

IMPROVING STUDENTS VOCABULARY MEMORIZATION BY USING THE LOUD HOUSE CARTOON FOR FIFTH GRADE STUDENTS

Tria Nur Amanda¹, Nadrah², Pebri Prandika Putra³

^{1,2,3} Universitas Islam Negeri Fatmawati Sukarno Bengkulu

¹amandntriaa@gmail.com

²Nadrah.Nadrah@canberra.edu.au ³pebriputra@mail.uinfasbengkulu.ac.id

ABSTRACT

This study aimed to improve the vocabulary memorization of fifth-grade students at SDN 071 Bengkulu Utara through the use of The Loud House cartoon as an audio-visual learning medium. The study was motivated by students' low ability to memorize English vocabulary, as indicated by difficulties in understanding word meanings, recalling previously learned vocabulary, and low learning motivation due to the use of less engaging teaching methods. This research employed Classroom Action Research (CAR) adapted from the model proposed by Arikunto, Suhardjono, and Supardi (2010), consisting of two cycles: planning, acting, observing, and reflecting. The participants were 19 fifth-grade students of SDN 071 Bengkulu Utara. Data were collected through vocabulary tests, classroom observations, and documentation, and were analyzed descriptively by comparing the results of each cycle. The findings revealed that the implementation of The Loud House cartoon effectively improved students' vocabulary memorization. The students' mean score increased from 64.21 in Cycle I to 79.79 in Cycle II, showing an improvement of 15.58 points. In addition, 16 out of 19 students (84.21%) successfully achieved the Minimum Mastery Criterion (KKM) of 75. Classroom observations also indicated that students became more active, enthusiastic, and confident during the learning process. Therefore, the use of The Loud House cartoon is an effective alternative audio-visual learning medium for improving English vocabulary memorization among elementary school students.

Keywords: Classroom Action Research, The Loud House Cartoon, Vocabulary Memorization, English Vocabulary, Audio-Visual Learning Media

A. Introduction

Vocabulary is one of the most fundamental components of English language learning because it supports the development of listening, speaking, reading, and writing skills. Learners with sufficient vocabulary knowledge are better able to comprehend information and communicate effectively. According to

Nation (2001), vocabulary knowledge is central to language learning because it enables learners to understand language input and express meaning appropriately. Likewise, Schmitt (2000) states that vocabulary is the building block of communication and plays a significant role in language acquisition. Therefore, vocabulary instruction should become a primary concern in

English language teaching, particularly for young learners.

For elementary school students, vocabulary learning should be presented through meaningful and engaging activities. Young learners tend to acquire vocabulary more effectively when words are introduced in familiar contexts and supported by visual learning experiences. Cameron (2001) explains that children learn vocabulary best when language is presented through meaningful contexts and interactive media rather than through isolated memorization. However, many teachers still rely on conventional teaching methods, such as rote memorization and textbook-based instruction, which often reduce students' motivation and limit long-term vocabulary retention. Thornbury (2002) argues that learners frequently forget newly learned vocabulary when they are not provided with repeated exposure and meaningful practice.

To overcome these challenges, the integration of multimedia into vocabulary instruction has become increasingly important. Multimedia learning combines verbal and visual information to facilitate students' understanding and memory. Mayer

(2009) states that learners understand and retain information more effectively when it is presented through both visual and auditory channels. Similarly, Paivio's (1986) Dual Coding Theory explains that vocabulary accompanied by visual representations is more likely to be stored in long-term memory because learners process information through verbal and visual systems simultaneously. Therefore, audio-visual learning media can provide meaningful learning experiences that enhance vocabulary acquisition.

One type of audio-visual media that is suitable for elementary school students is animated cartoons. Cartoons present vocabulary in authentic and contextual situations through attractive visual illustrations, dialogues, and character interactions. Berk (2009) states that video-based learning increases students' attention and motivation, while Ismaili (2013) found that cartoons help learners improve vocabulary acquisition because they provide contextualized language input. In addition, Krashen's (1982) Affective Filter Hypothesis suggests that enjoyable learning environments reduce students' anxiety and encourage more effective language acquisition. Consequently, cartoons

can create a learning atmosphere that is both enjoyable and educational.

Among various animated cartoons, *The Loud House* was selected as the instructional medium in this study because it presents everyday situations using simple English expressions that are appropriate for elementary school learners. The cartoon contains vocabulary related to family, school, daily routines, and social interaction, enabling students to understand word meanings through visual contexts rather than memorizing isolated vocabulary items. Such contextual exposure is expected to improve students' vocabulary memorization more effectively.

Based on preliminary observation conducted on July 13, 2026, at SDN 071 Bengkulu Utara, many fifth-grade students experienced difficulties in memorizing English vocabulary. Students frequently forgot newly learned words, demonstrated low motivation during English lessons, and depended heavily on translation provided by the teacher. Classroom instruction remained dominated by conventional teaching methods with limited use of interactive learning media. As a result, students had few

opportunities to learn vocabulary through meaningful and engaging experiences.

