

The Effectiveness of the Verbal Quiz Method in Enhancing Vocabulary Mastery

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Titin Aprialiana

Institut Agama Islam Negeri Parepare, Indonesia

Kalsum

Institut Agama Islam Negeri Parepare, Indonesia

Utary Rustam

Institut Ilmu Sosial dan Bisnis Andi Sapada, Indonesia

Abstract

This study aims to evaluate the effectiveness of the verbal quiz method in improving the vocabulary ability of grade VIII students at SMPN 2 Patampanua. This study used a pre-experimental design with one group pre-test and post-test. The population of this study was class VIII students at SMPN 2 Patampanua, and the sample selected was class VIII.2 consisting of 26 students. The research indicated a significant increase in students' vocabulary ability after the treatment. The average score of students on the pre-test was 45.23, with a standard deviation of 9.64, while the average score on the post-test increased to 68.76, with a standard deviation of 15.63. The t-test value reached 6.34, higher than the t-table value of 1.708 at a significance level of 0.05 with 25 degrees of freedom. Based on the assessment rubric during the treatment, improvements were seen in several aspects, including appropriate vocabulary, speaking fluency, context understanding, and pronunciation. These results show that the increase in the average score from 37.5 in the second meeting to 60.3 in the fifth meeting shows significant improvement. Based on these findings, the writer concluded that students' vocabulary ability improved in several aspects, such as appropriate use of vocabulary, fluency, context understanding, and pronunciation, after being given the application of the verbal quiz method, which can effectively improve the vocabulary ability of grade VIII students at SMPN 2 Patampanua.

Keywords

English Language Learning, Verbal Quiz, Vocabulary Mastery

Corresponding author:

Titin Aprialiana, Institut Agama Islam Negeri Parepare, Indonesia

Email: titinaprialiana@student.iainpare.ac.id

INTRODUCTION

Understanding vocabulary is crucial for developing language Ability such as speaking, writing, listening, and reading. A person's ability to understand and use language will be limited without understanding through adequate learning methods. This is very important for students learning English as a foreign language in Indonesia, where many students have difficulty expressing their ideas, feelings, thoughts and desires due to limited understanding and lack of experience through vocabulary teaching methods (Iriany Wijaya et al., 2019). Therefore, this research explores effective teaching methods to improve students' mastery of English knowledge.

In theory, effective teaching should involve varied and interactive methods. For example, Krashen's theory suggests that teaching should be done in a context that students can understand and allows them to combine and improve their use of language (Raju, N., & Joshith, V. P., 2018). Ideally, an English curriculum should include attractive and practical vocabulary learning tools. Methods that actively engage students, such as word games, group discussions, and activities that motivate students to use insights in meaningful contexts, can make teaching a skill more effective and enjoyable for students.

However, actual conditions on the ground show a different picture. Based on observations at one of the schools in Pinrang Regency, it was found that primary teaching was often given little attention. Teachers use traditional, monotonous teaching methods, such as asking students to rewrite vocabulary on the blackboard or in their workbooks, listening to teacher explanations, and memorizing vocabulary independently at home. During observations at SMPN 2 Patampanua, researcher discussed similar problems as well. This is also a problem faced by class VIII students. For example, they seem less enthusiastic about learning English, especially mastering comprehension. Some students expressed their concerns and lack of self-motivation to learn English face-to-face. Observation results also show various obstacles, such as difficulty memorizing vocabulary, grammatical errors, boredom in the learning process, and the perception that learning English is not essential and exciting.

Teachers should consider and develop methods and strategies to increase students' enthusiasm for learning language and vocabulary to improve students' English Ability. According to Southerland, middle school teachers must attract their students' attention because students at this age quickly get bored. It is essential to use appropriate methods and strategies to make teaching and learning English easier, with specific goals to be achieved (Southerland, 2011). According to the Department of National Education (Depdiknas), in 2006, junior high school students must be able to master 1500 words to understand and utilize four language Ability (Zawil. R., 2016).

