

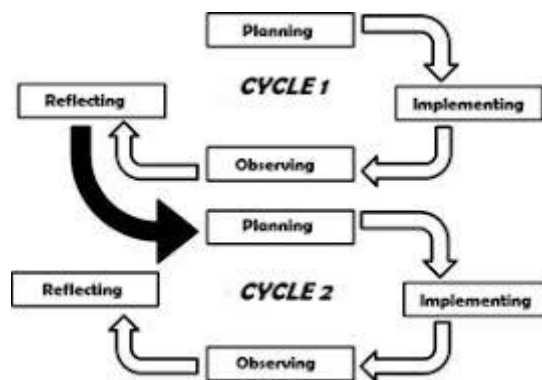
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The term "classroom action research" refers to action research that is applied in teaching and learning activities in the classroom with the goal of improving the teaching and learning process with the aim of improving or improving learning practices to become more effective. It is actually very well known abroad. This term originated in Indonesia.

Figure 3.1 Classroom Action Research Cycles



Source: Adapted from Arikunto, Suhardjono, and Supardi (2010).

The Classroom Action Research (CAR) in this study was adapted from the model proposed by Arikunto, Suhardjono,

and Supardi (2010). The model consists of four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. These stages are implemented in a cyclical process to improve the teaching and learning process until the expected learning outcomes are achieved. This CAR was conducted in two cycles. Each cycle was performed in one meeting. Following were explanations of those four activities. Firstly, in planning step the teacher arranged learning tools and instruments that would be used in the research. Secondly, in implementing step the learning was conducted using discovery learning steps stimulation, identification of problems, data collection, data processing, verification, and generalization. The third step was the observation that was conducted during the action implementation. The observation was conducted by two observers the researchers and collaborating teacher. The observation focused on the implementation of discovery learning steps and experiment report writing skill. The fourth step was a reflection in which the researchers and collaborating teacher discussed learning evaluation that was conducted in cycle 1. The reflection result became a basis for improvement in the next cycle.

Data collecting technique used in this study were observation, performance, and documentation. They were described as follows: (1) observation of the discovery learning method implementation, (2) students' performances

that were in the form of experiment reports. The written reports became sources of assessment, (3) documentation used in this study was lesson plans, students' scores, and photos.

In order to learn more about how schools function, how teachers teach, and how students learn, educators, administrators, counsellors, and others interested in teaching and learning processes or the environment can conduct systematic investigations known as action research, according to Mills.

Meanwhile, Kemmis (1983) defines action research as a form of self-reflective inquiry conducted by participants in educational and social situations to improve their practices, their understanding of those practices, and the situations in which the practices are carried out. In this study, Classroom Action Research (CAR) was used to improve students' vocabulary memorization through the use of *The Loud House* cartoon as a learning medium. The research was conducted through systematic cycles consisting of planning, action, observation, and reflection. Through these cycles, the researcher identified students' difficulties in memorizing English vocabulary, implemented the use of *The Loud House* cartoon as an instructional action, observed students' responses and learning outcomes, and reflected on the results to determine improvements for the next cycle. Teachers can

conduct research in an effort to find new ways or procedures to improve and enhance teacher professionalism in the teaching and learning process in the classroom. The success of classroom action research is evaluated by looking at various indicators of the success of the process and learning outcomes that occur in students. Classroom action research can be used as a tool for curriculum development, school development, teaching skill development, and so on.

B. Research Setting and Participants

1. Research Setting

This research was conducted at SDN 071 Bengkulu Utara, an elementary school located in Bengkulu Utara Regency, Indonesia. The school was selected as the research site because English is taught as a local content subject at the upper elementary level, particularly in the fifth grade. Based on preliminary observation and informal discussion with the English teacher, students at this level still experience difficulties in memorizing and retaining English vocabulary, especially when learning is delivered through conventional textbook-based instruction.

The study was carried out during the odd semester of the 2026/2027 academic year. The instructional sessions were integrated into the regular English class schedule to

ensure that the treatment was implemented in a natural classroom environment. Conducting research in an authentic educational setting is essential to ensure ecological validity, as learning outcomes are influenced by real classroom interactions and contextual factors. According to Creswell (2014), educational research conducted in natural settings allows researchers to observe genuine instructional processes and learner responses.

