

Critical Listening in the Social Organization Community

Baharman, Andoyo Sastromiharjo, Vismaia S. Damaianti, Yeti Mulyati

Universitas Pendidikan Indonesia

Bandung, Indonesia

baharman@upi.edu

Abstract—This study aims to describe the profile of critical listening skills in the social organization community in the city of Makassar. This research method leads to the development by the type of Design-Based Research (DBR) adapted from Reeves at the stage of practical problem analysis by researchers and practitioners collaboratively. The study was conducted in social organizations in Makassar City: religious and social-humanitarian organizations. The participants were selected homogeneously, both their level of education, gender, and age. Data were collected in the form questionnaire, interview, observation, and documentation. The analysis of the data used in this study was a combination of descriptive-qualitative analysis and descriptive-quantitative analysis. The results showed that the ability of critical listening in the social organization community in Makassar was still relatively low and participants were not aware of the importance of the critical listening role in communication. Understanding of critical listening skills by respondents is more likely to see shortcomings, mistakes, inaccuracies, and errors contained in someone's information, speech or conversation. Thus, a number of data obtained in this study are used to meet the needs of critical listening learning in the form of design development of training models related to critical listening skills.

Keywords: *critical listening, listening, social organization*

I. INTRODUCTION

Listening is a language skill that is very important and is the most widely used. It is estimated, 50% of conversations conducted by adults are dominated by listening activities, and 90% of information obtained by students from schools is obtained from listening activities. (Adler, 1986). Listening is also a language skill that is recommended to be mastered first in the early stages of language learning because this is in accordance with the natural process of language acquisition as experienced by native speakers (Rivers, 1983). Given the importance of listening skills, various efforts must be made so that learners are able to become competent and effective listeners (al-Nughaimish, 2011). To achieve good listening skills, a conducive, effective and fun learning atmosphere is needed (Pabhicara, 2013). The learning material provided must be intrinsically capable of motivating learners and can make them want to listen to the material not only because they are required to, but because they are truly interested and want to listen to it.

Listening is the process of interpreting an utterance/speech in the Indonesian language by combining what is heard and

what is already known. Listening is the power of a speaker (Dar al-kutub as cited in al-Nughaimish, 2011). It was stated further in terms of the verbal process, listening is a skill that is functional to "accept" something. Something that is meant is a series of "codes" that are made by a speaker through the process of "coding" and then received by the listener through the process of "decoding". The listening skill to someone is different. This is due to the habitual factor of a person in training him/herself to listen and learn to understand what is heard.

Listening is the only sense that is almost always awake when a person sleeps. People who are sleeping can't smell food from the kitchen, can't see people passing in front of him, but he can be surprised when someone screams in his face, moreover, a mother who is asleep can immediately wake up when her child cries. A study in Germany states lack of hearing ability and deafness is responsible for more than 70% of information/knowledge weaknesses (Harian al-Syarq al-Awsath as cited in al-Nughaimish, 2011). How important the role of listening in daily life is unquestionable. In everyday life humans are always faced with a variety of listening activities. Especially in the current era of globalization, in line with the development of science and technology, people are required to be able to listen to various information quickly and accurately, both through various media, such as radio and television, telephone and internet as well as through face to face directly.

Various institutions both in the government and private sectors often bring experts in accordance with the field of information needed to solve problems encountered through meetings, lectures, seminars, discussions, debates, symposiums and so on. In such activities, participants are required to have adequate and critical listening skills. Although naturally every normal human being is equipped with the potential for listening, not everyone is a good listening person. Likewise, the community, in general, is required to understand listening skills and become a good listener because it is very influential on the success of receiving information in full and properly.

In daily activities, a person has more to do with listening activities compared to other language activities especially in active receptive listening and critical receptive listening. All information in the form of knowledge or ideas received by someone generally through the process of listening. Skillful listening is a special characteristic that indicates a person's ability to interact and merge with people around. The Prophet Muhammad in his words said including the attitude of a knight

is listening to the words of his brother who was talking to him (al-Jami li Akhlaq al-Rawi wa Adab al-Sami as cited in al-Nughaimish, 2011). In another hadith it is stated that the Messenger of Allah said including the character of a believer is to say well, listen when spoken to, show a happy face when meeting, and keep promises when he/she promised (Dar al-Kutub as cited in al-Nughaimish, 2011).