One method that has the potential to overcome this problem is the verbal quiz method. Verbal quizzes are a teaching or evaluation method in which the teacher delivers questions or instructions verbally, and participants are expected to respond verbally as well. Based on the results of research conducted by La Mido regarding the advantages of using verbal quizzes for eleventh-grade students at SMA Negeri 2 Lakudo, Verbal quizzes significantly impact learning English at a higher level (Mido. L., 2021). Baker and

Westrup investigated how the verbal quiz method could be used to develop students' speaking and critical thinking Ability. Their research showed that students taught using verbal quizzes significantly improved their speaking abilities. Verbal quizzes encourage students to think deeply and organize their thoughts before answering questions. Verbal quizzes allow students to improve their use of language through immediate feedback from teachers and classmates (Baker, J., & Westrup, H., 2003). Anderson notes that verbal quizzes force students to listen carefully and respond appropriately, increasing their involvement in learning. This method also helps students overcome their fear of speaking in public because they are used to verbal interaction in a supportive classroom atmosphere. The importance of verbal quizzes in vocabulary learning lies in providing opportunities for students to practice word processing, speaking, and listening, increase self-confidence, and facilitate a more interactive learning process (Anderson & Freebody, 1981). This aligns with Southerland's statement about the importance of using appropriate methods and strategies to make teaching and learning English easier.

The verbal quiz method offers several advantages for learning English. Teachers can use verbal quizzes to assess students' understanding, facilitate discussions, and measure vocabulary Ability. This method encourages group discussions to generate ideas and improve sentences collectively. The quiz begins with questions after a brief explanation, and students take turns answering and receive points for good answers (Dewi, 2017). Students needing to improve their vocabulary will receive suggestions. The hope is that this method will help students develop critical thinking Ability, deepen vocabulary, and improve word processing Ability for effective communication in English.

The researcher chose the title "The Effect of the Verbal Quiz Method to Improve Students' Vocabulary Ability at SMPN 2 Patampanua" to apply the verbal quiz method so that students can actively participate in learning English. The aim is to determine the effect of applying the verbal quiz method on changes in abilities before and after its application, especially in increasing students' vocabulary and experiencing more varied learning. This research is unique regarding research methods, using a pre-experimental approach, population and sample size, research location, data analysis techniques, and focus on applying the verbal quiz method to increase students' vocabulary mastery at SMPN 2 Patampanua.

Based on the background of the study above, the writer formulates the research question on how the differences in students' English vocabulary ability before and after the application of the verbal quiz method are at SMPN 2 Patampanua. This research aims to determine the impact of differences before and after applying the verbal quiz method on improving students' English vocabulary ability at SMPN 2 Patampanua. The results of this research are expected to present the benefits. They are to provide valuable information to educators about the effectiveness of verbal tests in improving students' English language ability. Next is to be a reference for researchers or historians who want to study the verbal test method in learning further.

There are some previous related findings about this research; Ahmet Okkan, with his research, "The Effects of the Use of Quizlet on Vocabulary Learning Motivation". Saying that motivating learner to learn vocabulary is a problematic issue in foreign language contexts. Vocabulary learning through inline learning tools has taken an interesting place in the learning of English as foreign language. However, how online tools affect vocabulary learning motivation remains unanswered. This study examines the effects of Quizlet, one of the online tools, on vocabulary learning motivation in the context of English as a foreign language (EFL) learning. The study's sample group comprised 45 Turkish EFL learners at a state university. The study is designed to be a one-group experimental research. After administering the vocabulary learning motivation scale as a pre-test, the participants were instructed regarding vocabulary items from their Psychology course on Quizlet for five weeks. Then, the post-test was administered to the participants. The results indicated that using Quizlet does not influence learners' inner motivation for vocabulary learning, but it creates an expectation for a short-term reward from the teacher. It was also found that EFL learners are highly motivated to learn new vocabulary (Okkan & Aydin, 2020).