The learning facilities available in the classroom, such as a projector, speakers, and whiteboard, supported the implementation of audio-visual media. The use of cartoon media was therefore feasible and aligned with the existing instructional infrastructure of the school.

2. Research Participants

The participants of this study were fifth-grade students of SDN 071 Bengkulu Utara. The fifth grade was chosen because students at this level are in the transitional stage between lower and upper elementary education, where vocabulary development becomes increasingly important for supporting reading comprehension and basic communication skills in English.

The participants consisted of one intact class comprising approximately 19 students, aged between 10 and 11 years old. This age range is considered

developmentally appropriate for multimedia-based learning activities, as children at this stage demonstrate increased cognitive capacity for associating visual stimuli with verbal input. The selection of participants was based on purposive sampling, in which the class was chosen intentionally because it met the criteria relevant to the research objectives.

In addition to the students, the English teacher of the fifth grade was indirectly involved in the research process. The teacher provided preliminary information regarding students' vocabulary achievement and participated in short interviews to support the interpretation of findings. Teacher involvement in classroom-based research is important to provide contextual insights and validate instructional procedures.

From a theoretical perspective, participants at the elementary level are still developing their receptive and productive vocabulary knowledge. As explained by Nation (2001), vocabulary acquisition at early stages requires repeated exposure, contextual support, and meaningful interaction.

Furthermore, the use of audio-visual media is particularly suitable for young learners, as supported by multimedia learning theory proposed by Richard E. Mayer (2009), which suggests that learners understand material

more effectively when verbal information is combined with visual representation.

C. Research Variables

In educational research, variables play an important role in determining the focus and direction of a study. A variable is defined as any characteristic, attribute, or condition that can vary or change and can be observed or measured in research. According to Creswell (2014), a variable refers to a characteristic or attribute of an individual or group that can be measured or observed and varies among the participants being studied. These definitions indicate that variables represent measurable elements used to understand learning processes and outcomes.

In the context of Classroom Action Research, the variables are generally categorized into action variables and outcome variables. The action variable refers to the strategy or method implemented by the researcher to improve the learning process, while the outcome variable refers to the learning result expected from the implementation of the action.

1. Action Variable

The action variable in this research is the use of *The Loud House* cartoon as a learning medium in teaching vocabulary. The cartoon is used as an audiovisual learning material to help students understand and memorize

English vocabulary more effectively. The implementation of this media is expected to create an engaging learning environment that motivates students and supports their vocabulary learning through visual and contextual language exposure.

2. Outcome Variable

The outcome variable in this study is students' vocabulary memorization ability. Vocabulary memorization refers to students' ability to recognize, recall, and retain English words after participating in the learning activities using *The Loud House* cartoon. According to Nation (2013), vocabulary knowledge involves the ability to recognize word forms, understand their meanings, and retrieve them when needed in communication. In this research, students' vocabulary memorization ability is measured through vocabulary tests administered after the implementation of the learning activities in each research cycle.

In conclusion, this Classroom Action Research focuses on examining how the implementation of *The Loud House* cartoon as a learning medium can improve students' vocabulary memorization ability. The action variable represents the instructional strategy applied in the classroom, while the outcome variable represents the improvement of students' vocabulary learning outcomes.

D. Research Instruments

There are several instruments used by researcher in this study as follows:

1. Vocabulary Test (Written Test)

To measure the dependent variable, a vocabulary test was administered to assess students' vocabulary memorization ability. The test consisted of objective items, such as multiple-choice and matching questions, focusing on vocabulary related to daily activities and themes commonly found in children's media. According to Nation (2013), vocabulary assessment should measure learners' ability to recognize and recall word meanings accurately.

The vocabulary test aimed to evaluate students' ability to recognize word meanings, match words with their definitions, and recall vocabulary items appropriately. The scores obtained from this test were used to determine students' vocabulary memorization level quantitatively.

a. Vocabulary Testing Indicators

Based on the theory of vocabulary testing proposed by Heaton in *Writing English Language Tests*, vocabulary assessment should measure students' ability to recognize meaning, use words appropriately, understand word forms, and recall vocabulary items accurately.

