


## AN ANALYSIS ON EMPHATIC LISTENING STYLE IN EFL CLASSROOM

Mardhatillah Arief<sup>1</sup>, Eny Syatriana<sup>2</sup>, Sitti Maryam Hamid<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: January 21, 2023                      Revised: January 29, 2023                      Accepted: February 10, 2023                      Published: December 30, 2023</p> <p><b>Keywords:</b>                      Empathic Listening                      Second keyword (10pt)                      EFL Teacher                      Students</p>	<p>The objectives of this research are: (1) To explore the styles of empathic listening skill used by EFL teacher in the classroom at SMP Negeri 4 Majauleng; (2) To determine EFL students' perceptions toward empathic listening skill in the classroom at SMP Negeri 4 Majauleng. This study employed a qualitative research methodology. The researcher used a qualitative method, observing classrooms through video and audio recording, documentation, and interviews with teachers and students. The subject of the research was 20 students from one class who have participated in empathic learning activities and assessed their views of empathic listening in the learning activity SMP Negeri 4 Majauleng. The instrument of the research used observation and Interview. The Result of the research show that EFL teacher of SMP Negeri 4 Majauleng applied five empathic listening styles, they are questioning, advising, judging, analyzing and supporting. The students gave positive perception toward the used of empathic listening skill by the teacher in the classroom due to the fact that the empathic listening gave good influence to the listening skill of the students.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to Cite: Arief, M., Syatriana, E., &amp; Hamid, S. M. (2023). An Analysis On Empathic Listening Style In EFL Classroom. <i>English Language Teaching Methodology</i>, 3(3), 317–327. <a href="https://doi.org/10.56983/eltm.v3i3.553">https://doi.org/10.56983/eltm.v3i3.553</a></p>	
<p><b>Corresponding Author:</b>                      Mardhatillah Arief                      English Education Department                      Universitas Muhammadiyah Makassar                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: <a href="mailto:dilla105351131516@bg.unismuhmakassar.ac.id">dilla105351131516@bg.unismuhmakassar.ac.id</a></p>	

### INTRODUCTION

The quality of the instructor is a factor in whether or not students learn their material. Teachers or lecturers play a crucial role in the teaching-learning process since they are the only ones who can help students with their issues and provide relevant activities in the English language classroom. When it comes to teaching English, teachers should focus on helping their students develop their macrolanguage skills, which include listening, speaking, reading, and writing. Improving your listening skills in English is essential. Nonetheless, research shows that listening skills are often taught for a far smaller amount of time than other competencies like grammar (Newton & Nation, 2020). Empathy listening is one type of listening that does not ignore or try to get rid of students' feelings about being a writer, a student, and a person but rather helps them recognize and understand those feelings so they can move on (Gruen 2015). Although in junior high While students generally do well on

grammar-based exams, they often have trouble with questions involving listening comprehension. Since it is a constantly evolving skill, listening is fundamental, as Raju (2018) argues. The audience member must take part in the presentation. It will be impossible to accept without first hearing the facts. Having observed the classroom dynamic at SMP Negeri 4 Majauleng, the researcher is interested in investigating the role of listening in the educational process. The study found that pupils were only introduced to a subset of the necessary listening skills. Teachers typically focus on teaching everything but listening. Among the many difficulties that students have when learning English, listening is among the most difficult. When it comes to the success of the educational experience, one factor is undoubtedly the quality of the instructor (Gilakjani 2016). Important to the success of any educational endeavor, teachers or lecturers must be able to help their pupils overcome or at least minimize any obstacles they face in order to participate actively in English language classroom activities (Barr & Tagg, 1995). Teaching macrolanguage skills like listening, speaking, reading, and writing is a teacher's major role, especially in English linguistic instruction (Xu & Shi, 2018). Emphasizing Listening will help you improve your English listening skills, which are essential. To listen with empathy is to try to put oneself in the speaker's shoes. Unlike active listening, in which the listener actively encourages the speaker to continue talking by body language and sounds like "yes, yeah" and "hmm," this technique goes beyond such active measures. Beyond that, though, is empathy-based listening. Understanding what the other person is saying requires more than just listening. In addition to fostering better communication and understanding between parties, this approach will also increase the likelihood of productive collaboration. They'll develop a deeper sense of loyalty and assistance for one another as they learn to trust one another and appreciate one another. People who make Empathic Listening a regular part of their life tend to be more understanding and accepting of one another and their perspectives (Preston & Hofelich, 2012). It trains kids to be more patient and reflective before they speak.