Sitti Maryam, in her research, "Teaching Vocabulary by Using Oral Quiz at The Eighth-Year Students of SMPN 8 Palopo". This study employs an experimental research method involving eighth-grade students at SMP Negeri 8 Palopo in 2013/2014 for pre-test and post-test research. The population in this study consists of 32 students from one class, representing 297 eighth-grade students. This research uses the purposive sampling technique. In this study, the researcher utilizes a vocabulary test with a verbal quiz method that explains the characteristics of vocabulary. There are 50 questions comprising nouns, adjectives, and verbs. The pre-test measures students' vocabulary before providing steps in the vocabulary learning stages.

In contrast, the post-test measures students' vocabulary after implementing the vocabulary learning steps using the same questions. The data analysis results show that using verbal quizzes in vocabulary learning can improve students' vocabulary, especially eighth-grade students at SMP Negeri 8 Palopo. Based on the data analysis results, the t-test value is 4.529, and the t-table value is 2.04. In other words, oral quizzes can be used in vocabulary learning at the Junior High School level (Maryam, 2013).

Nava Nourdad, in his research, "A Comparative Study on the Effect of Oral Questioning and Quiz on EFL Learners' Vocabulary Learning and Retention". This study considers the advantages of formative assessment compared to summative assessment on one side and the importance of vocabulary knowledge for English as foreign language learners on the other side, this study aims to complement studies in the relevant literature by comparing the success of two commonly used formative assessment types, namely quizzes and oral questioning, about vocabulary learning and retention of the learned items. The results of this quasi-experimental study, with pre-tests, immediate post-tests, and delayed post-tests, indicate no significant difference in the success of these two assessment types in vocabulary learning and retention. These findings imply that

language teachers can utilize either or both of these formative assessment types based on the needs and teaching context of their learners (Nourdad, 2022).

There are significant differences based on several previous studies that the writer has used as references. The research to be discussed by the writer here, as a common thread with previous research, involves the following discussions; there are differences in the research methods, the number of populations and samples used is different, the research locations are different, different data analysis techniques are employed, different conceptual framework, the writer focuses on using the verbal quiz method to improve the vocabulary ability of second-grade students at SMPN 2 Patampanua. Regarding the review of the previous research results mentioned above, it can be concluded that this research is significantly different from previous studies and can be used as a reference for future researchers to benefit from further research.

LITERATURE REVIEW

Vocabulary is the total number of words needed to convey ideas and communicate the speaker's meaning. Therefore, a strong understanding of vocabulary is crucial. Vocabulary is a fundamental component of language proficiency (Liu Yu, 2011). Due to limited vocabulary, effective communication in a second language can be challenging. Therefore, vocabulary knowledge becomes a crucial component in language learning. Additionally, according to Cameron, one of the most crucial aspects of language knowledge is vocabulary. As one of the knowledge domains in language, vocabulary plays a significant role in language acquisition for learners (Cameron, 2001). This means that vocabulary cannot be separated from language as it is an essential part of language. Without it, language would not be able to retain everything. Students need to understand vocabulary to develop other aspects of language, such as speaking, writing, reading, and listening. Furthermore, students should be taught specific vocabulary related to activities associated with learning a foreign language because even if they are proficient in grammatical structures, they may lack confidence in communication or speaking if they do not master vocabulary.

Mastery of vocabulary is crucial for language proficiency in any context. For instance, if children do not comprehend the meaning of terms used in a text, they will struggle to understand the material. They will not be able to communicate effectively in a foreign language if they have a limited vocabulary. Starting without vocabulary knowledge makes learning a new language without its words impossible. Some experts categorize vocabulary into two groups: active and passive vocabulary. In Notion, Harmer states that there are two types of vocabulary. The first type of vocabulary is the one that has been taught to students, and they should be able to use it. The second type pertains to terms that students are likely to recognize when encountering them but may be unable to pronounce. Hatch and Brown cite Haycraft, who mentions that there are two types of vocabulary: receptive vocabulary and productive vocabulary (Richards, 2008).