When compared with other language activities, listening activities always exceed the activities of speaking, reading, and writing. The results of De Vito's research (2001) stated that adults spend their time to listening by 45%, speaking: 30%, reading: 16%, and writing: 9%. Meanwhile, students listening activities by 53%, speaking 16%, reading 17%, and writing 14% (Hermawan, 2012). That shows that listening has an important role. In the Qur'an, the word *al-sam'* (hearing) and its derivation are mentioned 185 times, while the word *al-Bashar* (sight) is only called 184 times (al Nughaimish, 2011). Allah Almighty says: "And Allah brought you out of your mother's stomach in a state of knowing nothing, and He gave you hearing, vision, and conscience so that you are grateful (QS. Al-Nahl [16]: 78). In the Quran, it is found that the phrase hearing loss (deaf) is mentioned earlier, rather than the phrase loss of sight (blind) in 13 different verses. While the phrase loss of sight (blind) is mentioned earlier than the phrase hearing loss (deaf) is only two verses (al Nughaimish, 2011).

The importance of listening in the communication process is not only because it has a variety of benefits but also occupies the greatest space in communication activities. Another study showed that 50% of communication is listening activity. Adler (1986) for example, notes that 53% of communication activity is dominated by listening, writing 14%, speaking 16%, and speaking 17%. Adults spend about 42% of their time on listening activities, while about 58% of children's activities are listening. No one denies, listening in quantitative terms takes the largest portion of each communication activity, but qualitatively these activities are generally classified as poor or ineffective. This is shown by research that generally what is listened to is only able to remember about 25-50% (De Vito, 2001). This listening behavior needs to be improved to be effective. This means that there is no reason not to learn and improve listening skills.

Because listening skills are very important for humans, there needs to be serious attention to things that can improve these abilities. One effort that can be taken is to create or strive for the implementation of learning by empowering effective and conducive listening skills, especially critical listening skills. That several stages of strategies that are feasible to take in critical listening in this study, namely: (1) listening, (2) identifying, (3) interpreting, (4) understanding, (5) assessing, and (6) respond critically. This will be described as follows.

1) Listening Stage

At the listening stage, there is a process of verbally informing from the speaker to the listener. The form of information in the form of oral text or language sound codes (sounds, words, sentences, or discourse) that need to be understood. At this stage, a listener needs to know the language and meaning of each language he or she listens to. The process of listening must be done with full attention and concentration

and not easily disturbed by elements from outside the simulated material.

2) Identification Stage

The identification stage is carried out by the listener after the stimulus in the form of sound (language) is received by the listener in his/her memory. The stimulus needs to be responded to by identifying the message, the message information that has been identified is then grouped, considered, and carried out the completion of the language elements in a series of thought points. Identification is also carried out on the sorting of each topic or message ideas.

3) Interpreting Stage

The interpretation phase is carried out after all messages are well-identified in certain groups. The interpretation that begins with appreciation is carried out, especially in speech data or oral texts that contain the contents of the main message. All contents of messages or points of thought related to the contents of messages desired by the speaker are interpreted. The interpretation will produce the true meaning of the message, such as what is delivered by the speaker.

4) Understanding Stage

At this stage, the listeners do an understanding of all data information received (comprehension fact). What has been interpreted needs to be carefully understood in its meaning. In other words, the stage of understanding is the stage of giving meaning to the message being heard in order to be achieved as close as possible to the message intended by the speaker.

5) Assessing Stage

Assessing is the process of appreciating the message that has been received, interpreted, and understood. Assessing means giving a price and associating the usefulness of the meaning of the message in relation to something in life so that it has a clear use. Assessing means also connecting the message with the interests of the user both in meeting the needs of life individually or in groups.

6) Critical Response Stage

At this stage, the listener tests or carries out a critical thinking process by asking the question of what is the cause and why. The results of the assessment which is the process of connecting the meaning of the message with its usefulness need to be reviewed by asking some critical questions, such as why.

Research on critical listening has not much been found so this research needs to be done primarily on the community of social organizations. Arono's research (2013) produces listening learning models through interactive multimedia that can improve students' critical listening skills. This research is supported by his previous research, namely the development of listening skills learning through information technology.

From several studies on related themes, there is a study that tries to measure how much time is used by students of all levels of education to listen to the material critically in the classroom. Table I are the results of his research (al-Nughaimish, 2011).

TABLE I. LISTENING ACTIVITIES RESEARCH RESULTS

Researcher's Name	Level of Education	Percentage of Listening Compared to Lesson Time Period	Percentage of Critical Listening of Teachers Speaking by Students
Wait	Basic level	58%	54%
Mark Charov	Intermediate level	46%	66%
Taylor	Intermediate level/college level	90%	--

Based on the above research data and the phenomena that occur that frequent listening activities in communication are used, but are often ignored as a skill in language skills, then to describe in different communities and focus on critical listening skills formulated research problems, namely "What is the profile of critical listening skills in the social organization community in Makassar City?"

