



# Indonesian University Students' Engagement with Offline Application (ATMEN) in English as a Task Language Listening Classroom

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**Abstract.** Numerous studies have examined the use of online applications in EFL listening classes. However, there is limited research on students' engagement with offline applications, such as ATMEN, in tertiary listening classes. To address this gap, researchers investigated how undergraduate students at an Indonesian university perceived and engaged with the offline application ATMEN for practicing their listening skills. This study aimed to explore Indonesian university students' engagement with the ATMEN application in an English listening classroom. A case study approach was employed for this research. Data were collected through documentation of students' listening practice, semi-structured interviews, and teacher-student conferences. The results indicated that participants found the use of the offline application ATMEN helpful. Most students reported positive engagement, appreciating the ability to practice listening independently with unlimited audio playback. They favored the offline application because it allowed them to practice listening comprehension without the need for an internet connection. However, negative engagement was noted when students lacked access to a compatible device, as the application only operates on computers with Windows OS. The findings of this study are expected to be beneficial for other researchers interested in task-based language learning for listening comprehension.

**Keywords:** Students' University, ATMEN Application, Learning Media, Task Language Learning, Listening Comprehension

## 1 Introduction

There are several studies (e.g., Nurjanah et al., 2018; Sukmawati & Eka, 2018; Saputri, T. 2021; Elfiona et al., 2019; Shamsitdinova, M. 2023) have shown that using media in

listening practice had the important role. The students felt that in using media of listening practice help them. The empirical evidence (Sukmawati & Eka, 2018; Nilawati & Lutviana, 2022) reports that using media in listening practice make the students improve in listening skill. Learning media used in Sukmawati & Eka (2018) was English Full Audio. Many reasons why this learning media was effective in listening practice. First, the students enjoyed in listening practice because there are a lot of materials on video which can be choose by them. Second, the students could train listening practice by visual. The last reason was easy to download the video and it was flexible. Meanwhile, Nilawati & Lutviana, (2022) have used video too but only one video with the movie in the title of “Scooby Doo” media in listening practice. In this research, they conducted Classroom Action Research (CAR) with two cycles. Based on their findings, the skill of the students’ listening has developed.

What an important role of learning media in listening practice. Learning media determined the various of indicators in listening practice such as students’ focus, motivations, and their improvement in listening comprehension. Hardiah, M., (2019) found the influence of using audio visual media in listening practice. The students’ comprehension in listening have developed because of this learning media. It was strengthened by Nurhasanah & Suryaman (2022). They have reported that students’ perception in listening practice through English song media was helpful. They felt motivated in listening practice using English song as learning media.

While there have been some studies examining the use of learning media in listening practice (Putri, 2018; Emilia et al., 2023; Heni, 2023). All of them have been conducted with learning media online application, there is still much to be explored regarding the use of learning media in students' listening practice engagement with offline application from a multidimensional perspective. This understanding should encompass the affective, cognitive, and behavioral dimensions, as well as the use of offline application learning media to address proportionally both micro-level and macro-level aspects of listening comprehension. To meet this urgency, the present study aims to investigate university students’ affective, cognitive, behavioral engagement with the use of offline application (ATMEN) in listening practice. There are two contributions of this present study. Firstly, the present study attempts to provide a nuanced understanding of how EFL university students engage with offline application as learning media provided by a teacher in which students have the opportunity to practice in listening aspect. Secondly, the present study provides an empirical account of the complexity of students’ engagement with the use of offline application as learning media which embrace affective, behavioral, and cognitive engagement dimensions. Therefore, the present study addresses the following questions:

1. How do the Indonesian university students engage cognitively, affectively, and behaviorally with the use of offline application (ATMEN) to practice in listening?
2. What factors can affect the Indonesian university students’ engagement with the use of offline application (ATMEN) as learning media in listening practice?

## 2 Literature Review

### 2.1 Students' Engagement: Theoretical Perspective

In educational practice and research, student engagement is a complex and significant construct. It encompasses the attention, interest, and active participation that students demonstrate in their learning activities, all of which are crucial for enhancing academic achievement and positive educational outcomes. Various theoretical perspectives have been developed to deepen our understanding of student engagement and to devise effective strategies for its enhancement.

One prominent theoretical framework is flow theory, which suggests that optimal engagement occurs when students encounter tasks that match their skill levels, leading to a state of deep immersion (Buchanan & Csikszentmihalyi, 1991; Basthomi, 2023). Another influential perspective is self-determination theory (SDT), emphasizing intrinsic motivation and psychological needs such as autonomy, competence, and relatedness (Ryan & Deci, 2000). According to SDT, students are more likely to be engaged when they perceive their activities as meaningful, have choices, and experience supportive relationships.

