

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Vocabulary**

Vocabulary is one of the most fundamental components in language learning because it forms the foundation for mastering the four language skills: listening, speaking, reading, and writing. Without adequate vocabulary knowledge, learners cannot understand spoken or written messages effectively, nor can they express their ideas clearly. Vocabulary provides the building blocks of communication, enabling learners to recognize meanings, construct sentences, and participate in meaningful interactions. Therefore, vocabulary mastery is considered one of the primary goals in learning English as a foreign language, especially for young learners who are still developing their basic language competence.

According to Nation (2001), vocabulary refers to the knowledge of words and their meanings, including how words are pronounced, spelled, used grammatically, and understood in different contexts. Vocabulary knowledge is not limited to simply knowing the meaning of individual words; it also involves understanding how words function within sentences and how they relate to other words in communication. Learners who possess sufficient vocabulary knowledge are

better able to comprehend reading texts, follow classroom instructions, and communicate their thoughts effectively.

Similarly, Schmitt (2010) defines vocabulary as the collection of words that language learners need to know in order to communicate successfully in a second or foreign language. He explains that vocabulary consists of two important categories: receptive vocabulary and productive vocabulary. Receptive vocabulary includes words that learners can recognize and understand when they hear or read them, whereas productive vocabulary consists of words that learners can actively use when speaking and writing. Developing both receptive and productive vocabulary is essential because language learners first recognize words before they are able to use them confidently in communication.

Furthermore, Nation (2013) explain that knowing a word involves three essential aspects: form, meaning, and use. The form of a word includes its pronunciation, spelling, and written representation. Meaning refers to the concepts and ideas associated with the word, while use involves understanding grammatical functions, collocations, frequency, and appropriate contexts for using the word. Consequently, vocabulary learning is a continuous process that requires repeated exposure and meaningful practice in various learning situations.

In addition, Thornbury (2002) argues that vocabulary plays a more significant role in communication than grammar because communication cannot occur without words. While grammar provides rules for organizing language, vocabulary provides the actual content that conveys meaning. Learners with a rich vocabulary are generally able to understand texts more easily, express their opinions more confidently, and interact more successfully in both spoken and written communication. Therefore, teachers should prioritize vocabulary instruction, particularly in the early stages of language learning.

Harmer (2007) also emphasizes that vocabulary learning should be integrated into meaningful classroom activities rather than taught through memorization alone. Students learn vocabulary more effectively when they encounter words in authentic contexts, such as conversations, stories, songs, games, and visual media. Contextual learning helps learners understand not only the meaning of words but also how those words are naturally used in everyday communication. As a result, vocabulary instruction should involve engaging learning experiences that encourage students to use newly learned words actively.

For elementary school students, vocabulary development is especially important because it supports both language acquisition and overall academic achievement.

Cameron (2001) states that young learners acquire vocabulary more effectively through concrete experiences, visual illustrations, repetition, and enjoyable classroom activities. Since children tend to have shorter attention spans, teaching methods that incorporate attractive media can maintain their interest and motivation throughout the learning process. This is particularly relevant in English as a Foreign Language (EFL) classrooms, where students have limited exposure to English outside school.

Supporting this view, Silverman and Hines (2009) explain that vocabulary knowledge is one of the strongest predictors of students' reading comprehension and academic success. Students with broader vocabulary knowledge generally demonstrate better comprehension skills, stronger communication abilities, and greater confidence when learning English. Conversely, students with limited vocabulary often struggle to understand classroom materials, follow instructions, and express their ideas accurately. Therefore, increasing students' vocabulary mastery should become one of the main objectives of English instruction at the elementary level.

Recent studies also highlight the importance of multimedia in vocabulary instruction. Mayer (2009), through the Cognitive Theory of Multimedia Learning, explains that learners understand and retain information more effectively

when verbal information is combined with visual representations. Presenting vocabulary through pictures, animations, videos, and sounds allows learners to process information using both visual and auditory channels, resulting in deeper understanding and better long-term memory retention. Audio-visual media such as cartoons provide meaningful contexts that help learners associate new vocabulary with actions, situations, and emotions, making vocabulary learning more memorable and enjoyable.

