

## Empowering Rural Students: Evaluating the Effectiveness of Offline English Verb Applications

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### ABSTRACT

This study explores the effectiveness of an offline English verb application in enhancing the English proficiency. Utilizing a quantitative approach, the research involved administering a written test consisting of 25 multiple-choice questions both before (pre-test) and after (post-test) the intervention. The test questions were of equal difficulty to ensure consistency. A purposive sampling technique was employed to select a single class of 23 students from rural backgrounds as the sample. The findings indicate that the English verb application significantly improved students' vocabulary, as evidenced by notable differences in pre-test and post-test scores. This study highlights the potential of offline educational tools to bridge learning gaps and empower students in underserved areas.

**Keyterms:** Rural education, English verb application, offline learning tools, vocabulary improvement, quantitative research

### INTRODUCTION

In the contemporary global landscape, English proficiency is increasingly recognized as a key factor in educational and professional success. For students from rural areas, however, accessing quality English language education remains a formidable challenge due to limited resources, inadequate infrastructure, and insufficient exposure to effective learning tools. Among the fundamental elements of English language learning, verbs play a critical role. They are essential for constructing meaningful sentences and conveying actions, states, or events, and thus are crucial for effective communication.

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Despite their importance, rural students often struggle with English verb usage due to a lack of comprehensive learning resources and support. Traditional methods of instruction may not fully address the unique needs of these students, necessitating innovative approaches to improve their language skills. One such approach is the use of offline applications designed to enhance English verb knowledge, which can provide tailored support to learners regardless of their access to the internet or other digital resources.

The advent of digital technology offers new opportunities to address educational disparities, particularly for students in underserved regions. Offline applications, in particular, present a viable solution for rural students who may face barriers to online learning. These applications can offer interactive and engaging methods for learning English verbs, potentially transforming how these students acquire and apply their language skills.

This study seeks to evaluate the effectiveness of offline English verb applications in empowering rural students. By assessing how these applications influence students' vocabulary acquisition and overall language proficiency, the research aims to provide insights into the potential of digital tools to bridge the educational gap for rural learners. The findings of this study could contribute to developing more effective educational strategies and resources tailored to the needs of students from rural backgrounds, ultimately enhancing their language skills and future opportunities

## **METHOD**

This study uses a quantitative approach to evaluate the effectiveness of offline English verb applications in improving vocabulary acquisition among rural students. The research was conducted during the January 2023/2024 academic year at a high school in Toraja Utara, South Sulawesi Province. The sample consisted of 23 students from

one selected class out of the 530 students in the eleventh grade, all of whom have rural educational backgrounds.

Data were collected using a pre-test and post-test, each comprising 25 multiple-choice questions designed to assess students' knowledge of English verbs. The offline application was used as an instructional tool over a defined period. Statistical methods, including paired t-tests, were employed to analyze the data and determine the impact of the offline application on students' verb knowledge and overall language proficiency.

## FINDINGS

The data collected through pre-tests and post-tests were analyzed quantitatively. The pre-test was administered before the intervention to assess students' initial understanding of English verbs, while the post-test was administered after the intervention to evaluate their knowledge gained from the treatment. The analysis focused on several key aspects: presentation of student scores, score classification, mean scores, and hypothesis testing using a t-test conducted with SPSS. Scores were categorized from "very good" to "very poor." The results indicated a significant improvement in students' scores following the instruction with the English verb application. The analysis involved comparing pre-test and post-test scores to evaluate the effectiveness of the application. The detailed data for both the pre-test and post-test scores are provided below.

- a. Students score of pre test

Table 4.1

The data of the pre test score can be seen in the table below

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Respondents	Score	Total items	Correct answer	Classification
S1	44	25	11	Fair
S2	36	25	9	Poor
S3	16	25	4	Very poor
S4	48	25	12	Fair
S5	28	25	7	Poor
S6	40	25	10	Fair
S7	36	25	9	Poor
S8	36	25	9	Poor
S9	40	25	10	Fair
S10	36	25	9	poor
S11	36	25	9	Poor
S12	36	25	9	Poor
S13	28	25	7	Poor
S14	24	25	6	Poor
S15	28	25	7	Poor
S16	32	25	8	Poor
S17	52	25	13	Fair
S18	44	25	11	Poor
S19	28	25	7	Poor
S20	44	25	11	Fair
S21	36	25	9	Poor
S22	28	25	7	Poor
S23	28	25	7	Poor
<b>Total</b>	<b>804</b>		<b>201</b>	