Sometimes referred to as "active listening" or "reflective listening," empathy in listening and reacting helps both parties feel heard and respected (Salem, 2003). The ability to listen attentively, process what the speaker is saying, and respond appropriately is a crucial talent for anyone involved in a dispute, whether as a neutral party or one of the parties at odds. The ability to provide an appropriate response is essential to effective listening and, in some contexts, can make or break a negotiation or mediation. However, research shows that teachers only spend a little amount of time on listening comprehension compared to other skills like grammar. One high school that has problems like this is SMP Negeri 4 Majauleng. Student distraction when studying English, especially the listening skill, was identified as the most prevalent problem during the researcher's second internship at SMP Negeri 4 Majauleng. The children's apathy can be treated by teaching them to listen carefully. Given the challenges of teaching listening at this school and the relative simplicity with which permission to conduct research there can be obtained, this is the ideal setting for this study. The area around SMP Negeri 4 Majauleng, where the school is located, is quite urban. As a whole, SMP Negeri 4 Majauleng is a more contemporary institution than its rural counterparts.

## RESEARCH METHOD

This study employed a qualitative research methodology. According to Moser & Korstjens (2018), qualitative research is the collection, analysis, and comprehension of extensive narrative and visual data in order to obtain insight into a particular phenomena. The purpose of this study was to investigate the phenomena of empathetic listening styles in EFL classrooms using a qualitative research approach. The researcher choose 20 students from one class who have participated in emphatic learning activities and assessed their views of empathic listening in the learning activity SMP Negeri 4 Majauleng. To collect the data, the researcher used classroom observation & interview.

## RESULT AND DISCUSSION

In this section explain about the findings of the research. The researcher observed the learning process and interview Students' of 2<sup>nd</sup> Grade at SMP Negeri 4 Majauleng. There are several point that presented from the observation fieldnote was conducted from Students' of 2<sup>nd</sup> Grade at SMP Negeri 4 Majauleng. The presentation data presented below:

### The Observation Result of Empathic Listening Skill

#### *Physical setting in the classroom*

The observation located in at SMP Negeri 4 Majauleng. The observation began in class during the learning process of the students. The learning process of the students with clear view instruction from teacher. Everyone pay attention to the classroom learning activity until at the end of the learning process.

#### *Activities (actions and behaviors)*

Learning process of Students' of 2<sup>nd</sup> Grade at SMP Negeri 4 Majauleng still seen watching and focused on the teacher, the teacher in the class seemed dominant in carrying out learning. However, it appears that students are orderly in carrying out instructions from the teacher regarding the application of empathic listening. Students seem interested in the learning process because empathic listening trains their focus in understanding the English material in the lesson.

#### *Participant point of view about speech function*

The data shows that while students' ideas of empathic listening are still hazy and lacking in specifics, they make extensive use of it in practice. The importance of knowing about empathic listening itself is emphasized by the Students. In order to put it to good use, students will need to learn more about this form of empathic listening. In class, the instructor emphasized the importance of listening.

#### *Impact observer might have had on the situation observer observed*

Researchers found that while students may have been uneasy about having them around at first, they quickly warmed up to their presence once the learning process got underway. It is possible for an observer to influence the teaching and learning process if the Students' focus shifts to the observer. When asked by the teacher about their comprehension, some Students clearly feel uncomfortable and lack faith in their own ability to learn. Paying close attention to the sounds of the classroom and the kids' interactions with one another was

a major focus. Likewise, it's instructive to hear the instructor's word choice and delivery as he interacts with the class. If the teacher is using a camera, they should make sure that the Students comprehend the topic and the directions they are being given before turning the camera on them.

### **The Interview Result of Empathic Listening Skill**

#### ***1) The impact of using empathic listening***

There are several impacts of using empathic listening such as lead students to be more focus, serious in communicate. Based on the interview with some students they stated that:

“I focus more on empathic listening if the problem is taken seriously and the person with whom I communicate (Students 1)”.

*“Saya lebih fokus mendengarkan dengan empatik jika problem dianggap serius dan orang yang diajak komunikasi (Siswa 1).”*

Based on the result of the interview the students point of about the empathic listening in the class lead the students to be focus and seriously in in communicate. Another students stated that:

*“Jika guru telah memutar audio pembelajaran maka saya diminta untuk memberikan tanggapan mengenai isi audio tersebut (Siswa 2)”.*

“If the teacher has played the learning audio then I am asked to provide feedback regarding the audio content (Students 2).