Moreover, Paivio (1991), through the Dual Coding Theory, argues that information presented simultaneously in verbal and visual forms is stored in two interconnected cognitive systems. When learners receive vocabulary accompanied by images or animations, they create stronger mental associations, making it easier to remember and recall words. This theory supports the use of cartoon media in vocabulary instruction because cartoons naturally integrate spoken language with colorful visual illustrations that enhance students' understanding and memorization.

Based on the explanations above, vocabulary can be defined as a collection of words and lexical knowledge that learners need to understand and use appropriately in order to communicate effectively. Vocabulary learning involves understanding the form, meaning, pronunciation, spelling, grammatical function, and contextual use of words. In this

study, vocabulary refers to English words learned by fifth-grade students through the use of *The Loud House* cartoon as an audio-visual learning medium. By presenting vocabulary in meaningful and enjoyable contexts, the cartoon is expected to improve students' vocabulary memorization, increase their motivation to learn English, and support the development of their overall language proficiency.

## **B. Types of Vocabulary**

According to Thornbury (2002), vocabulary learning becomes more effective when learners encounter words repeatedly in meaningful contexts, as repetition strengthens memory retention and facilitates recall. Cameron (2001) argues that young learners acquire vocabulary more successfully when words are presented through visual support, real-life situations, and engaging activities that connect language with meaningful experiences. Schmitt (2000) explains that vocabulary acquisition involves both discovering the meaning of new words and consolidating them in long-term memory through continuous exposure and practice. These theories suggest that vocabulary learning for elementary school students should involve repetition, contextualized exposure, and visual stimulation to help learners understand, remember, and use new words effectively. Therefore, the use of animated cartoons such as *The Loud House* can provide meaningful contexts, visual representations, and repeated

language exposure that support students' vocabulary memorization. Vocabulary can be classified into several types based on its function, use, and level of difficulty. Understanding the types of vocabulary is important in English language learning, especially for elementary school students, because vocabulary selection must be appropriate to students' cognitive development and daily experiences. According to Nation (2001), vocabulary is generally categorized into receptive and productive vocabulary, both of which play an essential role in language learning. Receptive vocabulary refers to words that learners can recognize and understand when they hear or read them, while productive vocabulary refers to words that learners can use actively in speaking and writing.

For elementary school students, especially fifth grade students, vocabulary learning focuses more on high-frequency and concrete words that are closely related to their daily lives. Concrete vocabulary refers to words that represent physical objects, actions, or qualities that can be seen, touched, or experienced directly. Concrete vocabulary is easier for young learners to understand and memorize because it can be associated with visual representations and real-life situations.

In the school context, vocabulary taught to fifth grade students can be classified into several main categories based on parts of speech:

## 1. Nouns

Nouns are words used to name people, places, objects, or things. Nouns are one of the most important types of vocabulary for elementary students because they help learners identify objects in their environment. Examples of school-related nouns include: book, pencil, teacher, classroom, student, chair, table, and board. These words are commonly used in classroom communication and help students understand instructions and learning materials.

## 2. Verbs

Verbs are words used to describe actions or activities. Verbs are essential because they enable students to express actions and understand classroom instructions. Examples of verbs commonly used at the elementary level include: read, write, listen, speak, open, close, answer, and study. Learning verbs helps students follow teacher instructions and participate actively in classroom activities.

## 3. Adjectives

Adjectives are words used to describe nouns. They help students provide more detailed information about objects, people, or situations. Examples include: happy, sad, big, small, smart, and good. Adjectives help students express feelings, describe objects, and communicate more clearly.

#### 4. Adverbs (Basic Level)

Adverbs describe how an action is performed. At the elementary level, students learn simple adverbs such as: quickly, slowly, loudly, and quietly.

These words help students understand and describe actions more specifically.

#### 5. Thematic Vocabulary (School and Daily Life Vocabulary)

Thematic vocabulary refers to words grouped based on themes related to students' daily lives. According to Cameron (2001), thematic vocabulary learning helps young learners understand words more effectively because it connects vocabulary to meaningful contexts. Examples of thematic vocabulary for fifth grade students include:

- 1) School theme: teacher, homework, classroom, lesson, notebook.
- 2) Daily activities theme: eat, drink, play, watch, study.
- 3) Family theme: father, mother, sister, brother.

Thematic vocabulary is highly suitable for elementary students because it reflects their real-life experiences, making vocabulary easier to understand and memorize.

In conclusion, the types of vocabulary taught at the elementary school level focus on simple, concrete, and high-frequency words, including nouns, verbs, adjectives, adverbs, and thematic vocabulary related to students' daily

lives. These types of vocabulary are appropriate for fifth grade students because they support basic communication skills and help students develop their English language competence gradually and effectively.

### **C. Vocabulary Memorization**

Vocabulary memorization is a crucial aspect of language learning, particularly in acquiring a foreign language. It refers to the process by which learners store, retain, and recall new words for use in communication. Effective vocabulary memorization involves not only remembering the meaning of words but also understanding their form, pronunciation, and appropriate usage in different contexts. According to Nation (2001), repeated exposure to vocabulary in various contexts is essential for transferring words from short-term memory to long-term memory, which enhances retention and recall. Similarly, Thornbury (2002) states that vocabulary is more likely to be remembered when learners encounter words repeatedly and meaningfully. He emphasizes that repetition, retrieval, and meaningful use are key factors in successful vocabulary memorization. Learners need multiple opportunities to see, hear, and use new words in different situations so that the words become familiar and easier to recall. Thornbury further explains that visual support and contextualized learning can strengthen memory because learners are able to connect new vocabulary with images,

experiences, and prior knowledge. Therefore, learning media that provide visual and contextual input can significantly support vocabulary retention among young learners.

In addition, Schmitt (2000) argues that vocabulary memorization is a gradual process that requires continuous reinforcement. According to him, learners often forget newly learned words if they are not reviewed and practiced regularly. Schmitt highlights the importance of memory strategies, such as associating words with images, sounds, or meaningful contexts, to improve vocabulary retention. He also suggests that learners remember vocabulary more effectively when they engage with words through multiple channels, including visual, auditory, and contextual experiences. This theory is particularly relevant to the use of cartoons in language learning because animated cartoons combine visual images, spoken language, and contextual situations that help learners understand and remember vocabulary more effectively.

Based on these theories, vocabulary memorization can be enhanced through repeated exposure, meaningful contexts, visual support, and engaging learning experiences. Animated cartoons such as *The Loud House* provide these elements by presenting vocabulary through visual scenes, character interactions, and everyday situations, making it easier for elementary school students to understand, memorize, and recall new words.

Moreover, Thornbury (2002) states that learners are more likely to remember vocabulary when they actively engage with words through meaningful use rather than rote memorization. This suggests that memorization becomes more effective when learners are involved in contextual and interactive activities. In line with this, Schmitt (2008) emphasizes that vocabulary learning strategies such as repetition, association, and visualization play a significant role in strengthening memory retention. Cameron (2001) argues that young learners acquire and retain vocabulary more effectively when words are presented through meaningful contexts, visual support, and enjoyable learning activities. Since children tend to learn language through concrete experiences rather than abstract explanations, the use of visual media can help them understand and remember new vocabulary more easily. Cameron further explains that contextualized language exposure allows learners to connect new words with familiar situations, making vocabulary learning more meaningful and memorable. Paivios (1986) Dual Coding Theory, which suggests that information is stored in memory through both verbal and visual systems. According to this theory, learners are more likely to remember vocabulary when words are accompanied by images because the information is processed through two different cognitive channels. When learners hear a word and simultaneously see a visual representation of it, stronger memory connections are

formed, increasing the likelihood of long-term retention. This theory supports the use of animated cartoons in vocabulary learning because cartoons combine spoken language with visual illustrations, helping students memorize and recall vocabulary more effectively.

Research by Webb (2007) shows that repeated exposure to vocabulary significantly improves both receptive and productive vocabulary knowledge. Learners who encounter words multiple times in meaningful contexts tend to remember them better and use them more accurately. proven to support vocabulary memorization. Mayer (2009) explains that combining verbal and visual information can enhance memory and understanding, as it allows learners to process information through multiple channels.