Receptive vocabulary refers to students' words cannot accurately express but can comprehend. For instance, students may recognize it when reading a book, but they may not be able to use it in writing or speaking. Example: The soldiers massacred hundreds of

men, women, and children. Productive vocabulary refers to words of students can understand and pronounce correctly and constructively when speaking and writing. This requires the Ability to speak or write at the right time and what is needed for receptive vocabulary. As a result, productive vocabulary can be considered an active process because students can create words to convey their ideas to others. For example, the soldiers killed hundreds of men, women, and children.

RESEARCH METHOD

This study was conducted to determine how applying verbal quizzes improves students' English vocabulary at SMPN 2 Patampanua. Researcher used quantitative research with a pre-experimental approach, which used one group for pre-test and post-testing. Three procedures were used to carry out this research: pre-test-treatment-post-test design to see whether the students' mastery of vocabulary Ability increased when applying the verbal quiz method. The diagram will be presented as follows:

Table 1. Pre-test to Post-test

O ₁	X	O ₂
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Where :

O₁: Pre-test of experimental group

X : Treatment

O₂: Post-test of experimental group (Sugiyono, 2013)

This research was conducted at SMPN 2 Patampanua, Patampanua Subdistrict, Pinrang City, Sulawesi Selatan. In this study, the researcher conducted six sessions in the classroom, with tests administered in two sessions, and treatment using verbal quizzes conducted in four sessions. The research took place over a period of three weeks. The population of this study is the second-grade students of SMPN 2 Patampanua in the academic year 2024. The population was selected because, as mentioned by Southerland, students at this age are quickly bored. Therefore, the researcher intends to find new ways for students in this grade to learn while having fun. Compared to the first and third grades, the second-grade students at SMP have learning topics more focused on mastering vocabulary Ability. The researcher then used this topic as the teaching material for this study. The second-grade students of SMPN 2 Patampanua are divided into seven classes, with a total population of 161 students.

Table 2. Population

No	Class	Number of Students
1	VIII 1	29
2	VIII 2	26
3	VIII 3	30
4	VIII 4	27
5	VIII 5	21
6	VIII 6	28
Total		161

(Date Source: Administration of SMPN 2 Patampanua)

In this study, it is employed purposive sampling technique. Researcher can utilize their judgment to select the appropriate sample for collecting the required data through purposive sampling, typically based on pre-existing information. Samples are chosen to serve the purpose of making data collection more manageable for the researcher. Additionally, based on initial observations and interviews with several English teachers, the researcher found that this class has low interest in English. Thus, the English language proficiency of the students, particularly in vocabulary Ability, is relatively low compared to other classes. Furthermore, the researcher considered this based on the recommendations of the school's English teachers. The sample consists of students from the 2st grade of SMPN 2 Patampanua. The specific class chosen for the study is class VIII 2, consisting of 26 students.

The research instrument used in this study was a test (t-test). The test was given to measure students' vocabulary ability. The test consisted of two parts, namely pre-test and post-test (Daniel, 2015). The pre-test was given before the treatment to assess students' initial vocabulary acquisition ability, while the post-test was given after the treatment to determine the improvement of students' vocabulary acquisition ability after the verbal quiz method was applied. Afterwards, it was conducted data collection in six meetings. The first meeting involved a pre-test to assess students' vocabulary ability using 15 multiple-choice and 10 essay questions. The second to fifth meetings were treatment sessions implementing the verbal quiz method, where students worked in groups to answer questions related to the themes "Greeting Cards" and "Our Busy Road." Each student's performance was assessed using a rubric evaluating vocabulary use, speaking fluency, contextual understanding, and pronunciation. Group representatives answered questions orally, and scores were given after each response. Ice-breaking activities and feedback were provided to maintain engagement. The sixth meeting concluded with a post-test, identical to the pre-test, to measure students' improvement after the treatment.

