



Tertiary Students' Deficiency in English Emphatic Listening Skills of NLP Matching and Mirroring Technique

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ABSTRACT

Active Empathic listening is an activity that combines traditional active listening procedures with the element of empathy, which will result in a higher form of listening (Drollinger, Comes & Warrington, 2006, p.162). Drollinger et al. conceptualized AEL (active empathic listening) as a three-stage activity: sensing, processing, and responding. Empathic listening helps us to listen and understand how others feel. It is one of the most essential social skills we need to maintain healthy relationships with others. Empathic listening helps us to relate to those around us more healthily and effectively. Empathic listening helps to get into a conversation, especially with college students. This research will use a Google form as a questionnaire instrument filled out by participants. The research reveals that participants rarely heard about Empathic Listening and used it in conversation because it was never heard and learned before; some say it is not interesting to learn.

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1. Introduction

Any foreign language education aims to enable learners to understand and use sparse the target language effectively. Many people need to realize that listening is not merely hearing a sound but also receiving the contents of the speaker's message. As a result, they listen without trying to absorb and understand what is being said. Listening is not a natural gift, but it is easy for us to try to improve it. Once people listen less effectively and do not fully understand what they communicate as well as receive will become incomplete. However, if enough effort is put into improving it, listening will eventually become effective.

Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Brown (2001:247) acknowledged the importance of listening, who stated, "Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speaking." It means that listening is essential in daily activities; we can interpret the meaning through listening.

As is well known, empathic listening is an activity of listening while trying to understand what the other person is feeling; it also requires you to give your full attention to others when listening. Sometimes I listen without understanding the message when listening to a speech because my attention is only partially on the speaker. As a result, I do not get anything from the speaker. By learning Active Empathic Listening, we can learn better and get better conversations with others.

2. Literature Review

In 1957, Carl Rogers and Richard Farson coined the term active listening in a short book presenting the method as one that "requires that we get inside the speaker, that we grasp, from his point of view, just what he is communicating to us. A skill like active listening can be learned and improved through repetition. However, attentive listening can be challenging to master, so becoming proficient will take time and persistence. "Active listening" refers to hearing that is done actively. That involves paying close attention to what is being said rather than merely "hearing" it passively.

Empathetic listening is a cornerstone of building strong interpersonal relationships by understanding and respecting the other(s) involved. One must know how to listen to others' experiences, ideas, and thoughts and suspend their judgments, prejudices, or preoccupations of themselves in the process. AEL was initially defined in product sales as "a form of listening practised by salespeople in which traditional active listening is combined with empathy to achieve a higher form of listening" (Drollinger et al., 2006, p. 162). Recognizing that listening is a multidimensional construct, Drollinger et al. forwarded a conceptualization of active-empathic listening (AEL) as a three-stage activity: sensing, processing, and responding. Listening is deeply rooted in the context of its ability to help, create, maintain and enhance positive interpersonal relationships.

Although definitions of listening are almost as abundant as researchers studying the phenomenon (Bodie et al., 2008), there seems to be a consensus that listening is a multidimensional construct that consists of complex a) cognitive processes, such as attending to, understanding, receiving and interpreting messages; b) affective processes, such as being motivated and stimulated to attend to another person's messages; and c) behavioural processes, such as responding with verbal and nonverbal feedback (e.g., backchanneling, paraphrasing) (Halone & Pecchioni, 2001; Janusik, 2007; Thomas & Levine, 1994; Witkin & Tochim, 1997). When listening occurs in contexts such as formal (Hutchby, 2005) and informal (Jones, 2011; Notarius & Herrick, 1988) helping episodes and, more generally, within the confines of close relationships (Greene & Herbers, 2011; Walker, 1997), these functional components of listening are deemed more competent when performed by an active individual who is typically acting with empathic tendencies.

Active Empathic listening is an activity that combines traditional active listening procedures with the element of empathy, which will result in a higher form of listening (Drollinger, Comes & Warrington, 2006, p. 162). Drollinger et al. conceptualized AEL (active empathic listening) as a three-stage activity: sensing, processing, and responding. During the first stage, i.e., sensing a good listener, will get involved in the listening procedure by using techniques used by the active listener. There will be an attempt to understand both explicit and implicit information. The second stage will involve synthesizing all the fragments of conversation to enable the construction of a narrative whole. The third stage, i.e., responding, will involve questioning and clarifications to indicate that the person was being listened to.