Therefore, the vocabulary test in this research is designed to measure students' vocabulary memorization improvement after being taught by using *The Loud House cartoon*.

The assessment indicators are as follows:

1. Meaning Recognition

Students are able to:

- 1) Identify the meaning of words through multiple-choice items
- 2) Match words with their correct meanings
- 3) Identify word meanings based on pictures or cartoon scenes

Purpose: To measure students' ability to remember and recognize the meanings of vocabulary items presented in the cartoon.

2. Word Recall

Students are able to:

- 1) Complete sentences using the correct words (fill-in-the-blank items)
- 2) Write vocabulary items without answer choices

Purpose: To measure students' direct memorization and recall ability of the learned vocabulary.

3. Contextual Understanding

Students are able to:

- 1) Choose appropriate words based on sentence context
- 2) Understand vocabulary usage in conversations or situations from the cartoon

Purpose: To measure whether students understand vocabulary meaningfully, not only memorize isolated words.

4. Word Form Recognition

Students are able to:

- 1) Recognize simple word forms such as nouns, verbs, and adjectives
- 2) Use appropriate word forms in simple sentences

Purpose: To measure students' basic understanding of vocabulary structure appropriate for fifth-grade level.

b. Test Specification Table

Table 3.1. Test Specification of Vocabulary Test

No	Indicator	Test Type	Number of Items	Score per Item	Total Score
1.	Meaning Recognition	Multiple Choice	10	1	10
2.	Contextual Understanding	Multiple Choice	10	1	10
3.	Word Recall and Word Form Recognition	Essay	5	5	5
Total			25 Items		25

Source: Arikunto, S. (2013). Dasar-Dasar Evaluasi Pendidikan.

The final score is calculated using the formula:

$$Final\ Score = \frac{Student\ Score}{25} \times 100$$

c. Scoring Criteria

In line with the principle of objective language testing proposed by Heaton this study applies an objective scoring system:

- Correct answer = 1 points (based on item weight)
- Incorrect answer = 0

d. Interpretation of Scores

Table 3.2. Score Classification of Students' Vocabulary Test

Score Range	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
≤ 40	Very Poor

Source: Adapted from Arikunto (2013), *Dasar-Dasar Evaluasi Pendidikan*.

e. Relevance to the Research Title

These indicators are specifically designed to measure the improvement of students' vocabulary

memorization after the implementation of *The Loud House cartoon* as a teaching medium.

The main focus of this assessment is to evaluate:

- 1) Students' ability to recall vocabulary
- 2) Accuracy in recognizing and using words

2. Observation

Based on classroom observations conducted during the learning process, students showed greater interest and participation when learning vocabulary through cartoon media such as *The Loud House*. Students appeared more attentive while watching the cartoon and were able to recognize and remember new English words more easily. The visual and audio elements in cartoons help students understand vocabulary through context, actions, and conversations among characters. As a result, students became more motivated to participate in classroom activities such as repeating words, answering questions, and identifying vocabulary from the scenes they watched. Previous studies also indicate that cartoon-based audiovisual media can significantly improve vocabulary mastery because it provides contextual learning and increases students' engagement in the learning process. For example, a study found that students' vocabulary scores improved significantly after learning through cartoon movies, showing that audiovisual media

helps students retain and understand new vocabulary more effectively (Subtiara, 2024).

Similarly, other research shows that animated videos and cartoons can enhance vocabulary acquisition because they combine visual images, sounds, and contextual storytelling, which makes learning more engaging for young learners (Putri, 2023).

3. Interview

Interview was conducted to obtain supporting information regarding the teaching and learning process during the Classroom Action Research. The interview was conducted with the classroom teacher as the collaborator to obtain information about students' difficulties in learning and memorizing English vocabulary, their participation during the learning activities, and their responses to the use of *The Loud House* cartoon as a learning medium. The interview also aimed to obtain the teacher's evaluation and feedback regarding the implementation of the learning activities in Cycle I and Cycle II.