This study relies on quantitative data. This study administers a test to collect quantitative data before and after the students take the verbal quiz. The test comes in two varieties: t-test pretest and posttest (Sugiyono, 2013). These tests aim to assess how well students perform overall in answering questions provided by the researcher. After determining the average and student scores, the data will be divided into three classification categories as listed below:

Table 3. Assessment Rubric for Acquisition of English Vocabulary by Students

Aspect	Indicator	Score
Correct Use Of Vocabulary	The vocabulary used is very accurate and appropriate to the context. Word usage is correct.	20
	Vocabulary use is mostly appropriate, with a few errors that do not interfere with understanding.	15
	The use of vocabulary is less precise in some parts, but it can still be understood.	10
	Many errors in vocabulary use interfered with comprehension.	5
Fluency	Answers were delivered very smoothly and without difficulty in choosing the right words.	20
	Answers are delivered smoothly, although there are slight pauses or confusion in choosing words.	15

	Answers are a bit stunted and often stop when looking for the right word.	10
	Answers are often blocked and it is very difficult to convey ideas or information.	5
Understanding and Interpretation	Students can define vocabulary very precisely in an appropriate and natural context.	20
	Most vocabulary is used appropriately, although there are some minor inaccuracies in deciphering contexts	15
	Some vocabulary is used appropriately, although there are some minor inaccuracies in interpreting the context.	10
	Students are not yet able to interpret vocabulary	5
Pronunciation	Pronunciation is very clear and correct, with proper intonation	20
	Pronunciation is clear, although there are some minor errors in intonation or pronunciation	15
	Pronunciation is slightly less clear or there are pronunciation errors, but it can still be understood.	10
	Pronunciation is difficult to understand, many mispronunciations of words that interrupt the sentence (Council of Europe, 2001)	5

Source: Pinasti, Anggita Sekar. *Assessment Rubric* (2015).

FINDINGS AND DISCUSSION

The findings of this research consist of categorizing the students' pre-test and post-test results. The aim is to find answers to the research question. The pre-test and post-test are two tests conducted by the researcher. The students' prior vocabulary mastery was tested in the pre-test before the treatment, and their vocabulary mastery was tested in the post-test after the treatment. The post-test results determine whether the verbal quiz method can improve vocabulary mastery among eighth-grade students at SMPN 2 Patampanua.

In the first meeting, students were given a pre-test to measure their vocabulary ability before being given the treatment. In this pre-test, students answered 25 questions, 15 of which were multiple-choice questions and 10 essay questions related to vocabulary. After the pre-test, students' scores were calculated, which became the basis for determining their vocabulary comprehension level before the treatment. The percentage classification of the pre-test is shown in Table 4.1 below.

Table 4. The Percentage of Pre-test Classification

No	Classification	Score	Frequency	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	6	23%
4	poor	41-55	11	42%

5	Very Poor	0-40	9	35%
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(Data Source: the students' score in pre-test)

The results of the score and classification table show that the scores in the first meeting varied greatly, with most students getting low and very low scores and only a few other students getting sufficient scores. This shows that their vocabulary mastery before the treatment was still limited.

First to Fourth Meeting (Treatment) After the pre-test, the researcher provides treatment through the verbal quiz method. At each meeting (Meeting 2 to Meeting 5), before that, the material related to student learning at that time was explained, namely chapter V greeting cards, learning about the meaning of greeting cards, how to make greeting cards, and the uses of greeting cards. Then the next material is chapter VI our busy road, learning about the material about the vocabulary of objects around the highway and the atmosphere, then discussing also about how to express the existence of people and objects including all those on the road. The students were then divided into small groups for a quiz on a variety of topics, with representatives from each group attempting to answer the questions. A score is recorded for each group if it answers correctly. And individual scoring is assessed based on accuracy and fluency in answering. If the student answers the question incorrectly or not, then it still gets an individual assessment based on the aspects of the scoring rubric.