*“Guru akan memberikan sedikit ulasan bagian bagian yang belum dipahami (Siswa 1)”.*

“The teacher will give a little review of the parts that have not been understood (Students 1)”.

The students answer showed that the teacher give the question toward the audio that students already heard to measure the understanding of the students about the material and then the teacher give the explanation about the material. Another students stated that:

*“jika materi pembelajaran untuk membaca maka guru meminta kami untuk membaca materi tersebut tanpa bersuara (Siswa 4)”.*

“If the learning material is for reading, the teacher asks us to read the material without making a sound (Students 4).

Most of the students have same answer about the teacher give the time to read the paper after listening the audio of the material.

#### ***2) The Importance of the empathic listening in learning activity***

The importance of the empathic listening in learning activity really needed by teachers and students so that both there is a response and the teacher focuses on providing teaching materials. Based on the interview with some students they stated that:

*“Setelah pemutaran audio maka respon terhadap alat pendengaran makin bisa lebih focus (Siswa 3)”.*

“After the audio playback, the response to the hearing device can be more focused (Students 3).

*Mengingat kembali apa" yg telah ditangkap dari audio tersebut (Siswa 1).*

“Recalling what has been captured from the audio (Students 1)”.

The students has different feel after pay attention to the audio. Half of the students said that they will be more focus in listening to the next audio. Meanwhile, others students give perspective that they try recall what they get from audio about the material. Another students stated that:

*Emphatic listening dalam pembelajaran sangatlah dibutuhkan guru dan siswa agar keduanya adanya respon dan guru fokus memberikan bahan ajar yang sesuai terhadap kemampuan siswa begitupun sebaliknya siswa mudah mengolah apa yang disampaikan oleh guru (Siswa 5).*

“Emphatic listening in learning is really needed by teachers and students so that both there is a response and the teacher focuses on providing teaching materials that are suitable for students' abilities and vice versa students are easy to process what is conveyed by the teacher (Students 5)”.

The students point of view about the important of the emphatic listening toward learning process is really needed because it will lead to the focus both students and teacher providing teaching materials that are suitable for students' abilities and vice versa students are easy to process what is conveyed by the teacher.

### ***3) The understanding of the students of emphatic listening***

The students understanding of emphatic listening build the understanding of the students about the material of listening. Based on the interview with some students they stated that:

*Jika seseorang mendengarkan dengan empatik maka dia akan lebih mudah memahami pembelajaran (Siswa 1).*

“If someone listens empathetically then he will more easily understand the learning (Students 1)”.

*iya sangat setuju, dikarenakan banyak dari sebagian siswa lebih cenderung mendgrkn lalu dia pahami dgn baik yg telah disampaikan (Siswa 2).*

“I really agree, because many of the students are more likely to listen and then they understand well what has been conveyed (Students 2)”.

Based on the perspective of the students emphatic listening build the understanding of the students about the material of listening. The students the students are more likely to listen and then they understand well what has been conveyed.

### ***4) The Students opinion about Emphatic Listening***

Students has different opinion about emphatic listening. Some students point of view is not something common for them. Based on the interview with some students they stated that:

*“Menurut saya empati mendengarkan tidak semua siswa bisa lakukan, maka audio atau bahan ajar yang disampaikan dapat menarik perhatian siswa agar bisa lebih fokus” (Siswa 2).*

“In my opinion, listening to empathy is not something that all students can do, so the audio or teaching materials delivered can attract students' attention so they can focus more (Student 2)”.

The other students answer that:

*Menurut saya empati mendengarkan tidak semua siswa bisa lakukan, maka audio atau bahan ajar yang disampaikan dapat menarik perhatian siswa agar bisa lebih fokus (Siswa 6).*

“My opinion is that when we listen with empathy we listen carefully while trying to understand the message from the speaker's point of view (Students 6)”.

Most of the students have in line opinion about the emphatic listening used in the learning process guide the students to be more understand, attract students' attention so they can focus more. But other students have different perspective emphatic listening is not easy to apply because sometimes the focus of the students disturb by other voice.

Students Answer that:

*Menurut saya empati mendengarkan tidak semua siswa bisa lakukan, maka audio atau bahan ajar yang disampaikan dapat menarik perhatian siswa agar bisa lebih fokus (Siswa 7).*

“If listening to empathy is considered a skill in listening because it uses more hearing devices than others to stimulate one's brain (Students 7)”.