The interview was conducted using a semi-structured interview format. The researcher prepared several questions related to students' vocabulary learning difficulties, students' responses to the use of *The Loud House* cartoon, changes in students' participation and confidence, and the effectiveness of the learning activities. The researcher also asked the

collaborator for suggestions regarding aspects that needed to be improved after Cycle I. The information obtained from the interview was used to support and clarify the findings from the vocabulary tests and observation sheets.

The interview focused on several aspects, including:

1) Students' vocabulary difficulties

The researcher asked about students' difficulties in recognizing, understanding, memorizing, and recalling English vocabulary.

2) Students' responses to *The Loud House* cartoon

The researcher asked the collaborator about students' interest, attention, enthusiasm, and responses when the cartoon was used during vocabulary learning.

3) Students' participation and confidence

The interview explored whether students became more active and confident in answering questions, participating in discussions, and practicing vocabulary.

4) Changes between Cycle I and Cycle II

The researcher asked the collaborator about changes in students' vocabulary learning, participation, and classroom behavior after improvements were made in Cycle II.

5) Evaluation and suggestions

The collaborator provided feedback regarding the strengths and weaknesses of the learning activities and

suggestions for improving the implementation of the following cycle.

4. Documentation

Documentation was used to support the data obtained from observation and tests during the research process. The documentation included photographs of classroom activities, lesson plans, students' worksheets, vocabulary test results, and teaching materials used in the learning process. During the implementation of learning using *The Loud House* cartoon, the researcher documented several stages of the activity such as students watching the cartoon clips, identifying new vocabulary, and participating in vocabulary memorization activities. These documents were used as additional evidence to describe how the learning process took place and how students responded to the use of cartoon media in learning English vocabulary. Documentation is important in educational research because it provides factual data that can strengthen the results of observation and other research instruments (Bowen, 2009).

In addition, documentation also helps researchers analyze students' progress in vocabulary memorization by comparing the learning activities before and after the use of audiovisual media such as cartoons. Previous research indicates that audiovisual media documentation can show how students become more engaged and motivated during the learning

process because visual and contextual learning materials help them understand and remember vocabulary more effectively (Fatimah & Maryani, 2018).

E. Research Procedures

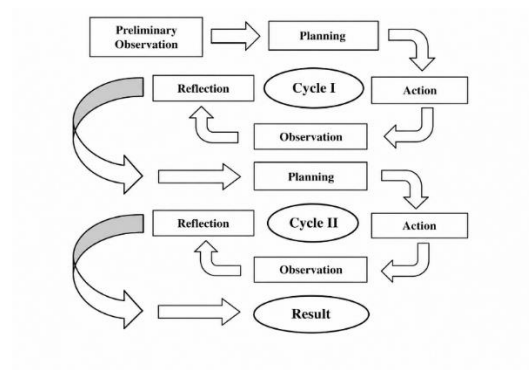
Research Model

According to Arikunto, Suhardjono, and Supardi (2010), Classroom Action Research (CAR) is conducted through a cyclical process consisting of four stages: planning, acting, observing, and reflecting. In this study, these four stages were implemented in two cycles to improve fifth-grade students' vocabulary memorization through the use of *The Loud House* cartoon. The stages of Classroom Action Research in this study were as follows:

1. Planning
2. Acting
3. Observing
4. Reflecting

Each cycle is conducted based on the results of the previous reflection.

Figure 3.2. Classroom Action Research Cycle



Source: Adapted from Arikunto, Suhardjono, and Supardi (2010).

According to Arikunto, Suhardjono, and Supardi (2010), Classroom Action Research (CAR) is a cyclical process conducted to improve the quality of teaching and learning through systematic actions in the classroom.