II. METHOD

This research design leads to development with the type of DBR. The DBR stages referred to in this study are based on the DBR method which was adapted according to Reeves (2006) with four steps. However, this article will only describe a one-step description, namely the stages of analysis of practical problems by researchers and practitioners collaboratively.

At this stage, critical listening learning needs are identified with various problems that will be found in the social organization community. The researcher observes and examines the initial conditions of the critical listening ability of community members. This is intended to identify and analyze problems or difficulties experienced in listening such as in seminars, meeting forums, discussions, or other interaction and communication activities. Problems related to critical listening skills will be used as an empirical basis to strengthen the significance and feasibility of the problem to be used as the object of research. This also applies as a preliminary research. Data collection used at this stage were interview, questionnaire, observation, and documentation techniques. The initial research instrument will produce a number of data that can be used as a basis for determining the learning needs of the training model.

The next step in this stage is to analyze the needs of the trainees. Based on the results of problem identification, researchers analyzed the needs associated with the improvement and development of critical listening skills in social organizations. To support this, then the next thing researchers need to do at this stage is reviewing the relevant literature. Literature review to support the feasibility of conducting research. The feasibility of conducting research can be seen based on the significance of the research problem and the accuracy of the theory that supports the solutions offered to overcome the research question.

In addition to the relevant literature review, researchers also collaborate with practitioners, members or related parties in the social organization community with the aim to focus on a clearer and more relevant research focus, and to find a better conceptual framework in developing research designs. The parties involved in the community referred to here are people who are considered to have a lot of experience and knowledge relevant to the research question. Based on this research topic, practitioners who can be used as collaborators are practitioners in the field of language, specifically listening skills.

The study was conducted at social organizations in Makassar City, which focus on the religious and social-humanitarian fields. Participants were selected homogeneously, both their level of education, gender, and age. Analysis of the data used in this study, which is a combination of descriptive-qualitative analysis and descriptive-quantitative analysis. The qualitative data obtained in this study were adjusted for descriptive analysis which refers to the Miles and Huberman flowchart. In general, Miles and Huberman's flowchart analysis is conducted by recording data, presenting data, drawing conclusions, and verifying (Sugiyono, 2009). The quantitative data of this study were analyzed statistically. Analysis of this data refers to data obtained from questionnaires and tests with the following steps. 1) Carry out all tabulations of all data obtained for each aspect and indicator of the assessment items available in the instrument; 2) Calculate the average total score of each aspect and the indicators; 3) Calculate the percentage of abilities of each student.

III. FINDINGS AND DISCUSSION

According to Tarigan (2008), critical listening is a type of listening activity that seeks to find mistakes or errors and even the good and correct points of speech of a speaker with strong reasons that can be accepted by common sense. Another understanding of critical listening is listening to analyze the purpose of the speaker, for example in discussions, debates, conversations, sermons or to find out emotional deviations, exaggerating propaganda, aggravation, confusion and so on. Likewise, it can be said that critical listening is listening in the process that will be observed. In other words, the listener makes a careful assessment of everything the speaker has said, in his efforts to determine whether the information and views expressed by the speaker are trusted, reliable or not.

Based on data obtained from the two social organization communities in Makassar that were studied, namely the Islamic Public Speaking (IPS) Community and the Indonesian Red Cross Voluntary Corps (KSR-PMI) through questionnaires and interviews, the critical listening skills of the personnel/members are depicted in Table II and III.

TABLE II. ISLAMIC PUBLIC SPEAKING (IPS) COMMUNITY

No.	Critical Listening Stage	Percentage	Description
1.	Listening Stage	100%	Generally, they listened and there is a process of receiving verbal information from the speaker to them as a listener, but the level of concentration or attention is not measurable.
2.	Identification Stage	80%	The stimulus needs to be responded to by identifying messages, the message information that has been identified is then grouped, considered, and carried out the completion of the language elements in a series of thought points.
3.	Interpreting Stage	45%	The resulting interpretation is the actual meaning of the message, as what the speaker delivered.
4.	Understanding Stage	30%	Linking one message to another with the knowledge already held in the memory of the listener to the actual level of understanding.
5.	Assessing Stage	10%	Linking messages with the interests of users either in fulfilling the needs of life individually or in groups.
6.	Critical Response Stage	5%	Test or do a critical thinking process by asking the question such as what is the cause and why.