These theoretical insights provide valuable perspectives on the nature of student engagement, offering pathways for educators and researchers to develop effective approaches for fostering deeper student involvement in learning activities.

Meanwhile, according to Locke (1987), social cognitive theory underscores the interplay among personal, behavioral, and environmental factors. Applied to student engagement, this theory posits that students' beliefs about their own capabilities (self-efficacy), their observational learning experiences, and the social context in which learning occurs profoundly shape their engagement levels.

These diverse theoretical perspectives offer valuable insights into the determinants of student engagement. They provide educators with frameworks to design learning practices, environments, and support systems that foster optimal challenge, autonomy, competence, connectedness, self-efficacy, and a supportive atmosphere. By leveraging these theoretical perspectives, teachers can create learning experiences that enhance student engagement and, ultimately, improve educational outcomes.

### 2.2 Empirical Studies on Students' Engagement with Learning Media in Listening Practice

A number of empirical studies have established the definitions of students' engagement with teachers' WCF. For instance, Sugianto et. al., (2017) stated that the use of hand puppets media while listening to fairy tales is a way that can attract students' attention. Further, Akhdiyati, F. (2018) has found that there was an improvement in listening practice using language laboratory. In this research, the researcher used cycle to examine the result of listening skill. Rahayu et. al., (2018) reported that at the first cycle, the classical mastery up 56,52% and at the second cycle up to 91,30%. So, it can be concluded that using application as learning media can improve listening skill. Besides

that, there was the study about learning media which was used the mobile phone because every student must be having the smart phone in their daily life. This has been explained by Elfiona et., al, (2019) and Handoko, M. (2019). They argued that employing technology, particularly mobile-based learning, offers numerous advantages in the teaching and learning process. It enhances teachers' creativity in developing instructional materials and media, boosts students' motivation to learn, and provides flexibility, accessibility, and the ability to deliver learning materials anytime and anywhere. In essence, mobile-based learning presents a viable solution to address various challenges in teaching and learning, particularly in listening skills development.

All of the empirical studies in listening practice using media have used the online learning media. In line with that, Nurhayati, (2020) has found that there are some perspectives of students about the use of phonology and online media to enhance listening skill such as: the importance of online learning English media, online learning English media towards students' attitudes in learning, the effect of online learning English media towards inferential listening, and media enhancing inferential listening skill. It was also gained students' responses towards phonology used to enhance listening skill. In fact, Bahtiar & Zunanik (2023) have conducted the research to design learning media, namely INCARY. From the score of categorize, this learning media got 88,6%. It can be concluded that INCARY can be used in learning as learning media.

### **3 Method**

The methodological approach used in this study aligns with the interpretative paradigm, focusing on a classroom case study that explores how Indonesian undergraduate students interacted with learning media during listening practice. This type of study was chosen because one of the researchers also served as the teacher for the course. This insider role provided unique access to observe and interact with the students directly (Widodo, 2016).

#### **3.1 Teaching Context and Participant**

The study was conducted within the context of a listening practice course taught during the third semester to undergraduate students enrolled in the English language education program at a state university in West Java province, Indonesia. This core course aimed to enhance students' listening skills through exercises such as dialogues, monologues, and songs. The course spanned 14 weeks with each session lasting 100 minutes.

Twenty-five undergraduate students participated in the study, all of whom were enrolled in the English language education program. The students were between 19 and 20 years old and spoke Sundanese as their native language, a dialect spoken in Indonesia. The majority of participants (approximately 80%) were female, while the remaining 20% were male. Prior to enrolling in the program, students underwent a placement test to assess their English language proficiency. Results indicated that most students had a low level of English proficiency, with only a few classified as intermediate.

### 3.2 Data Collection and Analysis

The data were collected from the students' listening practice, and semi-structured interviews, which generated a coherent set of data. To begin with, the students were instructed by the teacher to answer the questions on the ATMEN application which was discussed about the topic. After that, the students can click SELESAI on the top of their screen so that they can be able to their score of that topic. Then, teacher and students conducted discussing about the key vocabularies used in the topic. Finally, post-listening activity was used by teacher to conclude the all activities (Pre-Listening, While-Listening, and Post-Listening).

Those data were reviewed, identified, coded, searched for themes, categorized, and defined themes to answer the research questions (Widodo, 2014). Furthermore, all participants in this study were provided with their initial interview transcriptions as a member checking process conducted by one of the researchers. This allowed them to confirm, clarify, or provide additional comments if necessary, ensuring accurate representation of their intended meaning (Fishman, 2001).

## 4 Results and Discussion

### 4.1 Results

In answering our research questions, there are some findings as follows:

**The efficacy in using ATMEN application in listening practice.** The interviews and commentary data showed that all the students felt engaged affectively, cognitively, and behaviorally with the use of offline application (ATMEN) in listening practice. In the first interview question, the researcher asked students' perceptions after using the offline application in answering on listening tasks. At this point, the researcher tried to find what the experience of working on questions with this application is. Does the ATMEN application help them in working on listening questions or vice versa?. Of course, the results of student responses were clearly different. After they studied using the ATMEN application, three are five students stated that doing listening practice using the ATMEN application really helped them to learn in the midst of the Covid-19 pandemic.

“The ATMEN application really helps me while studying at home, this application is very easy to understand because you don't have to use internet and the assignments given by the teacher are neatly arranged in the ATMEN application, which makes the assignments easy to do because they are neatly arranged there.” (Students 1)

“Using the ATMEN application is very effective and helps us, especially during this pandemic because we don't have to struggle to go to school and meet a lot of people who will likely expose us.” (Student 2)

“The use of ATMEN application is very fun and helps me in answering questions. I just played the audio through my cellphone, and played it several times. Then, once I'm sure the answer is correct, I just click on the CORRECTION mark in the application.” (Student 3)

From the statements of the three students above, they agreed that the ATMEN application is a good application for studying or doing assignments remotely and not always having to study in class. As stated by several students, using the ATMEN application also helps narrow the possibility of us forming crowds that could cause the spread of the Covid-19 virus. However, not all students agree with this. Some students stated the opposite as follows:

“It doesn't help me. I don't think it's fun either. This is hard for me because I don't have a computer. It is better to use paper questions in regular schools compared to using the ATMEN application. But I know we can't do that because of the pandemic.” (Students 4).

Most of students agreed that the ATMEN application really helps them in carrying out learning at home or remotely. Learning with this application felt so practical and easy to reach. However, some of them complained that using the ATMEN application could not help them in solving the questions given. In fact, in a traditional class, when students did not understand the task given, students will be able to immediately ask questions and get a quick response, whereas with this application, the response will not be as fast as face-to-face.

**The ATMEN application feature is easy for students to understand.** Every learning media has feature to operate it. Using the ATMEN application is very helpful for students and is also easy to understand. At this point, only one feature exists in this application, namely the CORRECTION menu. This menu is used to check students' understanding results in answering on listening questions. After they understood, next, they click CORRECTION and the display will show multiple choice colors. If the answer is correct, the color will change to GREEN. However, if the answer is wrong, the color will be RED. Researchers knew students' perceptions about the feature in this application. It turned out that all five participants agreed that this application feature was easy to understand.

“...I understand the feature, sir. Usually, we do the questions on paper, then submit our answers to the teacher. However, in this ATMEN application, we do not need to collect it in paper form because the results will appear in this application” (student 5).

Despite most of students agreed that the existing feature is easy to learn and really help them in carrying out distance learning in the midst of the Covid-19 pandemic, some students say that the application cannot be opened on computers with OS other than Windows and cannot be opened on cellphones and it was often causing problems. students are confused and need to readjust.

"I have problems with my device in opening the ATMEN application. Every practice, I have to go to the internet cafe to open the application..." (Student 3).

**The challenges faced by students while working on listening practice using the ATMEN application.** In each activity in the classroom, of course there are several challenges faced. As previously mentioned, several challenges have been identified that students face in carrying out listening practice using the ATMEN application, such as at the beginning of learning difficulties in opening the ATMEN application or not having a laptop device due to the expensive cost. To find out more the data, the authors tried to dig deeper into the information. In this third point, the authors tried to carried out about the challenges experienced by students during practice using the ATMEN application.

According to all students' explanations, they stated that the main challenges to practice listening using the ATMEN application was that it could not be opened by cell-phone device.

All of students agreed that the main challenges with this application was that it could not be opened on devices other than computers with Windows OS. All students who do not have a computer must go to the internet cafe to open the application.

"I don't have a laptop. So, I had to take turns with my friend to open the questions in the ATMEN application" (students 3).

"...My laptop is also not a Windows OS. So, the problem can't be opened." (student 5).

In fact, despite this application is offline, the big challenge is that all students are required to have a laptop with Windows OS. In sum, students have to buy laptops or rent computers at internet cafes. In other words, this means that it has to add additional budget, namely buying a computer or renting a computer.

"Because of that, my parents need to spend additional budget to buy a laptop or rent a computer." (Student 2)

**Students' opportunities during independent learning or practice on listening questions using ATMEN application.** Behind the difficulties or challenges faced, of course there must also be ease to overcome. It was not only the difficulties faced, but also the authors found out about the advantages or opportunities that students get when doing practice using ATMEN application. In the fourth point, after the authors explored information about the opportunities or benefits, that students felt when practicing or answering listening questions using this application. In fact, there are some benefits or opportunities that students get from their learning experience using the ATMEN application.

"I got many benefits from this application, in the time sessions, I got unlimited time to practice on the listening questions given by the teacher. I could play and repeat the audio until I got an understanding of the audio content comprehensively. Study time

becomes more flexible and it was not tied to a schedule. I can also do my work anywhere. For example, I'm at my grandmother's or relative's house, I can still study and do my homework. Using the Atmen application provides flexible time for conducting studies." (Student 1).

"With the ATMEN application, the tasks are arranged neatly, Sir. We just have to do them according to the audio which was played. If I learn online, I have to have the internet access to be able to take part in lessons or practice." (Student 4).

Based on the students' statement above, the ATMEN application also has many opportunities that they felt. With this application, learning or practice becomes much easier and more flexible. Students can do assignments wherever and whenever they are. This application makes easier in practicing, especially in the midst of the Covid-19 pandemic. Since the distance have implemented, students and teachers have to carry out all learning activities remotely. Practical assignment collection does not require students to create a crowd at school, but it collects their assignments enough. They just need to do the listening practice in the ATMEN application and don't need to bother coming to school.

"For me, I have a lot of time with my family because my parents are also WFH (Work From Home). My parents could accompany me while I was studying, and I was happy with that. In doing the listening practice, I could also do it anywhere and anytime." (Student 3).

For some students whose their parents work, the students felt happy because since of "stay at home" has implemented, their parents have also worked from home. Students have a lot of time with their families. Parents can accompany students to study while working from home. That is of invaluable value to some students. Students could also do their assignments anywhere and anytime according to the situation and conditions, so that learning or practicing of listening becomes more flexible.

Based on the students' responses above regarding the benefits they felt while studying at home using the ATMEN application in the midst of this pandemic, there were many different responses experienced by each them. All students stated that practicing to listen by answering questions in this application made everything flexible and fun. They could do assignments anywhere and anytime under various conditions, such as doing assignments while they were eating or while taking notes word by word.

## 4.2 Discussions

Addressing the first research question, the findings reveal that students had different affective, behavioral, and cognitive engagement towards each kind of topic on ATMEN application as learning media implemented in the listening class. Affectively, offline application is preferred by the students compared to online media. In the offline application, teachers provide questions which must be answered by the students without internet access. ATMEN application could be conducted wherever and whenever they are. The students just hear the recording and open this application. After the students



have understood comprehensively, they can be able to know their understanding of this topic with click KOREKSI on the right top of ATMEN. As a result, reflected in their behavioural engagement, most of the students were more responsible to practice listening whenever and wherever they are. Therefore, when providing online media in listening practice, there were the most challenges in listening practice that the students have to practice with internet access (Elfiona et., al, 2019; Handoko, M. 2019; Nurhayati, 2020; and Bahtiar & Zunanik, 2023) and it made them frustrated because they have to spend their money to pay internet access.

Regarding the second question, there is factor which was required to practice listening using this application because the students must have the computer with Windows OS so that they could open this application. In line with Akhdiyati, F., (2018) stated that learning media can be used laboratory room.

The students' engagement with learning media depends on the teacher's strategies and objectives in providing listening practice on the students' listening. This engagement was definitely influenced by their responsibility in listening practice in order to their skill in listening improvement.

As a result, it evoked positive engagement; all students were highly interested in listening practice using learning media.

## 5 Conclusions

From the data of interviews, the authors conclude that students engaged in learning listening using this offline application through task language learning. They practiced listening with this application independently. They practiced wherever and whenever they are. They could find the score of answering questions based on audio directly and can play many times. This led the students to learn listening by themselves.

Regarding the factors affect the Indonesian university students' engagement with the use of offline application (ATMEN) as learning media in listening practice, the finding was the challenges of using this offline application because the students was required in having computer with Windows OS.

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