To listen more Empathically, you must practice attention among us and learn the three stages above. There are also four tips for becoming empathic listening: 1) Be non-judgmental; letting them know you care about them and that they matter does not mean you have to agree with everything they say. 2) Listen carefully (to feelings and facts). Take in that person's words and overall picture of that particular circumstance. To go beyond the words and understand emotions, pay attention to the tone of voice, body language, and other cues. 3) Show that you are listening carefully

Consider your stance and nonverbal cues. Use encouraging, non-interruptive body language, such as eye contact, nodding, and other signs as necessary, to show that you are paying attention. 4) Give the person your undivided attention. Eliminate all commotion. Ensure you have the time to spend with the person and ensure nothing, not even a computer, is in the way. Giving them your complete attention demonstrates respect, and when someone feels appreciated, they are more likely to maintain their composure.

The previous research is used as guides or references in conducting this research; (1) Gearhart et al. (2011). *"Active-Empathic Listening as a General Social Skill: Evidence from Bivariate and Canonical Correlations"*. (2) Bodie et al (2011). *"The Active-Empathic Listening Scale (AELS): Conceptualization and evidence of validity within the interpersonal domain"*. (3) Shrivastava (2014). *"Active empathic listening as a tool for better communication"*. (4) Bletscher et al. (2021). *"The Impact of Active Empathetic Listening on an Introductory Communication Course"*.

Active-Empathic Listening as a General Social Skill: Evidence from Bivariate and Canonical Correlations, Gearhart et al. (2011) discussed investigating how closely AEL empirically relates to different general social skills representing interaction competencies like emotional sensitivity. The method used a computer-based survey, finding that sensing and responding was the most substantial AEL component.

The Active-Empathic Listening Scale (AELS): Conceptualization and Evidence of Validity Within the Interpersonal Domain, Bodie et al. (2011) discussed, described and quantified one type of listening that is

crucial to both individual and interpersonal well-being: active listening with empathy. The method used a computer-based survey, finding that sensing and responding was the most substantial AEL component.

Active empathic listening as a tool for better communication, Shrivastava (2014), this study tries to determine whether empathic listening can make someone a better communicator by examining the correlation between the three elements of empathic listening (feeling, processing and responding). The method used a computer-based survey, and it was found that training focusing on empathic listening can improve overall listening skills and justify the emerging need for appropriate training and guidance to help employees/prospective employees understand the role of empathy in the listening process.

The Impact of Active Empathetic Listening on an Introductory Communication Course, Bletscher et al. (2021) examine the impact of incorporating an Active Empathetic Listening (AEL) module into an extensive university introductory communications course. This study used a quantitative method, a single group within-subjects design. The results show that long-term exposure to the active listening curriculum is necessary to change their listening habits and behaviour patterns. The researcher concludes with recommendations for communication educators, highlighting how AEL skills can be developed among college students.

3. Method

The research method is a scientific way to obtain data with specific purposes and uses. According to Darmadi (2013: 153), the research method is a scientific way to obtain data for specific purposes. The scientific method means that the research activities are based on scientific characteristics, namely rational, empirical and systematic. According to Sugiyono (2015), Quantitative methods can be interpreted as research methods based on the positivist philosophy, used to examine a particular population or sample, data collection using research instruments, and quantitative data analysis/statistics to test the hypothesis set. The method of this research is quantitative research which will be processed and analyzed to make a conclusion. empirical and systematic. The participant will conduct students at the University of Medan studying in the first and third terms.

4. Results and Discussion

Why is your understanding of empathic listening so low?

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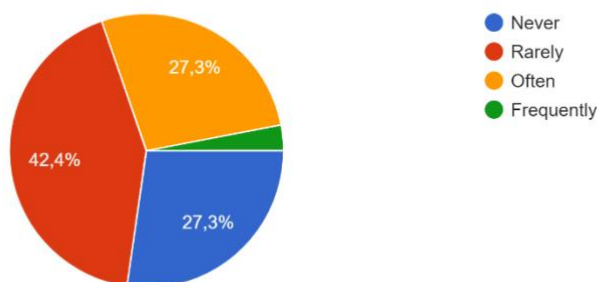
- I haven't heard about empathic listening before
- I seldom to apply it in my life's conversation
- I don't really understand what empathuc listening is and its purpose
- I don't know how the emphatic listening purpose is to give much affect in our conversation
- I ever appllied it in my conversation but i still stuck in its elements of understanding such as sensing,process,etc
- i never heard about Empathic Listening
- i never learn about it
- i just heard about it but i never learn more about Empathic Listening
- i don't think its necessarv to be learn

Figure 1. Students Responses

From the Figure 1, most of the reason for the understanding of empathic listening is that it was never heard before and was rarely studied by participants.

Have you heard about Empathic Listening before?

