



Listening Behavior of The Library's Staffs In Responding Visitor's Queries

Nurmayana^{1*}, Epi Supriyani Siregar²

^{1,2}Universitas Pembinaan Masyarakat Indonesia

Email: nurmayana@upmi.ac.id^{1*}

Abstrak

Penelitian ini menganalisis tentang perilaku mendengarkan dua puluh satu pegawai Perpustakaan Umum berdasarkan jenis kelamin, usia, pendidikan, dan respon mendengarkan non-verbal mereka seperti tetap mendengarkan atau tidak, tersenyum, dan memberikan tanggapan seperti menjawab pertanyaan pengunjung. apakah jawabannya panjang atau tidak. Hasilnya, pegawai perpustakaan yang mendengarkan sekitar 47% lulusan diploma. Berdasarkan usia mereka, sebagian besar berusia 46-55 tahun sekitar 54% mendengarkan permintaan pengunjung. Respon staf yang tersenyum saat menjawab pertanyaan hampir sama untuk semua kategori, dan untuk usia 46-55 tahun ada 4 orang yang tersenyum, yaitu 50% dari total yang tersenyum pada kategori usia. Dengan memberikan jawaban panjang, diploma memiliki 4 orang (57%). Pada kategori umur 35-45 tahun dan 46-55 tahun memiliki hasil yang sama dari total yang menjawab panjang. Sebagai bahan pertimbangan, staf yang bergelar sarjana hanya ada 3 orang, artinya pada kategori pendidikan semua staf bergelar sarjana mendengarkan pertanyaan pengunjung dan memberikan jawaban panjang yang ditanggapi.

Kata Kunci: *Perilaku Mendengarkan; Staf Perpustakaan; Permintaan Pengunjung.*

Abstract

This research analyses about listening behavior of twenty-one staffs of Public Library based on their sex, ages, educations, and their non-verbal listening respond such as they keep listening or not, smiling, and give feedback like answering the question of the visitor whether it was long answer or not. As the results, the library's staffs who listened about 47% graduated from diploma. Based on their age, mostly at 46-55 years old around 54% listened to the visitor's query. The staffs who gave smiling respond while answering the question were similar for all categories, and for age at 46-55 years there are 4 person who smiled, it was 50% from the total who smiled in the age category. By giving long answer, diploma has 4 persons (57%). In age category 35-45 years old and 46-55 years old, have the same result from the total who gave long answered. For consideration, the staffs who have bachelor degree there were only 3 persons, it means in the education categories all of bachelor degree staffs listened to the visitor's queries and gave long answer responded.

Keywords: *Listening behaviour; Library Staffs; Visitors Queries.*

INTRODUCTION

Communication is one of the most important skills in life. This skill is not just speaking, reading and writing, we often do one of the most important parts, it is listening. As one of the four language skills, listening is a skill that most people do for the greater part of the day's activities in all aspect of our life. We have to listen to others in face-to-face interactions as well as when we using the phone. People believe that listening involves no work, they thought listening skills was developed over the time. As result of this, its importance played down by other component of language skills like speaking, reading and writing. In our society most people value speaking more than listening, because it is the speaker who often shows in the spotlight. But it is crucial to effective communication. In the words of Stanton (23), "It is really the receiver-the-listener who communicate rather than the speaker." He adds that unless somebody listens to the message and understands it, there is no communication but only noise.

Listening is a term that is often confused with hearing. It is assumed that people who have ear should be able to listen effectively. Hearing according to Pearson (109) "is simply the act of receiving sound." Pearson and Nelson (46) rightly point out that "we can close our eyes to avoid perceiving something and shrink away to avoid touch, but our ears have no flaps to cover them. It is almost as if for our protection our ears should never be closed, even when we sleep. Because we cannot close our ears if we receive sounds." Gamble and Gamble (193) state that it is a process that occurs automatically and requires no conscious effort on your part. According to them as long as the physiological elements within the ears are functioning properly, the brain will process the electro chemical impulses received and the person will hear. What is done by the impulses after receiving however belongs to the realm of listening.