Based on the explanations above, it can be concluded that vocabulary memorization is a complex process that requires repeated exposure, meaningful use, and the application of effective learning strategies. In my view, vocabulary memorization will be more successful when learners are actively involved in engaging and contextual learning activities, such as using visual media, including cartoons. These activities not only make learning more enjoyable but also help learners retain vocabulary more effectively and use it confidently in real communication.

#### **D. Teaching Vocabulary to Young Learners**

Teaching vocabulary to young learners is a fundamental aspect of English language instruction, especially at the elementary school level. Young learners have unique characteristics, such as short attention spans, high curiosity, and a preference for learning through concrete and enjoyable activities. According to Cameron (2001), young learners learn vocabulary more effectively when the words are presented in meaningful contexts and supported by visual aids, gestures, and interactive activities. This indicates that teaching vocabulary should not rely solely on memorization, but should involve activities that allow learners to experience language in use. Similarly, Nation (2001) states that vocabulary learning requires repeated exposure and meaningful use in order to be stored in long-term memory. Furthermore, Harmer (2007) explains that young learners learn best when they are actively engaged in enjoyable and stimulating learning activities. He argues that children respond positively to visual materials, games, stories, and multimedia resources because these learning tools capture their attention and increase motivation. As a result, teachers are encouraged to use interesting and age-appropriate media that can make vocabulary learning more meaningful and memorable for students. Scott (1990) state that children have a natural ability to learn through observation, imitation, and interaction with their environment. They

emphasize that young learners understand language more easily when it is accompanied by visual support and contextual clues. Children are also more likely to remember new vocabulary when they encounter it in enjoyable situations that encourage participation and engagement. Therefore, learning activities that combine visual, auditory, and contextual elements can significantly enhance vocabulary acquisition among elementary school students.

Based on these theories, effective vocabulary teaching for young learners should provide meaningful contexts, repeated exposure, visual support, and engaging learning experiences. The use of animated cartoons such as *The Loud House* can fulfill these requirements by presenting vocabulary through colorful visuals, authentic conversations, and familiar situations that help students understand, memorize, and use new words more effectively.

Harmer (2007) explains that teachers need to use a variety of techniques in teaching vocabulary, such as games, pictures, realia, and multimedia, to maintain students' interest and motivation. This is important because young learners are more likely to remember vocabulary when they are actively involved in the learning process. In line with this, Thornbury (2002) emphasizes that repetition, personalization, and meaningful practice are key factors in helping learners retain vocabulary. Cameron (2001) argues that vocabulary learning

for young learners should be supported by meaningful contexts and visual representations. She explains that children learn new words more effectively when vocabulary is connected to situations that are familiar to their daily lives and when it is presented through visual stimuli. According to Cameron, activities that combine language with images, actions, and contextual experiences help learners understand word meanings and retain them for a longer period. Therefore, the use of visual and contextual learning media can significantly enhance vocabulary acquisition and retention among elementary school students.

The use of multimedia and visual learning tools has been widely recommended in teaching vocabulary to young learners. Mayer (2009) states that combining visual and verbal information can enhance students' understanding and memory. This supports the idea that using media such as videos and cartoons can be an effective strategy in vocabulary instruction. Similarly, Paivio (1986) proposes the Dual Coding Theory, which explains that information is processed and stored through two interconnected systems: the verbal system and the visual system. When learners receive information in both verbal and visual forms, they are more likely to understand and remember it because the information is encoded through multiple cognitive pathways. Therefore, vocabulary presented through animated cartoons can be retained more effectively as

learners hear the words while simultaneously seeing visual representations of their meanings. Cameron (2001) argues that young learners acquire vocabulary more successfully when language is presented in meaningful contexts and supported by visual aids. She emphasizes that children learn best when they can connect new words to familiar situations and concrete experiences. Visual media such as cartoons provide contextualized language input that helps learners understand vocabulary naturally and meaningfully, making the learning process more engaging and effective. Schmitt (2008) highlights the importance of repeated exposure and multiple encounters with vocabulary in different contexts. According to him, learners need to meet new words several times before they can fully understand and remember them. Multimedia resources, including cartoons and educational videos, offer repeated exposure to vocabulary through dialogues, actions, and storylines, allowing learners to reinforce their understanding and improve long-term retention. As a result, multimedia-based learning can contribute significantly to vocabulary development among young learners.

Based on the explanations above, it can be concluded that teaching vocabulary to young learners should involve meaningful context, repetition, and engaging media. Teachers are encouraged to create interactive learning environments that

support students' motivation and help them retain vocabulary effectively.

#### **E. The Use of Multimedia / Audio-Visual Media in Language Learning**

Multimedia and audio-visual media have become essential tools in language learning because they provide learners with rich and meaningful input. Audio-visual media combine sound, images, motion, and contextual elements, which help learners understand language more effectively than text-based instruction alone. According to Mayer (2009), Multimedia Learning Theory explains that learners understand and remember information better when it is presented through both visual and auditory channels. This process enhances cognitive processing and strengthens memory retention. Paivio (1986), through his Dual Coding Theory, argues that information is processed and stored in two separate but interconnected systems: a verbal system and a visual system. When learners receive information through both words and images, they are more likely to comprehend and retain the information because it is encoded through multiple cognitive pathways. In language learning, audio-visual media support vocabulary acquisition by allowing learners to hear words while simultaneously seeing visual representations of their meanings, which strengthens memory and recall. Harmer (2007) emphasizes that the use of multimedia resources can

increase learners' motivation, attention, and engagement in the learning process. He explains that visual and audio materials, such as videos, animations, and cartoons, create a more stimulating learning environment and help learners understand language in authentic contexts. Multimedia also provides opportunities for learners to observe pronunciation, intonation, gestures, and real-life communication, making language learning more meaningful and effective. Therefore, the integration of audio-visual media in language instruction can facilitate comprehension, improve vocabulary learning, and promote active participation among students.

Audio-visual media also provide contextualized language input. Learners can observe how vocabulary is used in real communication, including gestures, facial expressions, and situational context. This helps learners understand word meanings more clearly and improves vocabulary retention. Silverman and Hines (2009) found that multimedia-based vocabulary instruction significantly improved students' vocabulary acquisition compared to traditional teaching methods. Their study demonstrated that audio-visual learning enhances vocabulary memorization by providing meaningful and engaging learning experiences.

Furthermore, Paivio (1986) argues through the Dual Coding Theory that learners remember information more effectively when it is presented through both verbal and visual

forms. According to this theory, words accompanied by images are processed through two cognitive systems, increasing the likelihood of long-term retention. Therefore, audio-visual media can strengthen vocabulary learning by allowing students to hear words while simultaneously observing visual representations of their meanings. Cameron (2001) states that young learners benefit greatly from visual support because they tend to understand language through concrete experiences rather than abstract explanations. She explains that visual materials help children connect new vocabulary with meaningful contexts, making language learning more comprehensible and memorable. Audio-visual media provide these contextual experiences by presenting vocabulary in realistic and engaging situations that are relevant to learners' daily lives. Harmer (2007) emphasizes that multimedia resources can increase students' motivation and involvement in language learning. He explains that videos, animations, and other audio-visual materials create enjoyable learning environments that attract learners' attention and encourage active participation. When students are motivated and engaged, they are more likely to focus on the target vocabulary and retain it for future use. Therefore, the use of audio-visual media not only facilitates comprehension but also promotes vocabulary memorization through increased engagement and meaningful exposure to language.

For elementary school students, audio-visual media are particularly effective because they align with students' learning preferences. Visual and auditory input supports comprehension and helps students retain vocabulary in long-term memory.

#### **F. The Loud House as a Learning Medium**

The Loud House is an animated television series produced by Nickelodeon. The cartoon presents stories about everyday family life through engaging characters, meaningful interactions, and humorous situations. The main character, Lincoln Loud, interacts with family members, friends, and teachers in various daily situations, providing authentic and contextual language exposure.

As an audio-visual learning medium, *The Loud House* offers several advantages for vocabulary learning. First, the cartoon provides contextualized vocabulary through conversations and daily situations, which helps students understand how words are used naturally. Second, the visual elements help learners connect vocabulary with actions and meanings. Third, repeated exposure to vocabulary throughout the episodes supports vocabulary memorization.