Based on the framework above, the procedures implemented in this study can be described as follows:

1. Planning Stage

This Classroom Action Research consisted of two cycles. Each cycle was carried out through one action aimed at achieving the desired improvement in the learning process. During the planning stage, the researcher prepared lesson plans (RPP), instructional media, research instruments, and learning materials such as pictures. The researcher also prepared selected scenes

from *The Loud House* cartoon that were relevant to the vocabulary learning objectives, student worksheets, vocabulary tests, and observation sheets. The learning activities were designed to help students recognize, understand, and recall the English vocabulary presented through the cartoon. For Cycle I, the planning was based on the problems identified during the preliminary observation. Meanwhile, the planning for Cycle II was revised based on the results of observation, assessment, and reflection from Cycle I. The revisions focused on aspects of the learning process that needed improvement while maintaining the use of *The Loud House* cartoon as the learning medium.

2. Action Stage

The activities carried out in each cycle involved interventions in the teaching and learning process, which are part of the teacher's daily responsibilities. At this stage, the planned learning activities were implemented in the classroom. However, the lesson plan may not fully represent all situations that arise during implementation. Therefore, during the action stage, the teacher may make necessary adjustments or introduce additional actions that were not included in the original plan. To evaluate the effectiveness of each cycle and monitor students'

progress, observation and assessment were conducted throughout the implementation process.

During the action stage, the researcher implemented the planned vocabulary learning activities by using *The Loud House* cartoon as the main instructional medium. The students were guided to watch selected cartoon scenes, identify new English vocabulary, understand the meaning of the words from the visual and situational context, and practice recalling the vocabulary through classroom activities. The researcher also provided opportunities for students to repeat, recognize, and use the vocabulary presented in the cartoon. At the end of each cycle, a vocabulary test was administered to measure students' vocabulary memorization ability. Meanwhile, the collaborator observed the learning process, including students' attention, participation, responses, and ability to memorize the vocabulary.

In Cycle I, the action was implemented according to the initial lesson plan, and the researcher identified students' difficulties and aspects of the learning process that needed improvement. The results of the observation, vocabulary test, and reflection in Cycle I were used as a basis for improving the learning activities in Cycle II. In Cycle II, the researcher implemented the revised learning activities by focusing on the weaknesses identified in

Cycle I while maintaining the use of *The Loud House* cartoon as the learning medium.

3. Observation Stage

The observation stage was conducted to record students' responses and the implementation of the learning activities using *The Loud House* cartoon. The researcher and collaborator observed students' attention, participation, enthusiasm, responses, ability to identify vocabulary meanings, pronunciation, and ability to recall the vocabulary presented. The collaborator also observed the implementation of the learning activities and the researcher's classroom management.

In Cycle I, the observation showed that most students were interested and enthusiastic, but some still had difficulty understanding meanings, recalling vocabulary independently, and pronouncing some words correctly. The results were used as a basis for reflection and improvement in Cycle II. In Cycle II, the observation focused on the same aspects and showed that students became more active, confident, and accurate in pronouncing and recalling vocabulary. The observation results from both cycles were then compared to determine the improvement in students' vocabulary memorization.

4. Analysis and Reflection Stage

The data collected from the observation were analyzed and then reflected upon as an evaluation tool for improving the next cycle. Reflection also helped the researcher draw conclusions from the study. At the end of each cycle, the researcher and the observer discussed the results of the implemented actions. The findings were reviewed to determine whether the activities had achieved the intended objectives. The reflection considered the results of the students' vocabulary tests, observation findings, students' participation and responses, as well as the difficulties encountered during the learning process. The researcher and the observer identified the strengths and weaknesses of the implementation and determined which aspects needed to be improved in the following cycle. If necessary, revisions were made to improve subsequent actions. The results of the reflection became the basis for planning and implementing the next cycle of instruction.

In Cycle I, the reflection was used to identify aspects of the learning activities that were not yet optimal and to determine the necessary improvements for Cycle II. The improvements focused on students' difficulties in recognizing, understanding, and recalling vocabulary, as well as their participation during the learning activities. In

