

**THE CORRELATION BETWEEN  
STUDENTS' CRITICAL THINKING ABILITY, READING  
AND LISTENING COMPREHENSION  
AT ENGLISH TEACHER EDUCATION DEPARTMENT  
OF UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfilment of the requirement for the  
degree of Sarjana Pendidikan (S.Pd) in Teaching English



By  
Arima Azwati  
NIM D95214102

**ENGLISH TEACHER EDUCATION DEPARTMENT  
FACULTY OF TARBİYAH AND TEACHER  
TRAINING UIN SUNAN AMPEL SURABAYA**

**SURABAYA  
2018**

## SURAT PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:

Nama : Arima Azwati  
NIM : D95214102  
Prodi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa  
Fakultas : Tarbiyah dan Keguruan  
Judul Skripsi : The Correlation between Students' Critical Thinking Ability, reading and Listening Comprehension at English Teacher Education Department UIN Sunan Ampel Surabaya

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Surabaya, 22 Juli 2018

Penulis,



## APPROVAL SHEET

The thesis by Arima Azwati entitled *“The Correlation between Students’ Critical Thinking Ability, Reading and Listening Comprehension at English Teacher Education Department of UIN Sunan Ampel Surabaya”* has been approved by thesis advisors for further examination by the board of examiners.

Surabaya, July 20<sup>th</sup> 2018

Advisor I,



Siti Asmiyah, M. TESOL

NIP.197704142006042003

Advisor II,



Rizka Safriyani, M.Pd.

NIP. 198409142009122005

## EXAMINERS' APPROVAL SHEET

The thesis by Arima Azwati entitled "*The Correlation between Students' Critical Thinking Ability, Reading and Listening Comprehension at English Teacher Education Department of UIN Sunan Ampel Surabaya*" has been examined on July 27<sup>th</sup> 2018 and approved by the board of examiners.

Dean of Faculty of Education and Teacher Training



Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd.I

NIP.196301231993031002

Examiner I

M. Hanafi, M.A.

NIP. 197408042000031002

Examiner II

Hilda Izzati Majid, M.A.

NIP 198602102011012012

Examiner III

Rizka Safriyani, M.Pd.

NIP. 198409142009122005

Examiner IV

Dr. Siti Asmiyah, M.TESOL

NIP. 197704142006042003



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Arima Azwati  
NIM : D95214102  
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris  
E-mail address : Arimaazwati1@gmail.com

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Penulis

( Arima Azwati )  
*nama terang dan tanda tangan*

## ABSTRACT

Azwati, Arima. (2018). *The Correlation between Students' Critical Thinking Ability, Reading and Listening Comprehension at English Teacher Education Department of UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisors: Dr. Siti Asmiyah, M.TESOL and Rizka Safriyani, M.Pd.

Key Words: *Critical thinking, reading comprehension, and listening comprehension*

University or other higher education strive to develop learners' competence and knowledge. Critical thinking is one of the concepts which can optimize students in controlling them-selves to be good in many aspects, such as knowledge, skills, and competence, especially in language. The present study aims to measure students' critical thinking ability whether it has a correlation with reading and listening comprehension. Previous research, the researcher just focus on multiple intelligence, learning style, and positive behaviorism in English Teacher Education Department. The subject of this research is 2<sup>nd</sup> semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya. This quantitative research utilized PPMC (Pearson Product Moment Correlation) to find the correlation between the independent variable (Critical Thinking) and the dependent variable (Reading and Listening Comprehension). The instruments of this research are test and document. The data on critical thinking test were collected from critical thinking test developed based on Watson – Glaser Critical Thinking Appraisal – UK Edition. The data on reading and listening comprehension were collected from document of reading and listening comprehensions' section of students' TOEFL scores. The result shows that students in a 2<sup>nd</sup> semester are in the level on the beginning thinker. From the analysis of the result of students' critical thinking ability with reading and listening comprehension, it is found that there is no significant correlation between students' critical thinking ability with reading and listening comprehension because of all of the sig. is higher than the standard level of significant (0.05) the Pearson Correlation of reading comprehension = -0.041 (Sig = 0.715) and listening comprehension = -0.055 (Sig = 0.629). So, improving and guiding students' critical thinking ability need to do as early as possible.

## ABSTRAK

Azwati, Arima. (2018). Hubungan antara Kemampuan Berfikir Kritis, Pemahaman Membaca dan Mendengar Mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya, Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Dosen Pembimbing Dr. Siti Asmiyah, M.Tesol dan Rizka Safriyani, M.Pd.

Kata Kunci: Berfikir kritis, pemahaman membaca, dan pemahaman mendengar

Universitas ataupun pendidikan tinggi lainnya berusaha untuk mengembangkan kemampuan dan pengetahuan murid. Berfikir kritis adalah salah satu konsep yang dapat mendorong murid dalam mengontrol diri mereka dalam banyak aspek, seperti, pengetahuan, kemampuan, dan kompeten terutama dalam berbahasa. Penelitian ini bertujuan untuk mengukur kemampuan berfikir murid apakah memiliki hubungan dengan pemahaman membaca dan mendengar. Penelitian sebelumnya, para peneliti hanya focus terhadap multiple intelligence, gaya belajar, dan tingkah laku dalam di jurusan pendidikan bahasa inggris. Subject dari penelitian ini adalah mahasiswa pendidikan bahasa inggris semester 2 UIN Sunan Ampel Surabaya. Penelitian ini menggunakan PPMC (Pearson Product Moment Correlation) untuk mengetahui korelasi antara kemampuan berfikir kritis dengan pemahaman membaca dan mendengar. Hasil dari penelitian ini menunjukkan bahwa tidak ada hubungan yang signifikan antara kemampuan berfikir kritis dengan pemahaman membaca dan mendengar karena semua angka sig. lebih besar dari pada angka standart significant level (0,05).

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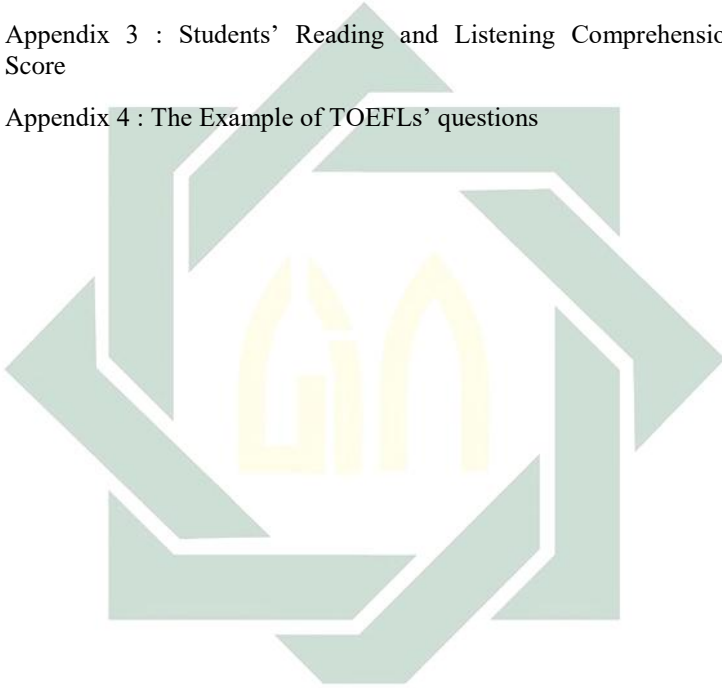
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## CHAPTER 1

### INTRODUCTION

The aim of this research is to find out whether there is a correlation between students' critical thinking ability, reading and listening comprehension. This chapter discusses the area of the study that covers (1) the background of the study, (2) research question, (3) objectives of the study, (4) hypothesis, (5) significance of the study, (6) scope and limitation, (7) definition of key terms.

#### A. Background of the Study

Critical thinking is an active and systematic cognitive strategy to examine, evaluate, understand events, solve the problem and make decisions based on sound reasoning and valid evidence.<sup>1</sup> Critical thinking has been long viewed as a skill for a lifetime of complicated choices which individuals have to make in their personal, academic and social lives.<sup>2</sup> The skill for a lifetime in critical thinking includes skills to conceptualize, analyze, and evaluate the information in human personals' life, academic or society. Based on that explanation, it can be concluded that critical thinking is an important skill that should be mastered by the people in their personal and social life including their academic life.

In the millennial era, life has been changed due to information technology. The information on this era always changes and develops day to day rapidly including in the academic life, so the period of this era can be described as "Information Era".<sup>3</sup> In order to participate in the information era, the literacy skill includes the ability to interpret, reflect, and evaluate information is one of the important aspects to develop these critical thinking. Student critical thinking is very necessary to be built up as early as possible to

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<sup>1</sup> Hosseini, Effat, Fatemeh Bakhshipour Khodaei, Shahrzard Sarfallah and Hamid Rza Dolatabadi "Exploring the Relationship Between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students" *World Applied Science Journal*, Vol. 17 No. 10, 2012 p.1358

<sup>2</sup> Salahshoor, Nahid, and Marzieh Rafiee "The Relationship Between Critical Thinking and Gender: A Case of Iranian EFL Learners" *Journal of Applied Linguistics and Language Research* Vol. 3, February 2016 p.117

<sup>3</sup> *Ibid*, 1356

prepare students' background knowledge to face the information era. Hence, education plays important roles.

Critical thinking can be built up in education to assist students to catch up with the changes. So, assessing a student's critical thinking becomes an important start to help students improve their literacy skills.<sup>4</sup> The assessment of students' critical thinking ability will give a report on how far the students can think critically through literacy skill to add new information to their background knowledge.

Reading as a literacy skill seems to play important role in development of critical thinking in the literacy. Through reading activities, learners will get much of information and new knowledge to be saved as their background knowledge. In fact, there is a big problem related to reading activities in Indonesian. According to Programmed for International Student Assessment (PISA), Indonesia's reading skill is still in low level, with the gap score of 396 of the average of OECD (*Organization for Economic Co-operation and Development*) which is 496.<sup>5</sup> Then, the Central Bureau of Statistic in 2013 shows the data that people in Indonesia read only 20% while 80% prefer to watch the television or listen to the radio.<sup>6</sup> These data should make educators worry and need to note. The teacher should recover and develop Indonesian students' reading desire and skills in order to better get information in millennial era relate this to reading.

In this era, the information cannot only be received through written or printed text but also can be received by audio or video. So, building critical thinking can be built up not only through reading skill but also through listening skill. Listening is one of the fundamental means of communication and reading is the keys to construct background knowledge so between reading and listening need to go on side by side. Reading and listening are included in

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<sup>4</sup> Nur, Rohmani Indah and Agung W. Kusuma "Factor Affecting The Development of Critical Thinking of Indonesian Learners of English Language" *IOSR Journal of Humanities and Social Science* Vol. 21 June 2016, 86

<sup>5</sup> Selly, *The Influence of E-Books on Reading Habit and Reading Comprehension Achievement of The Eleventh-Graders of SMA Xaverius 1 Palembang*, vol.3 2016, p.96

<sup>6</sup> Hafiz Al Nazari, *A Study on English Reading Habits of students of English Study Program of RIAU University*, p. 4

receptive skill. Receptive skill means that students only receive language without produce something through language.

Kamali and Fahim explain that listening and critical thinking go hand in hand.<sup>7</sup> The rule of listening and critical thinking is that the listener must know and analyze the intention of the speaker to produce good communication. Nunan explains listening is the basic skill in language learning, in fact, over 50% of the time that students spend functioning in a foreign language will be devoted to listening.<sup>8</sup> Listening takes an important part in daily communication. Good communication appears when the speaker understands the intention or the meaning of the other speakers. The listener also needs to understand the complicated syntactic structures and prepare vocabulary knowledge for listening. So, critical thinking is very important to develop the listening ability to avoid misunderstanding in communication.

Related to the relationship between critical thinking ability, reading, and listening comprehension, there are some previous studies that have been conducted. The previous study had been done by Effat Hosseini.<sup>9</sup> The research focused only on critical thinking ability and reading comprehension. The result show that there is a large, positive relationship between critical and reading comprehension ability of Iranian EFL learners in general. Another study is by Mohsen Zare.<sup>10</sup> This study focused on critical thinking and students listening comprehension. The result show that there is a considerable implication to enhance language performance and learning based on critical thinking. The third study was done by Soraya Yousefi and Mojtaba Mohammadi.<sup>11</sup> It was focused on the

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<sup>7</sup> Ibid, 15

<sup>8</sup> Ibid, 14

<sup>9</sup> Effat, Fatemeh Bakhshipour Khodaei, Shahrzard Sarfallah and Hamid Rza Dolatabadi "Exploring the Relationship Between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students" *World Applied Science Journal*, Vol. 17 No. 10, 2012

<sup>10</sup> Zare Mohsen, Fatemeh Behjat, Seyyed Jamal Abdollahimzadeh "Critical Thinking and Iranian EFL Students' Listening Comprehension" *International Journal of Linguistics* Vol. 5, No.6 2013

<sup>11</sup> Yousefi, Soraya, and Mojtaba Mohammadi "Critical Thinking and Reading Comprehension among Postgraduate Students: The Case of Gender and Language Proficiency Level" *Journal of Language Teaching and Research*, Vol 7, No 4 2016

significant relationship between critical thinking ability of EFL learners and their performance on reading comprehension. This study show that there is a significant relationship between critical thinking and reading comprehension.

The previous study only focuses on critical thinking ability with one skill of the English language. The participants in all the studies only use Iranian EFL students while Indonesian and Iranian students have different characteristic. For Iranian students', English includes on a compulsory course and they have accustomed to learning English.<sup>12</sup> While in Indonesia, English is only one of lesson among lessons in school like mathematics, science, and religion course. So, it will influence in students' intent and commit to learning the English language. The researcher choose English as the topic because English is entered in the national exam at the end in every level of education. The researcher conducts this study is to know the correlation between critical thinking ability, reading and listening comprehension. The variable used in this research are two variables skills of the English language, those are reading and listening skills. In this study, the researcher takes university students of English Teacher Education Department of UIN Sunan Ampel in the second semester as the participants.

## **B. Research Questions**

In relation to the background of the study previously outlined above, the problem of the study:

How is the correlation between students' critical thinking ability, reading, and listening comprehension in the English Teacher Education Department of UIN Sunan Ampel Surabaya?

## **C. Objectives of the Study**

The objective of this study is to examine the correlation between students' critical thinking ability, reading, and listening comprehension in the English Teacher Education Department of UIN Sunan Ampel Surabaya.

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<sup>12</sup> Aliakbari, Mohammad and Maryam Monfared "Iranian Students' Beliefs and Motivations towards English" *Procedia – Social and Behavioral Science* 98, 2014 p.201



#### **D. Hypothesis**

The Hypothesis is a temporary answer for research questions because the answer is only based on relevant theory. Thus, a hypothesis is not the answer which is empiric from the data.<sup>13</sup> This research has one independent variable which is a critical thinking ability and two dependent variables which are reading and listening comprehension. There are two hypothesis to answer the research question:

The  $H_1$  (Alternative Hypothesis) of this research is there is a significant correlation between critical thinking ability with reading and listening comprehension.

The  $H_0$  (Null Hypothesis) of this research is there is no significant correlation between critical thinking ability with reading and listening comprehension.

#### **E. The Significance of the Research**

Here, the researcher explained the significance of this research. The result of this research is expected can give a contribution to all sorts of society.

1. Readers

This study shares new knowledge and more information to the readers about the correlation between critical thinking ability, reading and listening comprehension.

2. For teachers or lectures

After reading this research, the teachers or lectures will be aware of the correlation between critical thinking that can influence reading and listening comprehension. The teachers or lecturers expected to pay attention to the activities that can be applied in the classroom to construct critical thinking ability in order to improve students' receptive skills.

3. For students

Students realize that being critical thinking is very important to be done by them to prepare themselves for the

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<sup>13</sup> Sugiyono, *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 96.

future. They also know the impact of their critical thinking will affect their reading and listening comprehension.

#### 4. For the researcher

The result of the researcher is also useful for the researcher who wants to do research in this field. It means that this research can be the previous study for the researcher who wants to do their research related to the correlation between critical thinking's ability, reading and listening comprehension.

### F. Scope and Limitation

The researcher has some scopes to examine. The first is focus on the critical thinking's ability measured through critical thinking test. The second scopes are only on receptive skills, those are reading and listening comprehension, where the range of reading and listening comprehension only in answering question TOEFL.

The limitation of this research is only finding the correlation between students' critical thinking ability, reading and listening comprehension without finding the problem that can affect reading and listening comprehension. For the model in critical thinking only use RED model by Watson Glaser. The setting is only for English students in the second semester of academic years 2017-2018.

### G. Definition of Key Terms

Here are the definition of the key terms based on the perspective of this study or in other words the term below are defined operationally.

#### a. Critical Thinking's Ability

Critical thinking is best understood as the ability of thinkers to take charge of their own thinking.<sup>14</sup> Critical thinking requires someone to analyze, interpret, evaluate and can take deep question toward something. In this research critical thinking is defined as the students' ability to recognize assumptions, evaluate argument, and draw conclusion of the situation or information that has been provided in the form of questions in a critical thinking test.

#### b. Reading Comprehension

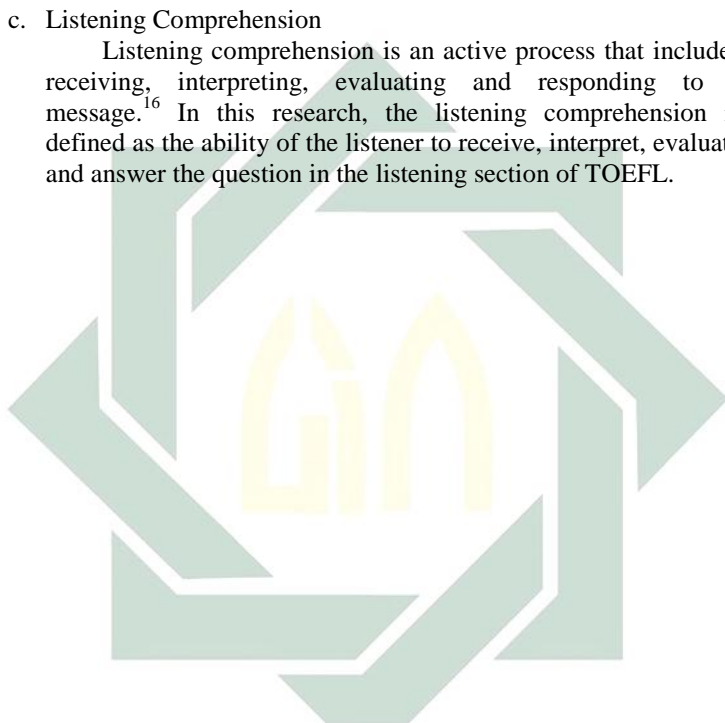
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<sup>14</sup> Ashraf Maibodi Haji, "The Effect of Critical Skills on Reading English Novel" *IJRELT Press* vol 2. No.2.2014.15 page 97

Reading comprehension skills is a cognitive enterprise that involves the interaction of reader, text, and activity.<sup>15</sup> Here, the reading comprehension means students' cognitive ability to understand the context of the written text in reading a section of TOEFL.

c. Listening Comprehension

Listening comprehension is an active process that includes receiving, interpreting, evaluating and responding to a message.<sup>16</sup> In this research, the listening comprehension is defined as the ability of the listener to receive, interpret, evaluate and answer the question in the listening section of TOEFL.



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<sup>15</sup> Yousefi, Soraya, and Mojtaba Mohammadi "Critical Thinking and Reading Comprehension among Postgraduate Students: The Case of Gender and Language Proficiency Level" *Journal of Language Teaching and Research*, Vol 7, No 4 2016 p. 803

<sup>16</sup> Ibid, 15

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the correlation between students' critical thinking, reading and listening comprehension as the focus of the research. There is some parts in this chapter (1) review of related literature, (2) previous study.

#### A. Review of Related Literature

##### 1. Critical Thinking

Critical thinking is an active and systematic cognitive strategy to examine, evaluate, understand events, solve the problem and make decisions based on sound reasoning and valid evidence.<sup>17</sup> Critical thinking is the best understood as the ability of thinkers to take charge of their own thinking.<sup>18</sup> Critical Thinking requires one's effort to collect, interpret, analyze and evaluate information for the purpose to take conclusion. Becoming critical thinking is the best way to survive in this era that requires ourselves to master anything possibilities that appear in the future. Technology, Education, Society will change rapidly day to day. Those are possibilities reality that we should adopt and face in the future.

Critical thinking also can be defined as the ability to identify and analyze problems as well as seek and evaluate relevant information in order to reach an appropriate conclusion.<sup>19</sup> The ability of critical thinking leaning to use logic and rational thinking toward an information. The person with advanced thinker will ask and look for the

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<sup>17</sup> Hosseini, Effat, Fatemeh Bakhsipur Khodaei, Shahrzard Sarfallah and Hamid Rza Dolatabadi " Exploring the Relationship between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students" *World Applied Science Journal*, Vol. 17 No.10, 2012 p.1358

<sup>18</sup> Ashraf Maibodi Haji, "The Effect of Critical Skills on Reading English Novel" *IJRELT Press* vol 2. No.2.2014.15 page 97

<sup>19</sup> Watson, Goodwin, Edwin Glaser "*Critical Thinking Appraisal User-Guide and Technical Manual*", Pearson Education Ltd or its affiliates, United Kingdom, 2012 p.3

evidence for their opinion toward the information, rather than only receiving arguments and conclusion was presented. Based on Watson & Glaser considered that critical thinking includes<sup>20</sup>:

- attitudes of inquiry that involve an ability to recognize the existence of problems and an acceptance of the general need for evidence in support of what is asserted to be true,
- knowledge of the nature of valid inferences, abstractions, and generalizations in which the weight or accuracy of different kinds of evidence are logically determined, and
- skills in employing and applying the above attitudes and knowledge.

Considering this conceptualization, Watson Glaser maintained an approach to measuring critical thinking using subtest that composed of reading passage or scenario that include problem, statements, argument, and interpretations of data similar. Watson & Glaser state that keys to critical thinking is based on the RED Model while there is the other model who had stated by Barnet about critical thinking. He states that to build up critical thinking, it should be have at least six distinctness of critical argumentation which contain of reasoning and inference making, critical judgment, critical thinking disposition and attitude, critical action, critical social relations, and critical creativity.<sup>21</sup> They might be called as “philosophical” models of critical thinking.

A philosophical model with RED model have differences. The propensity is part of philosophical model. The propensity involve in aspects of critical thinking disposition and attitude, critical action, and critical social relations

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<sup>20</sup> Ibid, p.6

<sup>21</sup> Davies, Martin “A Model of Critical Thinking in Higher Education” University of Melbourne, Januari 2015, p.43

while in RED model prefer to the cognitive skills. The explanation of the RED model explained in the following:

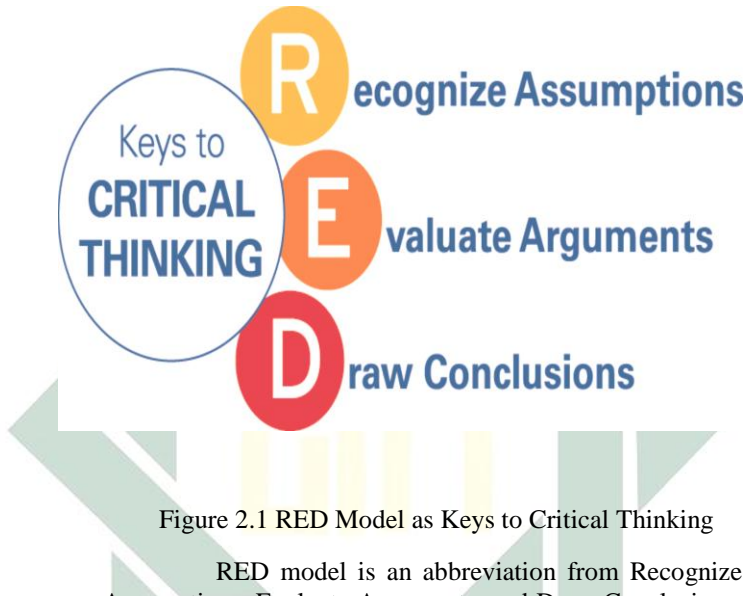


Figure 2.1 RED Model as Keys to Critical Thinking

RED model is an abbreviation from Recognize Assumptions, Evaluate Arguments, and Draw Conclusions. Recognize assumption, evaluate arguments and draw a conclusion are called by factors. Based on Watson & Glaser state that keys to critical thinking divide into two factors, they are independent factors and factors together. Recognition of Assumptions and Evaluation of Arguments are known as Independent factors while Draw conclusion is known as factored together which consist of three subtests, they are Inference, Deduction, and Interpretation.

### **Recognize Assumptions**

Assumptions are statements that are assumed to be true in the absence of proof.<sup>22</sup> The essential part of

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<sup>22</sup> Ibid, p.7

recognizing assumption is identifying correctly when AN assumption has been made, looking for proof to support the assumption to be true. Recognize assumption is about how to do comprehension well, understanding what is being stated and knowing whether the information presented is true or not and whether evidence has been provided to support it.

### **Evaluate Arguments**

Arguments are an assertion that is intended to persuade someone to believe or act a certain way.<sup>23</sup> Evaluating arguments is the ability to analyze statement objectively and accurately based on the evidence which is stated or unstated. Critical evaluation of arguments requires an individual to strengthen their judgment. In making a judgment about arguments, it is desirable to be able to distinguish between arguments that are strong and arguments that are weak. To know whether it is a strong or weak argument, it should see the proof that has been stated on the information.

### **Draw Conclusions**

Drawing a conclusion is one of ability in critical thinking to attract all of the information and conclude it logically based on the available evidence. Someone with advanced critical thinking will be able to adjust their conclusion with evidence that has been stated. Drawing conclusion consist of three subtests of inference, deduction, and interpretation.

***Inference:*** an inference is a conclusion that a person can draw from certain observed or supposed facts. The correctness of the information is based on the evidence in the text. In this subtest, each exercise begins with a statement of facts that is regarded as true. It will be found

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<sup>23</sup> Ibid, p. 7

several possibilities of inferences and persons might draw a conclusion based on the stated facts.

**Deduction:** deduction is making a judgment about something based on the information that has been read by the person. In this subtest, each exercise consists of several statements (premise) followed by several suggested conclusion.

**Interpretation:** interpretation is assuming that everything the information in short paragraph is true.<sup>24</sup> The problem is to judge whether or not each of the proposed conclusion logically follows beyond a reasonable doubt from the information.

So, it can be concluded that the ability of critical thinking is logically and rationally to identify and analyze the problem as well based on the information to create the good conclusion then seek the problem- solving. The researcher uses RED model only for this research. The consideration of using RED model is because the model has good sequence and clear aspects. While the aspects of philosophical model is to general and also contain the propensity which difficult to measure.

According to Ennis, Gadzella, Halonen & Gray in their journal had stated that critical thinking is conceptualized as an important part in education because education will produce scientists who could contribute to other fields such as science and technology.<sup>25</sup> It can be concluded that critical thinking in education cannot be ignored. The teacher should build up good critical thinking ability on students-self. The students cannot directly become master on doing critical thinking. Ability on critical thinking needs to develop steps by steps. Based on Linda Elder and Richard W. Paul on their

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<sup>24</sup> Watson, Goodwin, Edwin Glaser “Critical Thinking Appraisal UK Edition” Pearson Assessment, 2002 p.8

<sup>25</sup> Verawatia, Siti Rahayah Arifina, Rodiah Idrisa, and Nor Azaheen Abdul Hamida, 2010 “Gender Analysis of MyCT (Malaysian Critical Thinking) Instrument” *Procedia Social and Behavioral Sciences* 2010 p. 71



book, they have stated that there are some stages that we need to through if we aspire to develop our ability on critical thinking.<sup>26</sup> Here are the stages that should be through by the students to develop their critical thinking skills showed on Figure 2.2

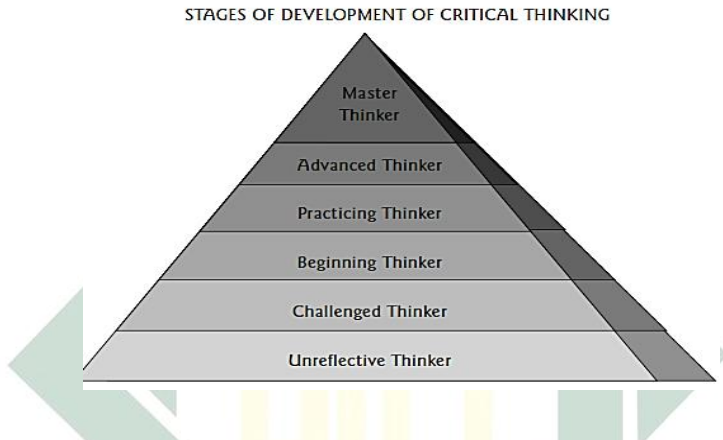


Figure 2.2 Stages of Critical Thinking Development

Becoming critical thinking cannot directly to done by ourselves. There are six stages that should be faced before the quality of ability is in master thinking. The explanation of every stage will be explained below

Stage 1. The Unreflective Thinker: Unreflective thinkers are basically unaware of the role of thinking in their lives and of a potential problem with their own reasoning. On this stages, the learners are unaware of the significant problem in their thinking and they tend to ignore their thinking. The learners are oblivious to their intellectual point and they do not try to assimilate their knowledge. For example, there are students who have a bad score on their test, they receive bad score gladly without thinking about

<sup>26</sup> Paul W Richard – Linda Elder, *Critical Thinking Tool for Charge of Your Professional and Personal Life* Pearson Education: Financial Times Prentice Hall, 2002, p.47

what is going on, what happened with his/her score. They unaware of their mistakes and they only receive the situation gladly.

Stage 2. The Challenged Thinker: These thinkers have become aware of the role thinking plays in their life. Learners have begun to understand that problem in thinking and logic can cause significant trouble for them. The learners become aware of the problem in their thinking but their thinking is still in superficial categorize. For the example: The students who have a bad score on their test realize that they need to study hard to improve their score for the next test. It is mean that the students have critical thinking but they may not find that they implement these critical thinking inconsistently.

Stage 3. The Beginning Thinker: Beginning thinker is actively trying to take control of the quality of their thinking in several areas of their lives. Critical thinker on this stage realizes that they sometimes experience difficulty in their reasoning or problem- solving. On this stages, the learners try to improve, but without regular practice to shape their thinking. For the example: The students begin to realize and understand that sometimes they get difficult to the problem- solving and deliver their idea. They also feel difficult to support their argument using appropriate proof. They are aware of the necessities to assess and improve their thinking but they lack regular practice to do criticize.

Stage 4. The Practicing Thinkers: These thinkers have an awareness of how their thinking to be flawed, have an understanding of the basic elements of reasoning and standards for assessing reasoning, know that their thinking needs to be monitored and correct. They actively analyze their thinking across many areas of life like their environment, education, and personalities going on. Learners recognize the necessity of regular practice. For the example: There are students actively analyze their thinking and always find the question toward something. They try to assess and criticize their opinion, they also want to find the answer to their curiosity.

Stage 5. The Advanced Thinker: Critical thinkers on this stages actively analyze, assess, and critique their own thinking in the significant areas of their lives and also have insight and understanding of the problem at the deeper level of thought. The learners advance in accordance with their practice. For the example: The students are able to think well across many areas of their lives. He or she may do critical thinking and apply the standard (weak or strong) of their opinion regularly.

Stage 6. The Master Thinker: These thinkers have established a systematic plan to assess and correct their own thinking, and are also continually critiquing this plan in order to improve their thinking. Learners have almost completely internalized the elements of reasoning and the standards for assessing reasoning. Skilled and insightful thinking becomes second nature. For the e xample: The students are good in problem -solving and they can correct their thinking use strong argument and can combine thought and feelings in order to make a decision.

After knowing the stages of critical thinking, it can be concluded that the level of someone' critical thinking is different. If someone wants to be master thinking, so he or she should through some stages before getting a predicate as master thinking. To face the information era, we should prepare our thinking nicely, we should be aware of what stage our critical thinking right now because we need to develop our thinking stages by stages. So, we can catch up on the changes in the information era.

## 2. Reading Comprehension

Reading is in the actual process of predicting meaning based on the readers' knowledge of an oral language, syntax, semantic, and phonological cues.<sup>27</sup> The readers' knowledge related to the content of text has an important role play in their reading comprehension. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enable the

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<sup>27</sup> Sheridan E Marcia, "Theories of Reading and Implications for Teachers" *Indiana University at South Bend*, vol. 22 No, 11 October 1981 p.57

reader to create a mental representation of the text.<sup>28</sup> So, we can see that reading comprehension is the skill to understand the intention of the writers and combine the information of the text with their knowledge.

To comprehend the text, a reader must have a wide range of capacities and abilities. Adams and Collins explain that the theory of reading comprehension is called "Schema Theory". The goal of schema theory is to describe an interaction between what is in the text and how that information is shaped and stored by the reader.<sup>29</sup> So, the readers will make connections between the information in the text and what they already know. Text can be difficult or easy depending on the factors inherent in the text, and on the relationship between texts with the knowledge of the readers.

In doing the reading activity the reader should know what the reader brings to reading and what the reader takes from reading. So it can make transformation on reading comprehension skill, before and after reading activity what thing that can be increased through reading activity that is done by the readers.

In this research, reading comprehension means students' cognitive ability to understand the context of the written text in reading a section of TOEFL. In the reading section of TOEFL, there will be some kinds of different types of questions. There are seven types of questions in reading section<sup>30</sup> as follows

#### 1. The Main Idea of the Passage.

The first types in the reading section are the question about the main idea of the passage. In this types, the readers should find the main idea of the reading text and the readers also should have good skill to take the

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<sup>28</sup> Moore, Amy L. *"A Research Review of Cognitive Skills, Strategies, and Interventions for Reading Comprehension"*, Washington, Dc, 2007 p. 16

<sup>29</sup> Ibid p. 67

<sup>30</sup> Peterson's, *"Master TOEFL Reading Skills"* Nelnet Company, 2007, p.5

conclusion and find the main idea of the passage. The following is the example of main idea question.<sup>31</sup>

**Question:** Which of the following statements best expresses the main idea of the passage?

- A. Russian immigrants in America were all musical and creative.
- B. Gershwin was a school dropout who became successful in show business.
- C. George Gershwin became a famous composer before he was 30.
- D. Musical training on Broadway did not prepare Gershwin for success.

The main idea questions are part of the question which need critical thinking to answer the question because to find the main idea the students need to think about the evidence logically of the text.

## 2. Vocabulary Questions.

The second types in the reading section are vocabulary question. In this types, it will be divided into 2 kind's question of vocabulary. Those are a vocabulary to find Highlighted words and highlighted sentence. In vocabulary questions, the students should have much vocabulary that had been stored in their brain. They also can do guessing toward the unfamiliar word that was found in the question. The following is the example of Vocabulary question.<sup>32</sup>

**Question:** Salt has been used for centuries as a method of preserving foods. The word of preserving has similar with....

- A. displaying
- B. cooking
- C. conserving
- D. seasoning

To answer the vocabularies questions, the students should have a lot of vocabularies store. Without the background of vocabularies store, the students will difficult

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<sup>31</sup> Ibid, p.5

<sup>32</sup> Pyle A. Michael " TOEFL CBT CliffsTestPrep" IDG Books Worldwide, Inc., United States of America, 2007, p. 193

to answer the question. So, critical thinking is needed in this part. The students should have good creativeness to anticipate if they do not know the meaning of vocabularies.

### 3. Pronouns.

The third types of question reading section are the pronoun. There will be a sentence in boldface with the highlighted pronoun. The readers should identify the noun that the highlighted pronoun refers to. The background knowledge related pronoun is needed in this types of question. Remembering and understanding the pronoun can make easy the student to answer in this type of question. The following is the example of pronoun question in reading section:

**Question:** The word “He” in the bold text refers to...

- A. Piano
- B. Charles Hambitzer
- C. The Time
- D. Gershwin

The students need to remember the meaning of the pronoun and understand the pronoun refers of. There is trap answer on the option. So, the accuracy and careful need to do as a part of critical thinking.

### 4. Detail questions.

The fourth types of question in the reading section is a detail question. In this types, the readers are asked about specific information in the text. To get detail information, the readers should have good memories to keep all of the points of information that had been provided in the text. They should be careful with implicit information and focus on detail point of the information. This is the example of detail question in reading section<sup>33</sup>.

**Question:** What is the logical order of the events leading to the illness?

- A. Sanitary system fails, so fresh water is unavailable; disaster occurs; people drink the water; contaminated water flows into waterways.

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<sup>33</sup> Ibid, p. 194

- B. Disaster occurs; sanitary system fails, so fresh water is unavailable; people drink the water; contaminated water flows into waterways.
- C. Disaster occurs; contaminated water flows into waterways; sanitary system fails, so fresh water is unavailable; people drink the water.
- D. Contaminated water flows into waterways; disaster occurs; sanitary system fails, so fresh water is unavailable; people drink the water.

The details questions can be said as the activities which can increase the ability of scanning and skimming in reading. Scanning and skimming are classified as critical thinking activities because the students need to answer the text which contain the part of English language.

5. Look for The Important Words.

The fifth types of question in the reading section is looking for the important words. After detail question, there are types of question in the form of important words. The important word is more specific than detail information. The questions of this types will ask about a problem related to the text. Here, the readers should have good skill in finding the important word in detail information. The following is the example of the question with the important word.<sup>34</sup>

**Question:** According to the passage, what is the meaning of cholera?.....

- A. is easily passed from one person to another.
- B. is not a real threat.
- C. is no more dangerous than the common cold.
- D. Cannot be passed from one to another by casual contact.

To answer this question, the students only need to understand the meaning of the word. The options of the answer maybe are the trap so needed to careful and keep criticize to conclude the meaning of the word.

6. A Question with Except and Not.

The sixth types in the reading section are a question with except and not. Here, the reader should pay attention

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<sup>34</sup> Ibid, 196

to the instruction. Sometimes the answer is a trap because the answer is the one that is different from others. So, the readers should focus and keep pay attention to the question. The following is the example of a question with except in reading section<sup>35</sup>.

**Question:** All of the following are probable causes of infection except.....

- A. Eating food cooked with contaminated water.
- B. Eating undercooked seafood.
- C. Eating overcooked pork.
- D. Eating raw oysters.

Hence the questions are about except and not, the students need have good sense and memorize toward the information that stated on the text.

#### 7. A Question with "Imply" and "Infer".

The last types of question in reading is question using words "imply" or "infer". Imply is communicating an idea that without stating it directly. While infer is understanding the idea that is being communicated by another person, even though the other person does not say it directly. So, the readers need to careful to decide the answer to the question. The following is the example of questions infer question<sup>36</sup>:

**Question:** What can you infer from the passage?...

- A. Careful cooking and hygiene practices can reduce the chance of getting the disease.
- B. Water mixed with other substances will not pass the disease.
- C. The respiratory system is the most common area of the entrance.
- D. Kidney disease is the most common cause of the illness.

be sated or unstated on the text. So, the students need to have good sense to capture the meaning of the text.

Those are types of questions in the reading section. Every type of question has a different focus. Understanding vocabulary and have much experience of

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<sup>35</sup> Ibid, 195

<sup>36</sup> Ibid, p.196



reading can develop reading comprehension skills. In the process to enhance reading comprehension skill, there will be several problems and it will disturb on developing of reading comprehension skill. Several problems to enhance reading comprehension must be handled as fast as possible. If the problem does not handle so it will effect on developing of reading comprehension skill.

### 3. Listening Comprehension

Listening comprehension is the various process of understanding and making sense of spoken language.<sup>37</sup> Based on those meaning, we can conclude that listening comprehension is the ability of learners to understand the intention what he/she has heard of the speaker. Listener comprehends the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. To be an active listener, it is necessary that listeners should carefully in analyzing the speakers' intention and consider communication setting.

The part of the listening process is the listener need to process the receiving information, creating meaning, and responding to the information of the speaker. If we apply the part of listening comprehension in communication, it will run like this process, the first, the listener will receive information as the intention of the speaker in communication, after that the listener will create the meaning of what the listener had heard of the speakers' intention and the last the listener will respond the intention of the speaker.

Here, listening comprehension is defined as the ability of a listener to receive, interpret, evaluate and respond to a message in the listening section of TOEFL. In TOEFL, there are some types of question in the listening

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<sup>37</sup> Gilakjani, Abbas Pourhosein and Narjes Banou Saboun "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature" *English Language Teaching*; Vol. 9, No.6;2016 p.123

section and in every type of a question have a different focus.<sup>38</sup> These are some different types of question in the listening section:

1. Finding facts and details information.

The first types of question are finding facts and detail information. There will be speakers who speak and give information to the listeners. Sometimes the speaker is only one, but it can be more than one speakers also. The students should understand factual and detail information. The ability to differentiate between factual information and detail information is needed in this parts of the listening section. Example of a question in finding details information<sup>39</sup>:

**Woman:** Where is David? I thought he was going to be here.

**Man:** He was chosen to lead the committee, and it is meeting tonight.

**Narrator:** What does the man mean about David?

- A. He will be here soon.
- B. He chose the committee members.
- C. He has been appointed as the leader of the committee.
- D. He chose not to serve on the committee.

This question needs acuity to choose the answer. The options may trap the listener. The listeners should critically find the detail information of the conversation that can best inform the answer.

2. Vocabulary.

The second types of question are vocabulary. The listener should understand important terminology and use background knowledge and context to understand unfamiliar terminology. The listener also can do guessing

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<sup>38</sup> Rosenfeld, Michael, Susan Leung, Philip K. Oltman “*TOEFL Monograph Series: The Reading, Writing, Speaking, and Listening Tasks Important for Academic Success at the Undergraduates and Graduate Levels*”, Educational Testing Service, 2001, p.18

<sup>39</sup> Pyle A. Michael “*TOEFL CBT CliffsTestPrep*” IDG Books Worldwide, Inc., United States of America, 2007, p. 41

towards unfamiliar words appropriate with the topic that discussed. Much of vocabulary will be useful for the student to help on answering the questions in the type of vocabularies. The example of vocabularies' question.<sup>40</sup>

**Man:** Why is the president so angry?

**Woman:** The chairmen of the two companies *broke off* discussions regarding the proposed merger.

**Narrator:** The word "*broke off*" refers to?

- A. The companies are negotiating the merger.
- B. One chairman broke his word.
- C. The chairmen discontinued discussing a merger.
- D. One company revoked its merger agreement.

To answer the question of this types, the listener should have good collection of vocabulary and knowledge related to the topic discussed on the dialog.

### 3. Main Idea.

The third is finding the main idea. In this part, the listener needs to understand and catch up the main idea of the information fast. Remembering the point in every part of the information is needed to answer the question. Concluding the main idea based on audio is not easy, because the listener only hears audio. So, background knowledge about contains the audio also supports to make students easy on answering questions. Example of main ideas' question is<sup>41</sup>:

**Man:** What did Rafael tell the officer about the accident?

**Woman:** He said the car was struck by the truck.

**Narrator:** What does the woman mean?

- A. The car avoided being hit.
- B. The truck hit the car.
- C. The car hit the truck.
- D. The truck took evasive action.

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<sup>40</sup> Ibid, p.56

<sup>41</sup> Pyle A. Michael " TOEFL CBT CliffsTestPrep" IDG Books Worldwide, Inc., United States of America, 2007, p. 41

To answer main idea in the listening section, it need careful and critical thinking to decide the choice because main idea is talking about the whole of the discussion.

#### 4. Inferences.

The last types of question in the listening section is a question about inferences. The listeners are asked to make appropriate inferences based on information in conversation. Making inference should have good memorize toward the information that had been given by the listener. Sometimes, there is also answers' choosing which trap. It should be careful to make inference before answer the questions. The example of inferences' question.<sup>42</sup>

**Woman:** Are you planning to go on the trip?

**Man:** I may be able to.

**Narrator:** What can be inferred from man's statements?

- A. He is not sure whether he will go on the trip.
- B. He will definitely go on the trip.
- C. He will definitely not go on the trip.
- D. He plans to go on the trip.

Those are the different focus that appears in questions of listening section. To succeed in this listening section part, the students must be able to listen carefully. Try to grasp the overall concepts being discussed even if they are not familiar with the specific words or phrases being used.<sup>43</sup> Listening comprehension includes complex skill because the listeners only listen to the voice or sound as a concept of information then imagine the intention of that information. It is very difficult to get the point and understand the intention of the speaker without concentration. So, concentration is an important factor in doing listening skills.

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<sup>42</sup> Ibid, 42

<sup>43</sup> Pyle, Michael A. "CliffsTestPrep Test-prep essentials from the experts at CliffsNotes" IDG Books Worldwide, Inc. 2001. Page 50

## B. Previous Study

Concerning to the students' critical thinking ability and reading and listening comprehension, there are several previous studies that relate to this research discusses as follows.

The study had been done by Effat Hosseini, Fatemeh Bakhshipour Khodaei, Sharhrzad Sarfallah and Hamid Reza Dolatabadi under the title *Exploring the Relationship between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students*. This study investigated the relationship between critical thinking ability, reading comprehension, and reading strategy. The participants are 70 male and female Iranian university students majoring in English Translation and English Literature. The result shows that there is the positive relationship between EFL readers' use of cognitive and metacognitive strategies and their thinking ability. Moreover, a significant positive relationship was observed between critical thinking and reading comprehension. The results also revealed that cognitive and effective along with critical thinking ability act as the best predictors of reading comprehension.<sup>44</sup>

The study from Soraya Yousefi and Mojtaba Mohammadi under the title *Critical Reading and Reading Comprehension Among Postgraduates students: The case of Gender and Language Proficiency Level*. This research focuses on the significant relationship between critical thinking ability of EFL learners and their performance on reading comprehension. The participation on this research is four hundred and forty-three male and female Iranian EFL postgraduate students in the fields of translation studies and English language teaching at Islamic Azad University, South Tehran and Science and Research branches. This study shows that there was a significant

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<sup>44</sup> Effat, Fatemeh Bakhshipour Khodaei, Shahrzard Sarfallah and Hamid Rza Dolatabadi "Exploring the Relationship Between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students" *World Applied Science Journal*, Vol. 17 No. 10, 2012

relationship between critical thinking and reading comprehension. English language proficiency has no role in the relationship between critical thinking ability and reading comprehension skill as the results did not differ among students with high, mid, and low levels of language proficiency.<sup>45</sup>

The study from Atefeh Elekaei, Sajad Faramarzi, and Hossein Heidari Tabrizi under the title *Autonomy, Critical Thinking, and Listening comprehension Ability of Iranian EFL Learners*. This study was conducted in order to identify the relationship among autonomy, critical thinking ability and listening comprehension ability of Iranian EFL learners. The participation in this study are 125 male and female learners learning English as a foreign language, then the number of the participants was reduced to 114 male and female learners and the learners' age ranged from 16 to 30. The result shows that there was a significant positive relationship between autonomy and critical thinking ability, learners with high autonomy level had the best listening comprehension ability, and learners with high critical thinking ability had high listening comprehension ability.<sup>46</sup>

The study from Mohsen Zare, Fatemeh Behjat, Seyyed Jamal Abdollahimzadeh, and Mehri Izadi under the title *Critical Thinking and Iranian EFL Students' Listening Comprehension*. The study aimed at exploring the possible bond between learners' way of critical reasoning and their listening comprehension. The participants in this study are 78 senior students in the Amin Institute of Higher Education, 40 students study English Language Teaching and 38 students study Translation Studies. The result of this study shows that there is a considerable implication to

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<sup>45</sup> Yousefi, Soraya, and Mojtaba Mohammadi "Critical Thinking and Reading Comprehension among Postgraduate Students: The Case of Gender and Language Proficiency Level" *Journal of Language Teaching and Research*, Vol 7, No 4 2016

<sup>46</sup> Aleksei, Atefeh, Sajad faramazi, Hossein Heidari Tabrizi "Autonomy, