

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the implementation of *The Loud House* cartoon as a learning medium successfully improved the vocabulary memorization of the fifth-grade students at SDN 071 Bengkulu Utara. This study was conducted to address the problem identified during the preliminary observation, which revealed that many students experienced difficulties in memorizing English vocabulary, had limited vocabulary mastery, and showed low motivation during English lessons. To overcome these problems, the researcher implemented *The Loud House* cartoon as an audio-visual learning medium through Classroom Action Research (CAR) consisting of two cycles.

The implementation of the classroom action research followed four stages in each cycle: planning, acting, observing, and reflecting. During the learning process, students were introduced to English vocabulary through selected scenes from *The Loud House* cartoon. The use of visual illustrations, authentic dialogues, contextual situations, and correct pronunciation enabled students to understand vocabulary more meaningfully than through conventional

memorization activities. The findings indicate that integrating audio-visual media into English learning created a more interactive, enjoyable, and student-centered learning environment.

The improvement in students' vocabulary memorization was demonstrated through the results of the vocabulary tests administered at the end of each cycle. In Cycle I, the students obtained an average score of 64.21, indicating that their vocabulary memorization had not yet achieved the expected level of mastery. Based on the reflection stage, the researcher identified several aspects that required improvement, including providing clearer explanations, increasing students' participation, giving more guided practice, encouraging active classroom interaction, and maximizing the use of the cartoon during vocabulary learning activities. These improvements were implemented in Cycle II to enhance the effectiveness of the learning process.

After the revised teaching strategies were applied in Cycle II, the students' average vocabulary score increased significantly to 79.79. The increase of 15.58 points indicates that students demonstrated better vocabulary memorization after learning through *The Loud House* cartoon. Most students showed noticeable progress in recognizing vocabulary, understanding word meanings in context, and recalling previously learned vocabulary accurately. These findings

indicate that the classroom action implemented in this study successfully achieved the predetermined criteria of success.

The use of *The Loud House* cartoon contributed to students' vocabulary memorization in several important aspects, including Meaning Recognition, Contextual Understanding, and Word Recall and Word Form Recognition. Through visual animations, contextual conversations, and repeated vocabulary exposure, students were able to associate English words with real-life situations, making the learning process more meaningful and memorable. The combination of visual and auditory information also supported students in understanding pronunciation, recognizing word forms, and recalling vocabulary more effectively during classroom activities and vocabulary assessments.

In addition to improving students' vocabulary memorization, the implementation of *The Loud House* cartoon positively influenced students' learning motivation, classroom participation, and confidence. Classroom observations showed that students became more enthusiastic, actively answered the teacher's questions, participated in group discussions, practiced pronunciation willingly, completed vocabulary exercises more confidently, and demonstrated greater interest in learning English. The enjoyable learning atmosphere created through the cartoon encouraged students to participate actively throughout the teaching and learning process.

The findings of this study are consistent with the theories of vocabulary learning and multimedia learning presented in Chapter II. According to Nation (2001), vocabulary acquisition becomes more effective when learners are repeatedly exposed to meaningful vocabulary in appropriate contexts. Likewise, Mayer's (2009) Cognitive Theory of Multimedia Learning explains that learning is enhanced when verbal and visual information are processed simultaneously through both auditory and visual channels. The results of this research provide empirical support for these theories, demonstrating that *The Loud House* cartoon, as an audio-visual learning medium, facilitates students' understanding, retention, and recall of English vocabulary.

Overall, this classroom action research successfully achieved its research objective, namely to improve the vocabulary memorization of fifth-grade students at SDN 071 Bengkulu Utara through the use of *The Loud House* cartoon. The implementation of the cartoon not only improved students' vocabulary test results but also enhanced their engagement, motivation, and participation during English learning activities. Therefore, *The Loud House* cartoon can be considered an effective, enjoyable, and appropriate instructional medium for teaching English vocabulary to elementary school students, particularly those learning English as a foreign language. The findings of this study are expected

to provide useful contributions for English teachers, schools, and future researchers in developing more innovative, contextual, and engaging vocabulary learning strategies through the integration of audio-visual media.

B. Implication of the Study

The findings of this research provide several implications for English language teaching, especially in teaching vocabulary to elementary school students.

1. Theoretical Implication

The findings of this research provide theoretical implications for English language learning, particularly in the field of vocabulary acquisition among young learners. This study supports the theories of multimedia learning and vocabulary learning, which emphasize that students can learn vocabulary more effectively when they are exposed to meaningful contexts and supported by visual and auditory input.

The successful implementation of The Loud House cartoon demonstrates that the combination of images, sounds, dialogues, and contextual situations can support students' vocabulary memorization. This finding is consistent with Paivio's Dual Coding Theory (1991), which explains that information presented through verbal and visual systems can strengthen learners' memory. It also

supports Mayer's Multimedia Learning Theory (2009), which states that students understand and retain information better when learning materials combine words and pictures.

Furthermore, this research supports Nation's vocabulary learning theory (2001), which emphasizes that vocabulary acquisition requires repeated exposure, meaningful practice, and opportunities to use new words. Therefore, this study contributes evidence that audio-visual media can support vocabulary development by helping students recognize, understand, and recall English words more effectively.

2. Pedagogical Implication

The pedagogical implication of this research is that English teachers, especially those teaching young learners, can consider using cartoon media as an alternative teaching strategy to improve students' vocabulary memorization. The use of The Loud House cartoon can create an enjoyable and meaningful learning environment because students can learn vocabulary through visual representations, pronunciation examples, and real-life contexts.

This research also implies that vocabulary teaching should not only focus on memorizing word meanings but should provide students with opportunities to practice and use vocabulary in meaningful activities.

Teachers can combine cartoon media with interactive activities such as vocabulary games, group discussions, pronunciation practice, question-and-answer sessions, and vocabulary exercises to strengthen students' understanding and retention.

Moreover, teachers should design student-centered learning activities that encourage active participation. The findings show that students became more confident and motivated when they were involved in interactive learning activities supported by interesting media.

3. Practical Implication

The practical implication of this research is that the use of The Loud House cartoon can be applied as an effective learning medium in elementary school English classrooms, especially for teaching vocabulary. Teachers can use cartoons or other audio-visual materials to make vocabulary learning more attractive and reduce students' difficulties in remembering new words.

For schools, the findings suggest the importance of providing supporting facilities, such as LCD projectors, speakers, and digital learning resources, to help teachers implement innovative teaching strategies. The availability of appropriate learning media can create a more effective and enjoyable English learning environment.

For students, the use of cartoon media can provide a more enjoyable learning experience and help them remember vocabulary through meaningful connections between words, images, and situations. Therefore, audio-visual media can support students with different learning abilities and encourage them to become more active in learning English.

C. Suggestion

Based on the results of this research, several suggestions are proposed as follows:

1. For English Teachers

English teachers are suggested to use various interesting learning media, especially audio-visual media such as cartoons, videos, or animations, to improve students' vocabulary learning. Teachers should also provide sufficient opportunities for students to practice and recall new vocabulary through interactive activities.

2. For Students

Students are expected to actively participate in English learning activities and use various learning resources to improve their vocabulary knowledge. Students should practice remembering and using new vocabulary regularly to improve their English ability.

3. For the School

The school is expected to support the use of innovative learning media by providing facilities such as LCD projectors, speakers, and other technological resources that can support English learning activities.

4. For Future Researchers

Future researchers are suggested to conduct similar studies with a larger number of participants, different educational levels, longer research periods, or different types of learning media. Further research may also investigate the effect of cartoon media on other English skills, such as speaking, listening, reading, or writing skills.

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