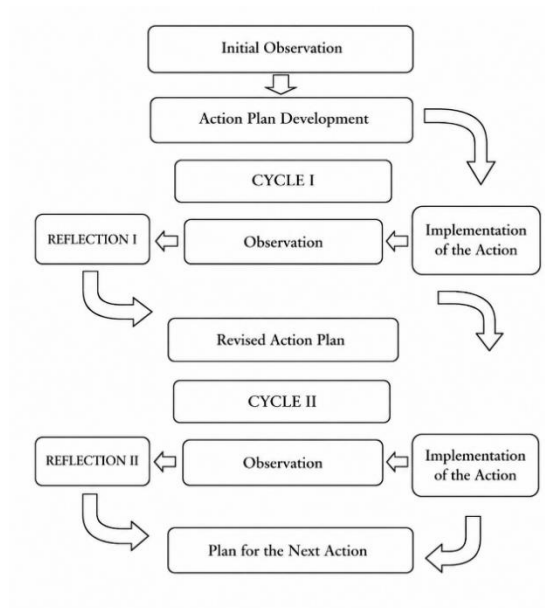
Cycle II, the reflection was conducted to determine whether the revised learning activities had resulted in improvement in students' vocabulary memorization. The comparison of the results from Cycle I and Cycle II was used to determine whether the classroom action had achieved the expected learning improvement and the predetermined success criteria.

Research Flow

The research procedure used in this Classroom Action Research (CAR) was adapted from the cyclical model of Classroom Action Research proposed by Arikunto, Suhardjono, and Supardi (2010). The research was conducted in two cycles, and each cycle consisted of four stages: planning, acting, observing, and reflecting. Before Cycle I, the researcher conducted a preliminary observation to identify students' difficulties in memorizing English vocabulary. Based on the problems identified, the researcher prepared the learning activities and materials using *The Loud House* cartoon. The planned actions were then implemented in Cycle I, followed by observation and reflection. The results of the reflection in Cycle I were used to revise and improve the learning activities for Cycle II. The same stages of planning, acting, observing, and reflecting were carried out in Cycle II. The research was concluded after the

expected improvement in students' vocabulary memorization was achieved.

Figure 3.3. Flow of Classroom Action Research



Source: Adapted from Arikunto, Suhardjono, and Supardi (2010).

According to Arikunto, Suhardjono, and Supardi (2010), Classroom Action Research is implemented through a systematic and cyclical process to improve the quality of teaching and learning. As illustrated in Figure 3.3, the research began with a preliminary observation to identify classroom problems, followed by planning, acting, observing, and reflecting in Cycle I. The reflection results from Cycle I were used to revise the action plan

and implement Cycle II. This cyclical process continued until the expected improvement in students' vocabulary memorization was achieved.

Based on the figure, the research procedure can be described as follows:

1. Planning Stage

- 1) Reviewing the Content Standards and Curriculum used at SDN 071 North Bengkulu and reviewing the material contained in the fifth-grade English subject.
- 2) Preparing a Lesson Implementation Plan (RPP) for two meetings, developing learning activity steps in accordance with the learning objectives, preparing Student Worksheets (LKS), evaluation instruments, and the media and learning resources to be used.
- 3) Preparing a lesson plan using The Loud House cartoons to improve students' vocabulary memorization skills.

2. Implementation Stage

a. Cycle I

- a) After obtaining an overview of classroom conditions, student attention and activity, learning motivation, and available learning resources, the researcher carried out the first action by designing English learning activities focused on vocabulary mastery.
- b) The researcher implemented learning activities using The Loud House cartoons, while a colleague assisted

in observing the learning process. Observations focused on student activities, teacher activities, and the effectiveness of using cartoons in vocabulary learning.

- c) Conduct an evaluation to determine the successes and challenges that arose during the learning process using The Loud House cartoons.
- d) Make improvements to the learning design based on the evaluation and observation results.
- e) The researcher and colleagues analyzed and reflected on the implementation and learning outcomes in Cycle I. The reflection results were used as the basis for planning actions in Cycle II.

b. Cycle II

- a) Based on the reflection results in Cycle I, the researcher restructured the learning design by improving and focusing on aspects that were not optimal in the previous cycle.
- b) Implement English learning using The Loud House cartoons, which had been refined based on the reflection results in Cycle I.
- c) Conduct observations of the learning implementation. The focus of observations included student responses to the learning, students' ability to memorize

vocabulary, teacher activities in managing the learning, and the effectiveness of the use of cartoons.