Sometimes, we do not listen efficiently because of our faulty listening habits. Listening is something more than the physical process of hearing. It is a matter of attitude and also an intellectual and emotional process. According to Hunsaker and Alessandra (120) "When people are listening, they can be place in one of four general categories; non-listener, marginal listener, evaluative listener, and active listener. Active listening is the highest and most effective level of listening." It is special communication skill and also a great strategy for having effective communication. Listening is a hard work and requires concentration, also it is the vital skill providing the basis for the successful communication and successful professional career.

Listening as defined by the International Listening Association (ILA) is "the active process of receiving, constructing hearing from, and responding to spoken and/or non-verbal messages." Gamble and Gamble (193) define listening as "a deliberate process through which we seek to understand and heard." The ability to hear is innate but the ability to listen well is hard work and takes sustained effort. It is a skill that must be developed and practiced from infancy. Writing on the need to further develop the listening skill, Disavlo, Larson and Sevler (276) point out that listening, like any other skill has to be learned and practiced. According to them, when researchers polled 450 graduates of business programs about what kind of communication skills they needed on the job, the graduates responded that listening was the most important skill for success. When they were asked what skill, they wished they were taught in college, listening ranked number one. Unlike hearing, listening depends on a complex set of skills that must be acquired. Thus, whereas hearing cannot be manipulated, active and conscious effort is needed to comprehend and remember what we hear in listening. As opinion put by Adetugbo (38) "to listen effectively you will be constructing mentally a coherent interpretation of what you hear."

However, hearing, is an aspect of listening which usually does not require much effort. In the words of Eze (43), "is listening which involves paying attention to sound sequences as a means of getting meaning from speech acts." Out of four language skills, listening is an act most people engage in for the greater part of the day. Percentage of time devoted to various communication skills as presented by Hybels and Weaver (107) shows that 53% of our time is devoted to listening, 14% to writing, 16% to speaking and 17% to reading. They note however that although we spend the greatest amount of time listening, it is the skill that is taught the least.

Paul Bakan, in his research "Some Reflection on Listening Behavior", *Journal of Communication* (September, 1956), said that Listening Behavior represent a rather complex psychological problem. It involves perceptual factors, social factors, motivational factors, and intellectual factors. It also involves complex interrelationships between the listener, the speaker, and the message. The listening behavior of an individual is a function to whom he listens to, what he listens to, why he listens, when he listens, and so on.

Talat Aytan, in his research "The Effect of a Listening Education on Listening Behavior of Turkish Teacher", *Journal of Education* (April, 2016) explained that Listening behavior actually related to the listener attitude towards the speaker such as established eye contact, in terms of a communication element which is called non-verbal behavior or body language. It can be seen how they give feedback to the speaker such as facial expressions, tone of voice, eye contact, movement, appearance, posture, gestures, etc.

In listening, responders basically have two opportunities; firstly, to get more information and secondly, it can clarify the message that is delivered more further. While listening the message carefully, before deciding the final response, the respondent will have big opportunity to get more information from

someone. So, in this way, said Jhonson (79) “at least the respondent can formulate a response with: first, full of patience and understanding so that the result decisions in responding to others are not base on coercion of the responder but base on the continuity that exists from the speaker as messenger. Second, it helps formulate the internal frame of reference (based on internal condition and problem of someone then decided to response, it is inside the responder) and external frame of reference (based on coercion from other people then decide to response). Therefore, listening is done in order to get the contents or problems in the message and knowing the main problem.

In this study the authors wanted to examine how the use of Lexical meaning in the Jakarta Post, especially in the headline entitled “Listening Behavior of The Library’s Staffs In Responding Visitor’s Queries.” This research was conducted to answer research questions about: “How is the listening behavior the staff of the library on communication effectiveness?”