*Karena, dgn seringnya kita mndgrkan dgn empati sehingga kita dpt terlatih mengungkapkan dan berkomunikasi dgn teman sebaya (Siswa 2).*

“Because, with frequent listening and empathy so that we can be trained to express and communicate with peers (Students 2)”.

The students have diverse perspective about the reason emphatic listening lead the comprehensible of the students. Half of students think that emphatic listening can make them comprehensible in listening because they in to audio, they put more focus on the audio, so they can understand about the material. Meanwhile, the others students opinion frequent listening and emphyaty will lead them trained and express their idea about the audio.

Another students said that:

*Guru selalu mensinkronkan materi dengan audio agar siswa mudah memahaminya (Siswa 8).*

“The teacher always synchronizes the material with the audio so that students can easily understand it (Students 8)”.

All of the students have the same opinion about the the question or the role pf the teacher in giving question after listening to the audio is always synchronizes the material.

Another students said that:

*Penggunaan pendengaran dengan empatik tidak semua materi ajar dapat diterapkan karna kebutuhan visual juga tidak dapat disampingkan (Siswa 7).*

“The use of empathic listening, not all teaching materials can be applied because visual needs also cannot be excluded (Student 7)”.

Students 4 Answer:

*Penggunaan mendengarkan dengan empatik dapat melatih dan membangun rasa saling mengerti baik antara guru dan siswa atau antar siswa, yang dapat meningkatkan kualitas belajar mengajar di dalam kelas (siswa 3).*

“The use of empathic listening can train and build mutual understanding both between teachers and students or between students, which can improve the quality of teaching and learning in the classroom (student 3)”.

Most of the students deliver their ide about the use of emphatic listening give them positive influence toward their listening skill. For Example listening can train and build mutual understanding both between teachers and students and can improve the quality of teaching and learning in the classroom.

### **The Styles of Empathic Listening Skill Used by EFL Teacher in the Classroom at SMP Negeri 4 Majauleng**

The instructor at SMP Negeri 4 Majauleng's English as a Foreign Language (EFL) class saw the importance of open lines of communication and engagement between herself and her pupils and implemented the skill of empathic listening. The instructor emphasized the five empathic listening techniques of inquiring, advising, analyzing, and judging while using it in the classroom.

It turns out that questioning and supporting are the two most common classroom strategies utilized when teaching and learning were taking place, according to data reduction. teachers used questioning and helping pupils actively, but also injected advising, analyzing, and judging into the classroom at times. Classroom observations revealed that the instructor frequently employed a questioning method with the pupils, perhaps to ascertain whether or not they had grasped the topic or to show them that they had his undivided attention. The teacher used a combination of questioning and supporting styles to show that she valued and respected the kids' contributions to the classroom (Chin & Osborne, 2008). The instructor at SMP Negeri 4 Majauleng did her best to praise the pupils' hard work in class despite the fact that the outcome was not yet to her liking.

The teacher offered advice, analysis, and judgment on various classroom conditions and occurrences across the course of numerous interactions. This finding lends credence to Huit's (2009) claim that instructors' actual implementation of empathy-based listening is the most crucial factor in the success of the strategy in the classroom. When the instructor identified a problem, whether it be with the subject matter or with a specific student, they provided counseling and strategies for improvement. Twenty students were studied, and results showed that the majority used empathic listening strategies when studying. We found that 7 students used a more inquisitive approach, 3 used a more advisory approach, 2 used a more judgmental one, 3 used an analytical one, and 5 used a more supportive one. Half of the students used emphatic listening, although they all had different difficulties with the technique. Additionally, the educator utilized an analytical approach when confronted with a problem involving kids.

The several approaches of empathic listening utilized by EFL teachers make it a viable strategy for teaching the language. Study leaders demonstrated improved empathetic listening, as explained by Sabbanci et al. (2016) in their paper Interpersonal Communication Skills of the Leaders of Inspection Groups in Turkey. The purpose of this study is to examine the level of proficiency in interpersonal communication among Turkish inspection group leaders. The

examination of the data revealed substantial differences between the perspectives of directors and group leaders on the dimensions of empathic listening, effectiveness, feedback, and trust. There was a discrepancy between group leaders' perceptions of their own performance and those of inspectors on the characteristics of empathic listening, efficacy, feedback, and trust. This study's findings are consistent with those of prior research. Teaching and learning are most successful when teachers and students are able to effectively communicate and interact with one another in the classroom (Bambaeroo & Shokrpour, 2017). The majority of the teacher's empathetic listening strategies in class were probing and supportive.