According to Multimedia Learning Theory (Mayer, 2009), combining visual and auditory input enhances students' ability to understand and remember vocabulary

because information is processed through multiple cognitive channels.

### **Recommended Episodes for Fifth Grade Students**

Several episodes of *The Loud House* are particularly suitable for fifth grade students because they use simple vocabulary, clear pronunciation, and familiar daily contexts. These include:

1. Season 1, Episode 1: “Left in the Dark”

This episode introduces family members, daily routines, and household vocabulary such as *room*, *sister*, *watch*, *help*, and *family*. These words are relevant to students’ daily lives and easy to understand.

2. Season 1, Episode 2: “Get the Message”

This episode includes vocabulary related to communication, emotions, and social interaction, such as *message*, *friend*, *talk*, *understand*, and *feel*.

3. Season 1, Episode 5: “Project Loud House”

This episode focuses on school-related vocabulary such as *school*, *project*, *teacher*, *presentation*, and *class*, which are highly relevant to elementary students.

These episodes are appropriate because they present vocabulary in meaningful contexts, use clear and simple language, and match the cognitive level of fifth grade students.

Therefore, *The Loud House* can be considered an effective learning medium for improving vocabulary memorization among elementary school students.

### **G. Previous Related Studies**

Several studies have examined the relationship between students' habits of watching English media (such as movies or animations) and their vocabulary mastery using ex post facto or correlational designs. For example, a study titled "*The Correlation between Students' Watching English Animation Movie Habit with Their Vocabulary Mastery*" investigated the association between eleventh-grade students' habit of watching English animation movies and their vocabulary mastery. The study employed an ex post facto correlational design with 60 students from SMAN 1 Sukawati. The results indicated a significant and high positive correlation between students' animation-watching habits and their vocabulary mastery, with a correlation coefficient in the high category, indicating that frequent watching of English animation movies was associated with higher vocabulary scores.

Another related research examined the *correlation between students' habits of watching English animated comedy movies and their English vocabulary mastery* among eighth graders at SMPN 1 Ngantang. This study used questionnaires and vocabulary tests to collect data and applied

Pearson Product-Moment correlation analysis. The findings revealed a significant but low negative correlation between habit of watching English animated comedy movies and vocabulary mastery, suggesting that different contextual factors such as interest and viewing behavior might affect the strength and direction of this relationship.

One of the relevant studies to this research was published in the Jambura Elementary Education Journal (2025) entitled “*Cartoon Movie Clips: Media Inovatif dalam Meningkatkan Kosakata Bahasa Inggris Siswa SDN 5 Suwawa.*” The study aimed to investigate the effectiveness of using cartoon movie clips as a learning medium to improve elementary students’ English vocabulary mastery. The research employed a quantitative approach with a pre-experimental one-group pretest-posttest design involving 31 fifth-grade students as the research participants.

The findings revealed that before the treatment was administered, the students’ initial vocabulary mastery was relatively low, as indicated by the mean pre-test score of 32.93. After six sessions of instruction using cartoon movie clips combined with games and role-playing strategies, the mean post-test score increased significantly to 65.5. The result of the t-test analysis showed a statistically significant difference between the pre-test and post-test scores, leading to the acceptance of the alternative hypothesis. These findings

indicate that the use of cartoon movie clips was effective in improving students' vocabulary mastery, particularly in the categories of nouns, verbs, and adjectives.

Other similar studies have also investigated how the habit of watching English movies relates to vocabulary mastery, some finding positive significant relationships (e.g., correlation values indicating moderate to strong association) and others finding no significant correlation, depending on the context and sample characteristics. For instance, research by Dewi & Handayani (2023) reported a significant positive correlation between students' habits in watching English movies and their vocabulary mastery, indicating that regular movie-watching is associated with better vocabulary performance.

### **Research Gap and Differences**

Although previous studies have explored the use of English animations or movies to improve students' vocabulary mastery, the present research differs in its use of Classroom Action Research (CAR). This study employs cycles of planning, action, observation, and reflection to improve fifth-grade students' vocabulary memorization through the use of *The Loud House* cartoon :

1. Media Type: Most earlier studies focused on general English movies or animation movies without specifying a particular cartoon series. In contrast, this study

specifically examines exposure to *The Loud House*, a popular cartoon, which provides a unique contextual setting that may offer different types of vocabulary exposure compared to movies or varied animated content.

