable compared with conventional vocabulary instruction because the pictures provided meaningful visual support that facilitated comprehension.

The findings also reveal that picture-word flashcards contributed positively to students' classroom engagement. Many students reported that they became more confident in expressing their ideas, asking questions, and participating in discussions with their classmates. The use of visual media reduced students' anxiety when learning unfamiliar vocabulary because they could associate the target words directly with pictures instead of relying only on translation.

These findings are consistent with the theory proposed by Nation (2022), who emphasizes that vocabulary learning becomes more effective when learners repeatedly encounter meaningful representations of words. Similarly, Harmer (2018) argues that visual media facilitate vocabulary learning because they provide concrete representations that help learners understand and retain new words more successfully. Supporting these views, Teymouri (2024) explains that interactive vocabulary instruction increases students' motivation, promotes meaningful learning experiences, and improves long-term vocabulary retention.

Furthermore, the positive responses regarding classroom participation support the findings of Abacioglu et al. (2023), who reported that supportive classroom environments encourage students to interact more confidently with their peers. Likewise, Li (2025) found that collaborative learning activities increase students' engagement by providing opportunities to exchange ideas, solve problems together, and construct knowledge collectively. During the implementation of picture-word flashcards, students actively discussed vocabulary meanings, shared opinions, and helped one another complete the learning tasks. This indicates that picture-word flashcards not only supported vocabulary mastery but also promoted meaningful classroom interaction.

Overall, the questionnaire findings suggest that picture-word flashcards created a positive learning experience by improving students' vocabulary understanding, increasing motivation, encouraging classroom participation, and supporting collaborative learning. Therefore, picture-word flashcards can be considered an effective instructional medium for teaching daily life vocabulary to junior high school students.



Students' Experiences Toward the Use of Picture-Word Flashcards

To obtain more comprehensive information regarding students' experiences in learning daily life vocabulary through picture-word flashcards, semi-structured interviews were conducted with three selected students representing different levels of classroom participation, namely high, moderate, and low participation. The interviews aimed to explore students' opinions regarding the learning activities, the advantages of picture-word flashcards, classroom interaction, and the challenges encountered during the implementation. The interview findings are summarized in Table 3.

Table 3. Summary of Students' Interview Findings

Interview Question	Indicator	Students' Responses
What do you think about learning vocabulary using picture-word flashcards?	General perception	All participants stated that picture-word flashcards made vocabulary learning more interesting, enjoyable, and easier to understand than conventional learning.
How did the pictures help you learn vocabulary?	Vocabulary understanding	Students explained that the pictures enabled them to recognize word meanings directly without depending only on translation.
Did the flashcards help you remember vocabulary?	Vocabulary retention	Students reported that the combination of pictures and words made vocabulary easier to remember because they could associate images with new words.
How did you interact with your classmates during the activity?	Classroom interaction	Students discussed answers, exchanged ideas, asked questions, and helped each other before deciding on the correct vocabulary.
Did you experience any difficulties during the activities?	Learning challenges	Some students initially found it difficult to pronounce unfamiliar words, but peer discussion and teacher guidance helped them overcome these difficulties.
Would you like to use picture-word flashcards in future English lessons?	Future expectation	All participants expressed their willingness to continue learning English using picture-word flashcards because the activities were enjoyable and motivating.

Based on Table 3, the interview findings indicate that students demonstrated positive experiences toward the implementation of picture-word flashcards in learning daily life vocabulary. All interview participants agreed that the learning activities were more enjoyable than traditional vocabulary lessons because the pictures helped them understand vocabulary meanings more easily. Instead of memorizing isolated word lists, students associated the target vocabulary with meaningful visual representations, enabling them to understand and retain new words more effectively.

The interview findings also revealed that picture-word flashcards promoted active classroom interaction. Students explained that they frequently discussed vocabulary meanings with their classmates before selecting the correct answers. During the discussion, they asked questions, exchanged opinions, and provided



explanations when disagreements occurred. These collaborative activities enabled students to develop a deeper understanding of the target vocabulary while simultaneously improving their confidence in communicating with others.

Another important finding concerns students' vocabulary retention. Most participants reported that they remembered vocabulary more easily because they could associate each word with a corresponding picture. The visual representations helped students recall vocabulary during classroom discussions and subsequent learning activities. This finding supports the Dual Coding Theory proposed by Paivio (1991), which suggests that information presented through both verbal and visual channels is more likely to be stored in long-term memory than information presented through verbal forms alone.

The interview results are also consistent with the findings of Nation (2022), who argues that vocabulary acquisition becomes more effective when learners repeatedly encounter meaningful representations of words in authentic learning situations. Likewise, Harmer (2018) emphasizes that visual learning media facilitate vocabulary instruction by making abstract concepts more concrete and meaningful for learners. Furthermore, Teymouri (2024) explains that interactive vocabulary activities encourage students to become more motivated, engaged, and confident during language learning.

Regarding classroom interaction, the interview findings support Mercer (2004), who states that meaningful discussion enables learners to negotiate meaning, justify opinions, and collaboratively construct knowledge. During the implementation of picture-word flashcards, students demonstrated exploratory interaction by asking questions, explaining answers, and discussing vocabulary meanings before reaching agreement. Similar findings were reported by Abacioglu et al. (2023), who found that supportive peer relationships increase students' classroom participation and confidence. In addition, Li (2025) concludes that collaborative learning creates opportunities for students to communicate actively while improving conceptual understanding.

Although several students reported minor difficulties in pronouncing unfamiliar vocabulary at the beginning of the learning activities, these challenges gradually decreased as students interacted with their classmates and received guidance from the teacher. Therefore, the interview findings suggest that picture-word flashcards not only improved students' vocabulary learning but also encouraged collaborative interaction, active participation, and positive learning experiences.

CONCLUSION

This study concludes that the use of picture-word flashcards effectively supported students' interaction and vocabulary learning in learning daily life vocabulary. The classroom observation revealed that exploratory talk was the dominant type of interaction, indicating that students actively discussed vocabulary meanings, exchanged ideas, asked questions, and collaboratively reached conclusions during the learning activities. These findings demonstrate that picture-



word flashcards encouraged meaningful classroom interaction while promoting students' active participation and collaborative learning. In addition, the questionnaire and interview findings showed that students demonstrated positive perceptions toward the use of picture-word flashcards. They considered the learning media interesting, enjoyable, and helpful for understanding, remembering, and using new vocabulary. Students also reported feeling more confident and motivated to participate in classroom discussions because the visual representations made vocabulary easier to comprehend. Overall, the findings indicate that picture-word flashcards have strong potential to support vocabulary instruction by improving students' vocabulary mastery, encouraging meaningful classroom interaction, and creating a more engaging learning environment for junior high school EFL learners. Therefore, picture-word flashcards can be considered an effective instructional medium for teaching daily life vocabulary and may serve as an alternative learning resource for English teachers seeking to promote more interactive and student-centered vocabulary learning.

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