Table 4.1 above shows students score of pre test, the total students correct answer is 201 and the total score is 804, from the students score above it can be seen that students have low verb mastery

b. Score classification of pre test

The data classification, frequency and percentage of pre test score was presented in following table

Table 4.2

No.	Classification	Score	Frequency	Percentage(%)
1	Very good score	80-100	0	0.00%
2	Good score	60-79	0	0.00%
3	Fair score	40-59	7	30.43%
4	Poor score	20-39	15	65.22%
5	Very poor score	0-19	1	4.35%
<b>Total</b>			23	100%

Table 4.2 above shows that before giving the treatment, out of 23 students, none of them got very good and good score. There are seven students (30.43%) got fair score, fifteen students (65.22%) got poor score, and one students (4.35%) got very poor score. It means that the students have lees verb mastery before treatment.

c. Mean score of pre test

In the table 4.1 can be seen that the total score of the students in pre test is 804 and the number of respondents is 23 students, the mean score of pre test was calculated as follow :

$$x = \frac{\sum x}{n}$$

$x$  = mean score

$n$ = the total of sample

$\sum x$ = the sum of score

$$x = \frac{840}{23} = 36.52$$

The mean score of pre test is 36.33, its classified as very poor. From the mean score can be concluded that students verb mastery in pre test is low.

1. Post test

a. Students score of post test

The table 4.3 below shows the distribution of students score in post test.

Respondents	Score	Total items	Correct answer	Classification
S1	72	25	18	good score
S2	80	25	20	very good score
S3	76	25	19	good score
S4	92	25	23	very good score
S5	92	25	23	very good score
S6	92	25	23	very good score
S7	88	25	22	very good score
S8	76	25	19	good score
S9	84	25	21	very good score
S10	80	25	20	very good score
S11	84	25	21	very good score
S12	88	25	22	very good score
S13	80	25	20	very good score
S14	84	25	21	very good score
S15	60	25	15	good score
S16	80	25	20	very good score
S17	76	25	19	good score
S18	88	25	22	very good score
S19	80	25	20	very good score
S20	80	25	20	very good score
S21	84	25	21	very good score
S22	88	25	22	very good score
S23	92	25	23	very good score

Table 4.3 above shows students score of post test, the total students correct is answers is 474 and the total score is 1896, from the students score above can be seen that students verb mastery in post test better than in pre test

b. The score classification of post test

The data classification of post test was presented in the following table:

Table 4.4

The classification, frequency, and percentage of the students score obtained through post test.

No.	Classification	Score	Frequency	Percentage(%)
1	Very good score	80-100	18	<b>0.00%</b>
2	Good score	60-79	5	<b>0.00%</b>
3	Fair score	40-59	0	<b>30.43%</b>
4	Poor score	20-39	0	<b>65.22%</b>
5	Very poor score	0-19	0	<b>4.35%</b>
Total			23	100%

The table 4.4 above shows that after giving treatment, out of 23 students, there are eighteen students (78.26%) got very good score, five students (21%) got good score, and none students got fair score, poor score, and very poor score.

From the table above it can concluded that the students have significant improvement in verb mastery after treatment. The classification above can be seen that the score of students based on pre test and post test significantly improve.

c. Mean score of post test

The mean score of post test is 82.43, it classified as very good. It can be concluded that students verb mastery after the treatment and better than students verb in pre test. Based on the mean score and percentage of pre test and post test, there is the different of the result, where the mean score of pre test 36.52 and 65.22% students got poor score, while the mean score of post test 82.43 and 78.26% got very good score. The total different of students score of pre test and post test is 1092

1. Calculation T test through SPSS

After found the data of pre test and post test, the researcher calculated the data by using SPSS, as follow :

a. Frequency

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the researcher found the mean score, max-min score, mean score and standard deviation of pre test and post test. In pre test the minimum score is 16.00 and the maximum score is 52.00 with mean score 34.95. in post test the minimum score is 60.00 and the maximum score is 92.00 with mean score is 82.43.

Table Fequency table of pre test

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST		23	16.00	52.00	34.9565	8.37463
POST TEST		23	60.00	92.00	82.4348	7.60279
Valid N (listwise)		23				

  

PRE TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	1	4.3	4.3	4.3
	24.00	1	4.3	4.3	8.7
	28.00	6	26.1	26.1	34.8



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	32.00	1	4.3	4.3	39.1
	36.00	7	30.4	30.4	69.6
	40.00	2	8.7	8.7	78.3
	44.00	3	13.0	13.0	91.3
	48.00	1	4.3	4.3	95.7
	52.00	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Table 4.7

Frequency table of post test

POST TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	4.3	4.3	4.3
	72.00	1	4.3	4.3	8.7
	76.00	3	13.0	13.0	21.7
	80.00	6	26.1	26.1	47.8
	84.00	4	17.4	17.4	65.2
	88.00	4	17.4	17.4	82.6
	92.00	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

Table show table frequency and percent of pre test and post test score.

- Frequency is the number of respondents of who get certain score from the lowest to highest score.
- Percent is the percentage of respondents that get certain score

b. T test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST TEST - PRE TEST	47.478 26	10.74019	2.2394 9	42.83385	52.12267	21.201	22	.000

Table 4.8 above show the mean score of pre test and post test score is 47.47, standard deviation 10,74, std. error mean 2.23, the difference lower got 52.12 and upper 42.83 and t test got 21.201.

After got t test, it would like to found the t table score. For statistical significance  $\alpha = 0.05$  with degrees of freedom  $(df) 23-1=22$ , it was found that t table = 2074. Because of t test higher than t table ( $t \text{ test} > t \text{ table}$ ) it can be concluded that there was significance difference between pre test and post test and it means that students score be better after they were given treatment by using English verb application.

The testing hypothesis :

$H_0 : T \text{ table} < T \text{ test}$

$H_1 : T \text{ test} > T \text{ table}$

The score of t test is 21.201 and the score of t table is 2.074 ( $t \text{ test} > t \text{ table}$ , it means  $H_0$  is refused and  $H_1$  is accepted. It can be concluded that English verb application is effective to improve verb from rural students.

## DISCUSSION

This section presents an analysis of the data and discusses the findings of the research. To address the research questions outlined in the previous chapter, the study utilized a pre-test and post-test methodology. The pre-test was administered prior to the treatment to assess students' baseline knowledge of English verbs, while the post-test was given after the treatment to evaluate the improvement in students' vocabulary

mastery following the intervention with the English verb application. The mean scores from both tests were compared to determine if there was a significant difference in student achievement resulting from the use of the application.

The analysis, as detailed earlier, reveals that students' scores on the pre-test were lower compared to their post-test scores, indicating a substantial improvement in vocabulary mastery. This conclusion is supported by mean score comparisons, score classifications, and SPSS analysis, which all show a marked increase in scores post-treatment. The statistical analysis, with a t-test result of 21.201 compared to the t-table value of 2.074, confirms the rejection of the null hypothesis ( $H_0$ ) and supports the acceptance of the alternative hypothesis ( $H_1$ ), indicating that the treatment had a significant effect.

These findings suggest that the use of offline English verb applications is effective in enhancing students' vocabulary mastery. The significant improvement observed between pre-test and post-test scores demonstrates the efficacy of the application as an educational tool. This outcome is consistent with recent research emphasizing the potential of digital tools in language education. For example, recent studies highlight how interactive and adaptive learning technologies can significantly enhance language acquisition, especially in underserved educational contexts (Smith et al., 2023; Johnson & Brown, 2024). Similarly, investigations into mobile-assisted language learning have shown promising results in improving vocabulary acquisition (Anderson, 2022; Chen & Huang, 2023). The effectiveness of such tools is further supported by research on the impact of offline applications in vocabulary learning (Al-Jarf, 2022) and the role of innovative technologies in education (Bear, 2022; Majewska & Korhonen, 2023).

The positive outcome also aligns with the assertion by Karan Babaso Patil and A. B. Nadaf, who emphasize the role of technological innovations in language learning (Patil & Nadaf, 2022). This study's findings reflect the broader consensus that integrating technology can significantly enhance learning outcomes (Setiawan, 2017;

Pristiwanti et al., 2022). Furthermore, the results are consistent with the previous research discussed in Chapter II, highlighting that learning is a mental activity aimed at achieving behavioral change through practice and experience (Setiawan, 2017). The use of the English verb application as a teaching tool proved effective in improving vocabulary mastery among students. Thus, the application of realia in teaching English verbs was a valuable and engaging method, enhancing students' learning experiences and outcomes.

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