2. Educational Level and Context: Prior research often involved middle school or senior high school students (eleventh graders at SMAN 1 Sukawati) and did not focus exclusively on elementary school students. This study specifically explores fifth-grade students at SDN 071 Bengkulu Utara, adding local elementary school context to the literature, which is relatively underexplored.
3. Variable Focus: Previous research typically emphasized *general vocabulary mastery* scores. The current study focuses on *vocabulary memorization ability* as a cognitive outcome associated with exposure to *The Loud House* cartoon, providing a more specific dimension of vocabulary competence.
4. Direction and Strength of Relationship: Studies reported varying results — from strong positive correlations to low negative correlations — depending on sample characteristics and media type. The current study contributes further insight into how *specific cartoon exposure* correlates with vocabulary memorization among young learners in an Indonesian schooling context.

Therefore, this study focuses on the use of *The Loud House* cartoon to improve English vocabulary memorization among fifth-grade students through Classroom Action Research (CAR). By implementing two cycles of planning, action, observation, and reflection, this study provides empirical evidence of the effectiveness of using cartoons as a learning medium for improving students' vocabulary memorization.

## **H. Conceptual Framework**

Vocabulary memorization is one of the essential aspects of learning English, particularly for elementary school students who are at the early stages of language acquisition. Students who possess sufficient vocabulary knowledge are more capable of understanding classroom instructions, participating in communication, and developing the four language skills of listening, speaking, reading, and writing. However, many young learners experience difficulties in memorizing English vocabulary because they are often required to remember isolated words without meaningful contexts. Traditional vocabulary instruction commonly emphasizes rote memorization through repetition and translation, which may help students remember words temporarily but often fails to promote long-term retention and meaningful understanding. As a result, students easily forget

newly learned vocabulary and have difficulty using it appropriately in different situations.

To overcome these challenges, teachers need to employ instructional strategies and learning media that create meaningful learning experiences. One effective approach is the use of audio-visual media, which combines spoken language with visual representations. Audio-visual learning enables students to observe the pronunciation, meaning, context, and usage of vocabulary simultaneously. Since elementary school students generally prefer colorful, interactive, and entertaining learning materials, cartoons can become an engaging instructional medium that increases students' motivation and attention during the learning process.

In this study, *The Loud House* cartoon is used as an audio-visual learning medium to improve students' vocabulary memorization. The cartoon presents English vocabulary in authentic and meaningful situations through conversations, actions, facial expressions, animations, and visual illustrations. These contextualized learning experiences enable students to associate words with real-life situations rather than memorizing isolated vocabulary lists. Furthermore, repeated exposure to frequently used words throughout the episodes helps strengthen students' vocabulary retention and facilitates long-term memory.

The use of *The Loud House* cartoon is supported by the Cognitive Theory of Multimedia Learning proposed by Mayer (2009). According to this theory, meaningful learning occurs when learners process information through two separate but interconnected channels: the visual channel and the auditory channel. When pictures, animations, spoken language, and written words are presented simultaneously, learners are able to build stronger mental representations, integrate new information with their prior knowledge, and retain learning more effectively. Therefore, presenting vocabulary through cartoon media can improve both comprehension and memorization because students receive information through multiple sensory modalities.

This conceptual framework is also supported by Dual Coding Theory proposed by Paivio (1991), which explains that information presented in verbal and visual forms is stored in two interconnected cognitive systems. Words accompanied by meaningful images create stronger memory traces than words presented in text alone. Consequently, students are more likely to remember vocabulary when they see visual illustrations while simultaneously hearing the pronunciation and observing the context in which the vocabulary is used. This theory provides a strong theoretical foundation for employing cartoon media as a vocabulary learning resource.

Based on the theoretical explanations above, this study assumes that using *The Loud House* cartoon as an instructional medium can improve students' vocabulary memorization. The combination of visual illustrations, spoken language, contextual conversations, and repeated vocabulary exposure is expected to enhance students' attention, learning motivation, comprehension, and long-term retention of English vocabulary.