### **Students' Perceptions toward Empathic Listening Skill in the Classroom at SMP Negeri 4 Majauleng**

When a teacher adopts an empathetic listening stance in the classroom, students take on a crucial role. It became important to grasp the students' perspectives on the educator's usage of an empathic listening approach in the classroom. Concerning the implementation of an empathic listening style in the classroom, five participants have been chosen for in-depth interviews. The purpose of this interview was to get feedback from students at SMP Negeri 4 Majauleng on their teacher's implementation of empathy-based listening strategies in the context of English as a foreign language instruction. Discussion about the teacher's use of empathic listening strategies in the EFL classroom was the focus of the interview with the students.

In interviews, every single student has expressed gratitude for the opportunity to learn. They also included whether or not the educator was an engaged classroom leader. The teacher made an effort to speak English with the students, and this prompted the students to participate actively in class discussions. There was always time for pupils to raise questions and make their cases to the instructor. According to Rostina (2017), who did an investigation of "Emphatic Listening Styles in the English as a Foreign Language Classroom," our findings are consistent with theirs. These findings support the practice of empathic listening by educators to improve student-teacher communication and rapport. It was clear from the interviews that both students and the instructor viewed the practice of empathic listening as beneficial to their learning environment. Inspiring and enhancing students' capacity to learn, empathic listening played a crucial role. Next, "Responding to the Whole Person: Using Empathic Listening and Responding in the Writing Center" by Maureen McBride et al. (2018) was undertaken. The study's findings suggest that teaching people to listen and respond with empathy is useful. Good work, clap your hands, and very good are all ways that teachers show their pupils they value and respect what they have to say by responding to students' answers and opinions with positive reinforcement. The students also praised the instructor's method of advice delivery. According to the students, the guidance they have received has sometimes been specific to their own problems, and sometimes it has been relevant to topics covered in class.

By comparing the results of this study to those of others that have dealt with the topic of empathy in group settings, it is clear that the conclusions drawn here are novel. Teachers can improve the efficiency of the classroom learning and teaching process by adopting and implementing the practices of empathic listening (Bodie, 2011). In addition, the ability to listen with empathy helps teachers effectively interact and communicate with their classes.

### **CONCLUSION**



Based on the findings and discussion in the previous chapter, the researcher comes to conclusions; (1) Generally, EFL teacher of SMP Negeri 4 Majauleng applied five empathic listening styles, they are questioning, advising, judging, analyzing and supporting. Then, teacher SMP Negeri 4 Majauleng considered empathic listening style as a required matter in teaching and learning environment. The use of empathic listening in teaching and learning process becomes one of the factors to motivate and to improve students' ability in receiving the material. Next, students of SMP Negeri 4 Majauleng showed positive attitude toward the used of empathic listening skill by the teacher in the classroom.; (2) The use of empathic listening in SMP Negeri 4 Majauleng showed that this skill can develop students' motivation in learning English. The essential thing in empathic listening is interaction process between the speaker and listener. So, teacher plays an important position to create the effectiveness of teaching and learning process. Applying empathic listening in the classroom will give big contribution and positive effect in catching the learning target in the class.

## REFERENCES

- Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, 5(2), 51.
- Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning*, 27(6), 12-26.
- Bodie, G. D. (2011). The Active-Empathic Listening Scale (AELS): Conceptualization and evidence of validity within the interpersonal domain. *Communication Quarterly*, 59(3), 277-295.
- Burgoon, J. K., Guerrero, L. K., & Manusov, V. (2011). Nonverbal signals. *Handbook of interpersonal communication*, 239-280.
- Chin, C., & Osborne, J. (2008). Students' questions: a potential resource for teaching and learning science. *Studies in science education*, 44(1), 1-39.
- Clark, M. A., Robertson, M. M., & Young, S. (2019). "I feel your pain": A critical review of organizational research on empathy. *Journal of Organizational Behavior*, 40(2), 166-192.
- Feiman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education?. *Teaching and teacher education*, 3(4), 255-273.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research*. UpperSaddle River.
- Gilakjani, A. P. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Students' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English language teaching*, 9(6), 123-133.

- Gilakjani, A. P., & Sabouri, N. B. (2016). Students' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English language teaching*, 9(6), 123-133.
- Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC journal*, 39(2), 188-213.
- Gruen, L. (2015). *Entangled empathy: An alternative ethic for our relationships with animals*. Lantern Books.
- Hasan, A. S. (2000). Learners' perceptions of listening comprehension problems. *Language Culture and Curriculum*, 13(2), 137-153.
- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating “sense of belonging” in first-year college students. *Journal of College Student Retention: Research, Theory & Practice*, 4(3), 227-256.
- Islomova, M. X. (2021). Problems With Listening Comprehension In English. *Scientific progress*, 2(2), 154-156.
- Levak, N., & Son, J. B. (2017). Facilitating second language Students’ listening comprehension with Second Life and Skype. *ReCALL*, 29(2), 200-218.
- López Ramírez, D. R., & Sanchez García, A. (2016). *Employment of strategies in the listening skill throughout the teachinglearning process from 10 th grade students in the morning shift at Miguel de Cervantes Institute Managua city, district three during the second semester of 2016* (Doctoral dissertation, Universidad Nacional Autónoma de Nicaragua).
- Marguerita Cheng (2018). *Empathetic Listening: A Six-Step Guide*. Available on <https://blogs.cfainstitute.org/investor/2018/08/08/empathetic-listening-a-six-step-guide/>
- Maulida, R. (2018). *An Analysis of Students’ Difficulties in Learning Listening (A Study at Sman 11 Banda Aceh)* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Maulidiyah, N. (2017). The Students’ problems In Listening Comprehension. *LET: Linguistics, Literature and English Teaching Journal*, 5(1), 1-18.
- Maxwell, J. A. (2018). Collecting qualitative data: a realist approach. *The SAGE handbook of qualitative data collection*, 19-32.
- McKenna, C. L. (2019). *Listening To Learn: A Quantitative Study Of Listening Comprehension In The Elementary Classroom*.
- Mirza, H., Pathan, H., Memon, S., & Memon, S. (2021). An Investigation of Listening Comprehension Difficulties Encountered by L2 Students in Classroom, Sindh Pakistan. *Ilkogretim Online*, 20(5).
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European journal of general practice*, 24(1), 9-18.
- Namaziandost, E., Nasri, M., & Akbari, S. (2019). The impact of teaching listening comprehension by audio and video aids on the intermediate efl Students listening proficiencies. *Language, Literature and Culture*, 2(3), 121-128.

- Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.
- Preston, S. D., & Hofelich, A. J. (2012). The many faces of empathy: Parsing empathic phenomena through a proximate, dynamic-systems view of representing the other in the self. *Emotion Review*, 4(1), 24-33.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative research in accounting & management*.
- Raju, C. P. (2018). Types of listening skills: Barriers and tips to overcome them. *International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR ISSN: 2581-4281)*, 1(2), 41-45.
- Rashidova, N. (2021). Potential Difficulties In Learning Listening. *Журнал иностранных языков и лингвистики*, 2(3).
- Rostina, R. (2017). *An analysis on Emphatic Listening Styles in EFL Classroom* (Doctoral dissertation, Universitas Negeri Makassar).
- Salem, R. (2003). Empathic listening. *Beyond intractability*.
- Saraswaty, D. R. (2018). Students' difficulties & Strategies In Listening Comprehension. *English Community Journal*, 2(1), 139-152.
- Xu, F. (2011). Anxiety in EFL Listening Comprehension. *Theory & Practice in Language Studies*, 1(12).
- Xu, Z., & Shi, Y. (2018). Application of constructivist theory in flipped classroom-take college English teaching as a case study. *Theory and Practice in Language Studies*, 8(7), 880-887.
- Yavuz, F., Degirmenci, N., Akyuz, S., Yılmaz, H., & Celik, O. (2015). Problems and activities in listening skills in EFL classrooms; From tradition to a more comprehensible input. *Procedia-Social and Behavioral Sciences*, 197, 930-932.
- Yavuz, F., Degirmenci, N., Akyuz, S., Yılmaz, H., & Celik, O. (2015). Problems and activities in listening skills in EFL classrooms; From tradition to a more comprehensible input. *Procedia-Social and Behavioral Sciences*, 197, 930-932.
- Yulia, H., & Lastri, N. (2019). An Investigation Of Listening Comprehension Problems Encountered By Third Semester Students Of English Education Study Program At Baturaja University. *Edukasi Lingua Sastra*, 17(1), 55-71.