METHOD

The research method that writers used in this research is qualitative descriptive method. This research used descriptive research case study type. A descriptive study tried to find an exact description enough of all the events, objects, processes, and people (Gusti & Zabadi, 2017). The writers used descriptive qualitative method because the intention of this study is to describe about “Listening Behavior of The Library’s Staffs In Responding Visitor’s Queries”. The data for the research was collected from the Public Library in Medan through nonparticipant observation by the writer as the visitor in the process of borrowing books in the public library building. To determine the causes of the staffs’ listening behaviors during conversations, oral questions involved twenty-one employees of the library as the staffs of the Public Library in Medan as the biggest library in the capital city of north Sumatra were conducted and analyzed.

The subject of the study are twenty-one employees of the library as the staffs of the Public Library. Their responding to the visitor’s queries were conducted and analyzed. The instrument of collecting data is the visitor’s queries about something that was related to the books in the library. It was asked randomly for each staff.

The data were collected from the answer of each staffs and the way they answered it. The technique of the data was conversations technique. The data were collected by using these following steps:

- Asking question about the book or other question that related to the library.
- Listening and observing the way the staffs responded.
- Observing the environment around the staffs.
- Recording the staffs’ behaviors by mobile phone (Samsung Note-5).
- Writing the conversation in the researcher’s note book for backup.

FINDING AND DISCUSSION

The data were collected from different respond and listening behavior of the library’s officers from difference sex, educations, and ages. The data were classified and analyzed as the following table:

Table 1. The Non-verbal Behavior of the Staffs in Public Library

| No. | Name | Sex | Age (Years) | Education | Listening | Smile | Long Answer |
|-----|------|--------|----------------|-------------|-----------|-------|-------------|
| 1. | S1 | Male | 30 | Senior High | Yes | No | No |
| 2. | S2 | Male | 30 | Senior High | No | No | No |
| 3. | R1 | Female | 28 | Diploma | Yes | Yes | Yes |
| 4. | V1 | Male | 43 | Degree | Yes | No | Yes |
| 5. | E1 | Female | 24 | Diploma | Yes | No | No |
| 6. | E2 | Female | 45 | Diploma | Yes | No | Yes |
| 7. | E3 | Female | 45 | Senior High | Yes | Yes | Yes |
| 8. | E4 | Female | 40 | Diploma | No | No | No |
| 9. | E5 | Female | 28 | Degree | Yes | Yes | Yes |

| | | | | | | | |
|-----|-----|--------|----|---------------|---------|--------|---------|
| 10. | E6 | Female | 25 | Diploma | Yes | No | No |
| 11. | E7 | Female | 35 | Degree | Yes | Yes | Yes |
| 12. | E8 | Female | 30 | Diploma | Yes | Yes | Yes |
| 13. | E9 | Female | 50 | Senior High | Yes | No | Yes |
| 14. | E10 | Female | 50 | Senior High | Yes | Yes | No |
| 15. | E11 | Female | 50 | Senior High | Yes | Yes | No |
| 16. | E12 | Female | 50 | Senior High | No | No | No |
| 17. | E13 | Female | 45 | Senior High | No | No | No |
| 18. | E14 | Female | 48 | Senior High | No | No | No |
| 19. | E15 | Female | 26 | Diploma | Yes | Yes | Yes |
| 20. | E16 | Female | 25 | Diploma | Yes | No | No |
| 21. | E17 | Female | 30 | Diploma | Yes | No | No |
| | | | | SH:9,DP:9,D:3 | TL : 15 | TS : 8 | TLA : 8 |

The data in the table above explained how the participants respond and react through their listening skill in answering questions by the visitor. It has been classified into different sex, ages, educations, listening responded, smile, and giving long answers. From the data above, we can see most of the library's staffs (85%) were female, 43% graduated from Senior High School, 43% had finished their Diploma, only 14% have Bachelor degree. Their average were 37 years. From their responding to the question; most of the staffs who listened were 71%, the staffs who gave smiling were 38%, and the staffs who gave long answer were 43%.

Table 2. The Staff's Non-verbal Responded Based on Education and Age

| No. | Professional Responding | Education | | | Age (Years) | | |
|-----|-------------------------|-------------|---------|--------|-------------|---------|---------|
| | | Senior High | Diploma | Degree | (24-34) | (35-45) | (46-55) |
| 1. | Listening | 5 | 8 | 3 | 4 | 4 | 8 |
| 2. | Smiling | 3 | 3 | 2 | 2 | 2 | 4 |
| 3. | Long Answer | 2 | 4 | 3 | 1 | 4 | 4 |

From the data above, we can see the staffs who listened about 47% graduated from diploma, based on their age, mostly at 46-55 years old around 54% listened to the visitor's query. The staffs who gave smile responded while answering the question is similar for all categories, and for age at 46-55 years there are 4 person who smiled, it was 50% from the total who smiled in the age category. By giving long answer, diploma has 4 persons (57%), for age category 35-45 years old and 46-55 years old, have the same result from the total who gave long answered. For consideration, as described in the table above, the staffs who have bachelor degree there were only 3 persons, it means in the education categories all of degree staffs listened to the visitor's queries and gave long answer responded.

Discussion

After analyzed the data the researcher found that higher education will be effect to the answering and explanation of the participants, they will listen more enthusiastic in order to perform their job as librarian. Furthermore, older participants will be humbler to respond and answer the visitor's queries. In some case the staff's behavior not only depend on education and age, instead of external factors from their private life like family problem, and working environment. if their bad behavior appeared because of these matters, it means they were not professional due to they mix between private problem and job. They need to be trained. It needs further research about external factors that effected staff's negative behaviors.

God behavior of the staffs will increase the visitor's comfortness and stay longer in the library, because as we know nowadays reading interests of Indonesian people really low. Moreover, it can make the library become nice place to visit with the family members especially children in the school ages.

CONCLUSION

As the conclusion, good behavior of the library's staffs is really important to increase the visitor's comfortness and stay longer in the library, because as we know nowadays reading interests of Indonesian people really low. It needs further research about external factors that effected officer's negative behaviors toward the visitors for the next researcher in the future.

REFERENCES

- Bungin, Burhan, 2006. *Sosiologi Komunikasi: Teori, Paradigma, dan Diskursus Teknologi Komunikasi di Masyarakat*, Jakarta: Prenada Media.
- Jahromi, K. V., Tabatabaee, S. S., Abdar, E. Z. and Rajabi, M., Active Listening: The Key of Successful Communication in Hospital Managers, *Electronic Physician Journal*, March 2016. Volume:8 Issue: 3.
- Kriyantono, Rachmat, 2006. *Teknis Praktis Riset Komunikasi*, Jakarta: Prenada Media.
- Kourmousi, Kounenou, Tsitsas, Yotsidi, Merakou, Barbouni, and Koutras. Active Empathic Listening Scale: Reliability and Validity in Nationwide Sample of Greek Educators, *Social Science Article*, September 2017.
- Lewis, D. Richard, 2004. *Komunikasi Bisnis Lintas Budaya*, Bandung: Remaja Rosdakarya.
- Hanani, Silvia, 2017. *Komunikasi Antarpribadi: Teori dan Praktik*, Yogyakarta: Ar-Ruzz Media.
- Hardjana, Andre, 2000. *Audit Komunikasi Teori dan Praktek*, Jakarta: Grasindo.
- Rohani, T., & Arsyad, S. (2018). Semantic Analysis of Figurative Language Expressions in "Feature" of the Jakarta Post. *JOALL (Journal of Applied Linguistics & Literature)*, 1(1), 97–114. <https://doi.org/10.33369/joall.v3i1.6168>
- Rost, Michael, 2011. *Applied Linguistics in Action Series: Teaching and Researching Listening*, United Kingdom: Pearson Education Limited.
- Weger, Harry. The Relative Effectiveness of Active Listening in Initial Interactions, *International Journal of Listening*, January 2014. Volume:28 Issue:1.
- Yulfi, Y., Seli, S., & Ariska, R. (2019). An Analysis of English Lexical Collocation Found in English Newspaper. *Linguistic, English Education and Art (LEEA) Journal*, 2(2), 100–115. <https://doi.org/10.31539/leea.v2i2.349>