- d) Conduct an evaluation to determine the success of using The Loud House cartoons in improving students' vocabulary memorization skills.
- e) The researcher and colleagues analyzed and reflected on the results of Cycle II. The results of this analysis and reflection were used as the basis for drawing the final conclusions of the study.

Data collection technique refers to the systematic and organized procedures employed by the researcher to obtain empirical data relevant to the research variables. In Classroom Action Research (CAR), data collection is conducted in a structured and reflective manner to monitor the learning process and evaluate the effectiveness of the actions implemented in the classroom. According to Creswell (2014), educational research requires systematic procedures for gathering information so that researchers can analyze the learning process and draw valid conclusions. Furthermore, Cohen (2018) emphasize that carefully planned data collection procedures contribute significantly to the credibility and dependability of research findings. Therefore, this study applied systematic data collection techniques that were aligned with the principles of Classroom Action Research.

Since this research employed a Classroom Action Research design, the data were collected through a cyclical process consisting of planning, action, observation, and reflection stages. The researcher implemented learning activities using *The Loud House* cartoon as a learning medium to improve students' vocabulary memorization. During the implementation of the action, the researcher observed students' learning activities and measured their vocabulary memorization ability. The data collection process consisted of two primary techniques: observation and vocabulary tests, which were used to evaluate students' progress and the effectiveness of the learning strategy applied in the classroom.

F. Data Analysis Techniques

Data analysis technique refers to the systematic procedure used to organize, process, and interpret the data collected during the research. In this Classroom Action Research (CAR), data analysis was conducted to evaluate the improvement of fifth-grade students' vocabulary memorization through the use of *The Loud House* cartoon as a learning medium. The analysis was carried out after each cycle to determine students' learning progress and to evaluate the results of the actions implemented in the classroom.

Since this study employed a Classroom Action Research design, the data were analyzed using descriptive analysis. The

data were obtained from vocabulary tests, classroom observations, and documentation. The vocabulary test results were scored based on the predetermined scoring criteria and were used to measure students' vocabulary memorization. The observation data were analyzed to describe students' participation, enthusiasm, confidence, and responses during the learning activities using *The Loud House* cartoon. Documentation was used to support the findings obtained from the vocabulary tests and observations. To determine the students' learning achievement in each cycle, the researcher calculated the students' mean score obtained from the vocabulary test. The mean score was used to describe the overall achievement of the students after the implementation of the learning activities in each cycle. According to Sudijono (2018), the mean score is the most commonly used measure of central tendency in educational research because it represents the average performance of all students. To determine the students' mean score in each cycle, the researcher used the following formula (Singh 2006):

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$ = Mean score of the students

$\sum X$ = Total score obtained by all students

N = Total number of students

After calculating the mean score, the researcher compared the average scores obtained in Cycle I and Cycle II to determine the improvement in students' vocabulary memorization. An increase in the mean score from one cycle to the next indicated that the implementation of *The Loud House* cartoon contributed positively to improving students' vocabulary memorization.

The percentage of students who achieved the minimum mastery criterion (KKM) was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Source: Adapted from Sudijono (2008).

Where:

(P) = Percentage of students who achieved the minimum mastery criterion

(F) = Number of students who achieved the minimum mastery criterion

(N) = Total number of students

The percentage of students' mastery learning in each cycle was compared to determine whether the classroom action implemented through *The Loud House* cartoon successfully improved students' vocabulary memorization. Furthermore, the improvement of students' vocabulary memorization was determined by comparing the students' test results in each cycle. If the average score and the percentage of students' achievement increased from one cycle to the next, it indicated that the use of *The Loud House* cartoon was effective in improving students' vocabulary memorization. The reflection stage was then conducted to evaluate the strengths and weaknesses of the implemented action and to plan improvements for the next cycle. Through this analysis process, the researcher was able to determine whether the use of *The Loud House* cartoon contributed to improving students' vocabulary memorization ability.

The classroom action was considered successful if the students' mean score reached or exceeded the Minimum Mastery Criterion (KKM) of 75 and at least 75% of the students achieved the KKM. If these criteria were not achieved in Cycle I, the research was continued to Cycle II with improvements based on the reflection results.