The following is an assessment based on the accuracy and fluency of students' answers to the application of the verbal quiz method in table 5.

Table 5. The students' scores in the verbal quiz application

No	Students'	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Total Students' Score
1	AM	40	80	80	80	280
2	ADP	20	20	40	45	125
3	BS	40	45	60	60	205
4	KR	50	65	80	80	275
5	NAF	20	25	45	55	145
6	NA	40	60	60	60	220
7	NF	50	75	80	80	285
8	NSH	45	70	80	80	275
9	NS	50	75	80	80	285
10	RU	20	40	45	55	160
11	SA	80	80	80	80	320
12	TA	40	45	60	60	205
13	WA	40	45	60	60	205
14	AWS	20	25	40	45	130
15	AA	20	20	40	40	120
16	CM	40	50	60	60	210
17	DA	20	20	40	45	125
18	IM	40	40	60	60	200
19	MAG	40	45	60	60	205
20	MFF	40	40	60	60	200
21	MSS	40	45	60	60	205
22	MA	40	40	40	45	165
23	MRS	40	45	60	60	205

24	MS	40	45	60	60	205
25	YA	40	40	60	60	200
26	MR	20	20	40	40	120
Total ΣX		975	1200	1530	1570	
Mean Score		37.5	46.1	58.8	60.3	

Based on the assessment results given at each meeting using the assessment rubric, we can observe the development of students' abilities in terms of vocabulary use, fluency, comprehension and interpretation, and pronunciation. The following is an explanation of the scores obtained from Meeting 2, Meeting 3, Meeting 4 and meeting 5:

Meeting 2 (Average Score: 37.5); The student's average score in the second meeting was 37.5, which improved compared to the first meeting. Some students got full scores in the "Correct Use of Vocabulary," "Fluency," and "Pronunciation" categories, such as student SA, who got a perfect score (80) in each aspect. However, there are still students who get low scores, such as ADP, NAF, and AWS, who get a total score of 20. It is the improvement in scores: Students like AM, BS, NF, and KR showed better scores in this meeting than in the first meeting. Students with low scores: Some students, such as ADP and RU, still need help using the correct vocabulary, speaking fluently, and pronouncing.

Meeting 3 (Average Score: 46.1); In the third meeting, the average score increased to 46.1, which showed better progress in mastering the material. Students such as AM, NF, and SA got the full score (80), while some other students also showed improvement. However, some students still got low scores, such as ADP and AWS, who were still at score 20. It is the improvement in scores: Students like AM and NF obtained the highest scores in almost all categories. Significant progress: Although some students still needed more attention, many students began to master vocabulary use, fluency, and pronunciation better than before.

Meeting 4 (Average Score: 58.8); In the fourth meeting, the average score reached 58.8, which shows a significant improvement in vocabulary acquisition and speaking fluency. Most students scored higher compared to the previous meetings. In all categories, students such as AM, KR, NF, and SA achieved perfect scores (80). Highest score: AM, NF, SA, and KR maintained the highest score in each category, overall improvement: Higher average scores indicate that overall, students can increasingly use vocabulary more precisely, speak more fluently, interpret context better, and pronounce words more clearly.

Meeting 5 (Average Score: 60.3); In the fifth meeting, the average score was even higher, reaching 60.3, the best achievement of the whole meeting. The increasing average score shows that the verbal quiz improved students' language proficiency. Significant improvement: Many students, such as AM, NF, SA, and KR, improved their vocabulary and fluency, and almost all got the highest scores, some students still need more attention: Some students, such as ADP and MR, still got lower scores, although there was a slight improvement compared to the previous meeting.

Overall, the results show that the verbal quiz method positively impacts students' abilities in various aspects of language, especially in vocabulary use, speaking fluency, context understanding, and pronunciation. The average scores that increased from meeting to meeting showed that students could increasingly use more appropriate vocabulary after attending a series of meetings with the method. However, some students still need more attention in vocabulary comprehension and pronunciation.