TABLE III. INDONESIAN RED CROSS VOLUNTARY CORPS (KSR-PMI)

No.	Critical Listening Stage	Percentage	Description
1.	Listening Stage	100%	Generally, they listened and there is a process of receiving verbal information from the speaker to them as a listener, but the level of concentration or attention is not measurable.
2.	Identification Stage	85%	The stimulus needs to be responded to by identifying messages, the message information that has been identified is then grouped, considered, and carried out the completion of the language elements in a series of thought points.
3.	Interpreting Stage	65%	The resulting interpretation is the actual meaning of the message, as what the speaker delivered.
4.	Understanding Stage	50%	Linking one message to another with the knowledge already held in the memory of the listener to the actual level of understanding.
5.	Assessing Stage	30%	Linking messages with the interests of users either in fulfilling the needs of life individually or in groups.
6.	Critical Response Stage	15%	Test or do a critical thinking process by asking the question such as what is the cause and why.

Research data shows that the ability to listen critically based on the strategy applied only shows significance at stages one (listening) and two (interpreting). Furthermore, in stage three to the sixth stage, the performance decreases. To support this, Hunt (1981) stated four things that need to be considered in critical listening in relation to the information provided by the speaker, namely:

the listener must be sure that the speaker has supported and documented the problem they raised;

the listener expects the speaker to raise specific issues;

the listener expects the speaker to demonstrate his/her belief in a certain topic;

the listener must believe and insist that the speaker moves from general things to specific things (think deductively).

Most people do not intend to really listen seriously. Their listening attitude is only a logical reaction to the other person's expectations of them. Therefore, many of them are busy talking to each other or preparing a rebuttal for everything the other person is saying. For interactions to occur in listening activities, a conversation must be able to leave an influence on the listener. This is actually what is presented by a good and sincere listening activity.

Da Vinci (as cited in Fanun, 2018) states that "Most people listen without hearing". The purpose of this statement is that most people assume that hearing is not an active activity, so that makes people lazy to do these activities, in the end, the person will not get anything. The ability to listen is something that is very important because it is the main focus of other language skills, namely speaking, reading, and writing. This can be seen from the critical listening research indicators above, including identifying, interpreting, understanding, evaluating, and responding critically.

In a study, it was clear how important the activities of listening, speaking, reading and writing were in the lives of adults, homemakers, entrepreneurs, students, and employees. In Rankin's study, adults used an average of 42% of their time listening, while in Brieter's study the results showed that home-based people used an average of 48% of their time listening. The Swanda/Weinrauch study mentions the results that business people make an average of 33% of their time listening every day. This figure shows that listening is the highest activity for business people compared to speaking and writing. Finally, Barker's study mentions the results that on average students use 53% of their time listening. This figure exceeds other language skills activities, speaking, reading, and writing.

This research data also provides a different picture for listening skills, especially critical listening. A number of studies put listening first. A person will never be able to speak, read, and write well unless after listening well. Organizational goals will not be realized well if the communication established ignores the listening skills for its members. Critically listening aims and aims to understand, remember, and interpret everything that is heard. Critical listening

emphasizes critical thinking skills. Critical listeners generally try to look for mistakes, mistakes or shortcomings of something that is discussed by the speaker. Of course, the disclosure of this error is based on a good reason that can be accepted by common sense. Basically listening critically in social organizations is a process of selection of what is heard in carrying out organizational goals.

Thus, it is necessary to learn to listen, to critically listening to all spoken words or information to obtain the truth (Dawson, 1963). To support this, it is necessary to carry out a follow-up improvement in critical listening skills for the social organization community with the design of training development.

IV. CONCLUSION

In general, critical listening is more likely to examine the location of deficiencies, errors, inaccuracies contained in a person's speech or conversation. It is an exception if a listener can listen objectively and can appreciate information that demands feelings and comes up with a factual and reliable conclusion. To be able to listen well, listening must be in a condition that is ready to listen, because listening well requires attention, thought, reasoning, interpretation, and imagination. Listeners must project themselves into the mind of the speaker and try to understand not only what the speaker is saying, but also what he or she means.

Tarigan (2008) mentioned factors that influence listening include: physical, psychological, experience, attitude, motivation, gender, environment, and the role in society are

important to pay attention to in listening activities. However, in critical listening activities, age and level of education are important to be considered as a form of success because critical listening is not only at the listening and identifying stages, but there are still stages of interpreting, understanding, evaluating, and responding critically.

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