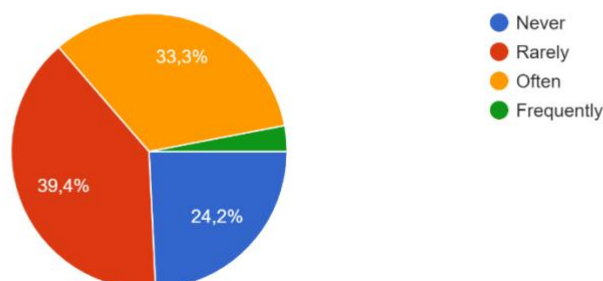
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The data shows that 27 participants had never heard about Empathic listening, 14 participants rarely heard about Empathic listening, 9 participants often heard about Empathic listening, and 1 participant frequently heard of Empathic listening before it.

Have you used Empathic Listening when you talk to people?

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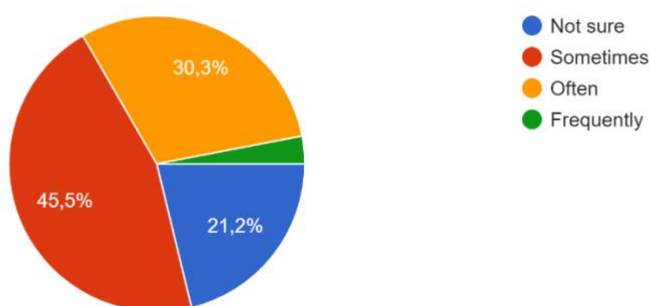


From the data above, it shows that 13 rarely used Empathic listening when talking to people, 11 participants often used Empathic listening, 1 participant frequently used it, while 8 participants never used Empathic listening

4.1 Sensing

I am aware of what others imply but do not say

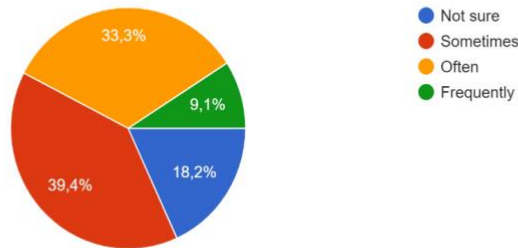
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Sensing describes the listener's ability to understand the relational aspects of speech. Based on the statement above, about 45.5% of the participants knew what the other person meant but did not say it. Why did this happen? Some people are interested in other people's thoughts, whether they understand the point or not, while the other 30.3% of participants often do. According to the statement above, some people prefer to avoid beating around the bush and go straight to the intent and purpose of the conversation. 21.2% of participants disagree with the statement, and very few people do it frequently.

I understand how others feel

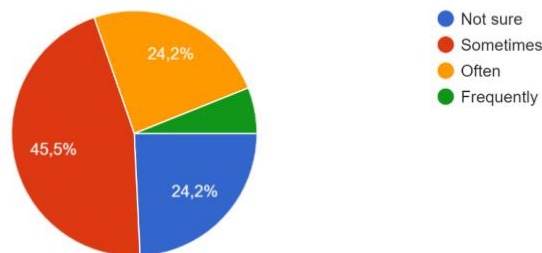
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Empathy is the ability to share and understand the emotions of others. It is a construction of several components linked to its brain network. As seen in the statement above, "understand what others are feeling", this is a feeling that is not uncommon; in this survey, participants who agree with this statement are more dominant. Because if someone listens empathetically, he can share and understand the emotions of others.

I listen for more than just the spoken words

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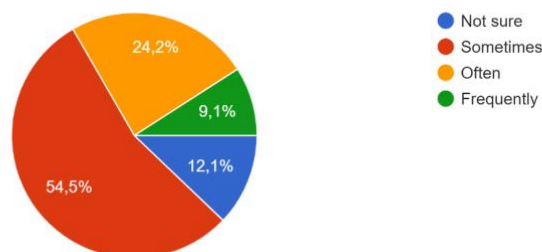


The meaning of the above statement is to understand the meaning of the conversation without having to hear all the spoken words. Dominant participants agree with the statement. The above statement does not have a negative impact on communication and even has the potential to improve it; we can quickly adapt to changes in communication and interpretation that may develop. Participants who disagreed with the statement above were around 24.2%.