After implementing the verbal quiz method as treatment, the researcher administered a post-test to evaluate students' improvement in vocabulary mastery. The post-test results, presented in Table 4.3, show that 19% of students scored in the "Very Good" category, 46% in "Good," 23% in "Fair," 12% in "Poor," and none in "Very Poor," indicating a notable improvement. The calculation of mean scores and standard deviations further supports this, with the pre-test mean at 45.23 and SD at 9.64, while the post-test mean increased to 68.76 with an SD of 15.63, as seen in Table 4.4. To test the hypothesis, a paired t-test was conducted at a significance level of 0.05 with 25 degrees of freedom. The t-test result was 6.34, which exceeded the critical t-table value of 1.708, as shown in Table 4.5, indicating a statistically significant difference between pre-test and post-test scores. These findings demonstrate that the verbal quiz method effectively enhanced students' vocabulary mastery.

The research was conducted across six meetings, starting with a pre-test to evaluate students' initial vocabulary mastery, followed by four treatment sessions using the verbal quiz method, and concluded with a post-test. The pre-test results revealed that a majority of students were in the "Poor" (42%) and "Very Poor" (35%) categories, indicating limited vocabulary proficiency. During the treatment phase, students were engaged in group-based verbal quizzes focused on vocabulary from their textbook materials. This interactive and repetitive approach, including ice-breaking and feedback sessions, created a lively learning environment and encouraged active participation, which contributed to their gradual improvement in vocabulary mastery.

Quantitative data supported the effectiveness of this method, as seen in the rising average score—from 37.5 in the first treatment meeting to 60.3 by the fourth. Post-test results demonstrated significant progress: 46% of students were classified as "Good" and 19% as "Very Good." Improvements were observed across all assessed aspects—correct vocabulary use, fluency, comprehension, and pronunciation. This supports earlier findings by Maryam (2013), who showed that verbal quizzes were effective in teaching vocabulary to junior high school students, and Nourdad (2022), who found that quiz-based learning significantly improved vocabulary acquisition and retention among EFL learners.

The novelty of this study lies in its pre-experimental design, which provided stronger causal evidence than previous descriptive studies. Unlike survey-based approaches, this design allowed for direct observation and evaluation of the impact of verbal quizzes on vocabulary development. Thus, the study not only highlights students' initial vocabulary limitations but also showcases measurable improvements following the treatment. These findings contribute to existing literature by confirming that structured and engaging methods like verbal quizzes can substantially enhance students' vocabulary mastery in EFL contexts.

CONCLUSION

This study provides compelling evidence that the verbal quiz method significantly enhances vocabulary mastery among Grade VIII students at SMPN 2 Patampanua. With a substantial increase in students' post-test scores compared to their pre-test performance, the findings demonstrate that integrating verbal quizzes into classroom instruction can effectively support vocabulary development. The average improvement from 45.23 (SD = 9.64) to 68.76 (SD = 15.63) highlights the method's ability to improve students' ability to recall, comprehend, and apply vocabulary in meaningful contexts.

The statistical significance of the findings, supported by a t-value of 6.34 surpassing the critical value at a 0.05 significance level, further confirms the method's impact. Beyond statistical results, students also showed observable growth in vocabulary accuracy, fluency, comprehension, and pronunciation—core elements of language proficiency. The consistent improvement in their performance over multiple meetings demonstrates the practicality and pedagogical value of verbal quizzes in promoting active engagement and retention of vocabulary.

As a contribution to the field of language teaching, this study encourages educators to adopt more interactive and learner-centered approaches such as verbal quizzes. This method not only enriches classroom dynamics but also fosters deeper language acquisition. It is recommended that future research explore the application of this strategy across different student populations and educational contexts to further validate its effectiveness and broaden its pedagogical implications.

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