Several previous studies have reported the effectiveness of audio-visual media in improving vocabulary learning. Cartoon-based instruction has been shown to increase students' vocabulary achievement, motivation, and classroom engagement. Nevertheless, most previous studies focused on general cartoon clips or investigated the relationship between students' media habits and vocabulary mastery. Limited research has specifically examined the implementation of *The Loud House* cartoon as an instructional medium to improve vocabulary memorization among elementary school students. This gap highlights the need for further investigation in this area.

Therefore, this study aimed to investigate how the use of *The Loud House* cartoon could improve students' vocabulary memorization among fifth-grade students at SDN 071 Bengkulu Utara. The findings are expected to provide empirical evidence regarding the effectiveness of cartoon-based audio-visual media in vocabulary instruction and offer an innovative

teaching alternative for English teachers at the elementary school level.

B. Research Method

This study employed Classroom Action Research (CAR) adapted from the model proposed by Arikunto, Suhardjono, and Supardi (2010). The research consisted of two cycles, and each cycle included four stages: planning, acting, observing, and reflecting. This design was selected because it enabled the researcher to identify classroom problems, implement instructional improvements, observe students' responses, and evaluate the effectiveness of the learning process continuously. The research aimed to improve students' vocabulary memorization through the use of *The Loud House* cartoon as an audio-visual learning medium.

The research was conducted at SDN 071 Bengkulu Utara during the first semester of the 2026/2027 academic year. The participants were 19 fifth-grade students, consisting of one intact classroom selected through purposive sampling because the class demonstrated difficulties in memorizing English vocabulary based on preliminary classroom observation.

In addition to the students, the English teacher participated as a collaborator during the observation and reflection stages of the research.

The instruments used in this study consisted of a vocabulary test, observation, and documentation. The vocabulary test was designed to measure students' vocabulary memorization through four indicators: meaning recognition, contextual understanding, word recall, and word form recognition. The test consisted of 25 items, including 20 multiple-choice questions and 5 essay questions. Observation sheets were used to record students' participation and classroom activities during the implementation of the learning process, while documentation included lesson plans, students' answer sheets, photographs of classroom activities, attendance lists, and students' vocabulary scores to support the research findings.

The research was conducted in two cycles. During the planning stage, the researcher prepared lesson plans, learning materials, instructional media, observation sheets, and vocabulary tests. In the acting stage, the researcher implemented vocabulary instruction using *The Loud House* cartoon as the

primary learning medium. During the observing stage, the researcher and the collaborating teacher observed students' participation, responses, and learning activities throughout the teaching process. Finally, in the reflecting stage, the results of each cycle were analyzed to evaluate the effectiveness of the implemented actions and to determine improvements for the subsequent cycle.

The data were analyzed using both quantitative and qualitative techniques. Quantitative data were obtained from students' vocabulary test scores and analyzed by calculating the mean score and the percentage of students who achieved the minimum mastery criterion (KKM). Qualitative data obtained from classroom observations and documentation were analyzed descriptively to describe students' learning participation and classroom conditions during the implementation of the action. The research was considered successful when the majority of students achieved the expected improvement in vocabulary memorization and met the

predetermined learning achievement criteria.

C. Results and Discussion

1. Results

a. Cycle I Result

The research was conducted in two cycles by implementing The Loud House cartoon as an audio-visual learning medium to improve the vocabulary memorization of fifth-grade students at SDN 071 Bengkulu Utara. Each cycle consisted of four stages: planning, acting, observing, and reflecting. At the end of each cycle, students were given a vocabulary test to evaluate their learning achievement.

In Cycle I, the implementation of The Loud House cartoon attracted students' attention and increased their interest in learning English vocabulary. However, several students still experienced difficulties in understanding the meanings of new words and recalling previously learned vocabulary. Based on the observation results, some students were still hesitant to participate actively in classroom activities and required further guidance from the teacher.

Table 1. Students' Vocabulary Memorization Achievement in Cycle I

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No.	Score Interval	Category	Frequency	Percentage
1	85 – 100	Very Good	3	15.79%
2	75 – 84	Good	6	31.58%
3	60 – 74	Fair	5	26.32%
4	< 60	Poor	5	26.32%
Total			19	100%

As presented in Table 1, the students obtained a mean score of 64.21, which was still below the Minimum Mastery Criterion (KKM) of 75. Only 47.37% of the students achieved the expected learning outcome. These findings indicate that although the implementation of The Loud House cartoon showed positive effects, further improvement was required to achieve the research objectives.

b. Cycle II Result

Based on the reflection conducted after Cycle I, several improvements were made in Cycle II. The teacher provided clearer explanations, encouraged more active student participation, and gave students additional opportunities to repeat and practice the target vocabulary presented in The Loud House cartoon. Classroom activities were designed to create a more interactive and enjoyable learning environment.

Table 2. Students' Vocabulary Memorization Achievement in Cycle II

No.	Score Interval	Category	Frequency	Percentage
1	85 – 100	Very Good	7	36.84%
2	75 – 84	Good	9	47.37%
3	60 – 74	Fair	2	10.53%
4	< 60	Poor	1	5.26%
Total			19	100%

As shown in Table 2, the students' mean score increased to 79.79, indicating an improvement of 15.58 points compared with Cycle I. Furthermore, 16 out of 19 students (84.21%) successfully achieved the Minimum Mastery Criterion, while only three students (15.79%) remained below the expected standard. These results demonstrate that the improvements implemented in Cycle II effectively enhanced students' vocabulary memorization.

c. Improvement of Students' Vocabulary Memorization

The comparison between Cycle I and Cycle II demonstrates a significant improvement in students' vocabulary memorization after the implementation of The Loud House cartoon.

Table 3. Improvement of Students' Vocabulary Memorization

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Indicators	Cycle I	Cycle II	Improvement
Mean Score	64.21	79.79	15.58 points
Students Achieving KKM (≥75)	9 students	16 students	7 students
Mastery Percentage	47.37%	84.21%	36.84%
Students Not Achieving KKM (<75)	10 students	3 students	7 students
Non-Mastery Percentage	52.63%	15.79%	36.84%
Highest Score	88	100	12 points
Lowest Score	12	0	12 points
Number of Students	19	19	-

Based on Table 3, students' vocabulary memorization improved substantially from Cycle I to Cycle II. The increase in both the mean score and the percentage of mastery learning indicates that The Loud House cartoon effectively supported students in understanding, remembering, and recalling English vocabulary.

2. Discussion

The findings of this study revealed that the implementation of The Loud House cartoon significantly improved students' vocabulary memorization. The improvement was evidenced by the increase in the mean score from 64.21 in Cycle I to 79.79 in Cycle II. In addition, the percentage of students achieving the Minimum Mastery Criterion increased from 47.37% to 84.21%. These findings indicate that audio-visual media can create a more engaging learning environment and facilitate vocabulary learning among

elementary school students.

The improvement in students' vocabulary memorization can be explained by Mayer's (2009) Cognitive Theory of Multimedia Learning, which states that meaningful learning occurs when learners receive information through both verbal and visual channels simultaneously. In this study, The Loud House cartoon presented vocabulary through colorful animations, spoken dialogue, visual contexts, and meaningful situations. These multimedia elements enabled students to connect English words with their meanings more effectively, resulting in better comprehension and long-term retention.

The findings also support Paivio's (1986) Dual Coding Theory, which explains that information presented through both verbal and visual representations is processed by two cognitive systems, leading to stronger memory retention. Through the use of The Loud House cartoon, students were able to associate new vocabulary with visual images and authentic contexts, making the learning process more meaningful and enjoyable.

Furthermore, the results are consistent with Cameron (2001), who argues that

young learners acquire vocabulary more effectively when learning activities are meaningful, contextual, and supported by visual media. During Cycle II, students became more active in answering questions, pronouncing English vocabulary, participating in classroom discussions, and recalling previously learned words. These improvements indicate that *The Loud House* cartoon not only enhanced vocabulary memorization but also increased students' motivation, participation, and confidence during the learning process.

Overall, the findings demonstrate that *The Loud House* cartoon is an effective audio-visual instructional medium for improving English vocabulary memorization among fifth-grade students. The combination of engaging visual content, contextual language exposure, and active classroom interaction contributed significantly to students' vocabulary development and learning achievement.

D. Conclusion

Based on the findings of this Classroom Action Research (CAR), it can be concluded that the implementation of *The Loud House*

cartoon as an audio-visual learning medium effectively improved the vocabulary memorization of fifth-grade students at SDN 071 Bengkulu Utara. The improvement was demonstrated by the increase in the students' mean score from 64.21 in Cycle I to 79.79 in Cycle II, indicating an improvement of 15.58 points. In addition, the percentage of students achieving the Minimum Mastery Criterion (KKM) of 75 increased significantly, with 16 out of 19 students (84.21%) successfully meeting the criterion by the end of the study. The classroom observations further revealed positive changes in students' learning behavior throughout the implementation of the action. Students became more active in classroom activities, showed greater enthusiasm and confidence in learning English, and demonstrated better ability to understand, retain, and recall English vocabulary. The use of *The Loud House* cartoon created an enjoyable and meaningful learning atmosphere by combining visual images, spoken language, and contextual situations, enabling students to associate new vocabulary with real-life experiences more effectively. Furthermore, the findings indicate that the systematic implementation of Classroom Action

Research through the stages of planning, acting, observing, and reflecting contributed to the continuous improvement of the teaching and learning process. Reflection on the results of Cycle I enabled the researcher to make appropriate instructional improvements in Cycle II, which ultimately led to higher student achievement and greater classroom participation.

Therefore, *The Loud House* cartoon can be considered an effective alternative audio-visual instructional medium for improving English vocabulary memorization among elementary school students. The findings of this study are expected to provide valuable contributions for English teachers in selecting engaging instructional media and may serve as a useful reference for future researchers interested in developing innovative media and teaching strategies to improve young learners' English vocabulary acquisition

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