4.2. Processing

I summarize points of agreement and disagreement when appropriate

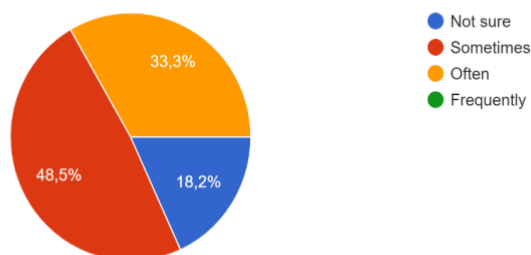
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The data above shows that 9,1% of the participants are mirroring back, which is the process of reflecting both the content and the emotion a person has expressed, together with their analysis as an outsider. Much of empathic listening is about what is not being said. It is, therefore, even more vital than usual to check your understanding—including the emotional aspects. Naming emotions is powerful and can be very helpful to the speaker, especially if they are struggling to do this. For the rest of the participants, the dominant, which consisted of 54,5%, understood the speaker's main point while in the conversation, but they could not mirror back the points they got.

I keep track of points others make

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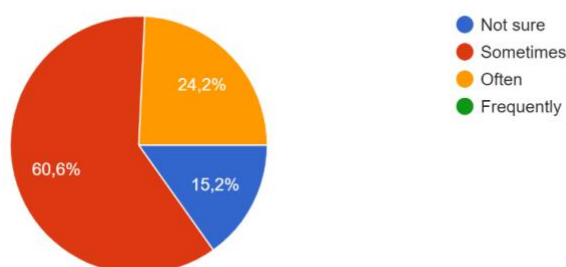


The data above shows that 48,5% of the participants dominated, trying to focus on facts and feelings that the speaker point tries to convey to them in the conversation. Empathic listening means being aware of and understanding the speaker's feelings and emotions and the words they are using. This means consciously trying to understand the meaning of what they are saying—but also what is behind the words and what they are not saying. Much of this will be in their body language and other non-verbal communication.

4.3. Responding

I assure others that i am receptive to their ideas

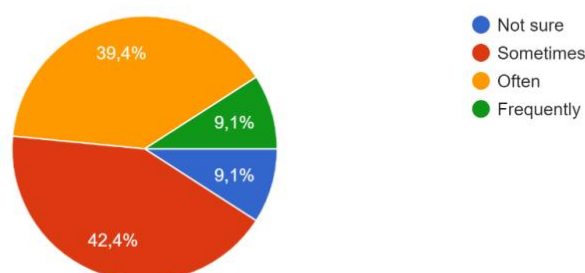
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Receptive listening is meant to receive and interpret the speaker's message using your knowledge and understanding of language. Twenty participants sometimes assured others that they were receptive to other ideas. 8 participants often assured it, and five were unsure. How to become receptive to other ideas in conversation? Putting our ego aside, focusing on what is being said, clearing any misunderstandings with questions, and answering in a way that shows understanding are tips that can improve being receptive in communication.

I ask question that show my understanding of others' positions

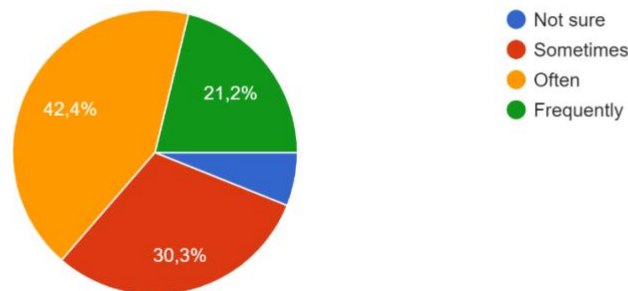
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Ask some questions to understand other's positions is essential; by understanding and being in that position, we understand better what is being discussed and help to improve our Empathic listening. From the data, 14 participants sometimes asked questions to show their understanding of others' positions. 13 participants often asked questions, 3 participants were unsure about asking questions, and 3 participants frequently asked questions to show their understanding of others' positions in conversation.

I show others that I am listening by my body language (e.g., head nods)

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From the data above, 14 participants often show nonverbal communication to convey that they are listening. Ten participants sometimes showed it, seven frequently did it, and 2 needed clarification. Nonverbal communication is crucial because it reveals critical details about a situation, such as how someone may be feeling, how they process information, and how to approach an individual or group. You can benefit from paying attention to and mastering the art of reading nonverbal cues at every level of your professional journey. So, using nonverbal communication to show that we understand is essential in communication.

5. Conclusion

In short, Empathic Listening has to be learned and used in communication to create better discussions between people and students in college; the data above shows that participants had never heard about Empathic listening before and rarely used Empathic listening when conversing with people. In the sensing stage, participants confess that sometimes they are aware of what others imply but do not say and sometimes understand how others feel; they also sometimes listen for more than just spoken words. In the processing stage, participants summarize points of agreement and disagreement when appropriate and sometimes keep track of points. In the responding stage, participants sometimes assure others that they are receptive to their ideas, ask questions that show their understanding of others' positions, and often show that they are listening by showing body language.

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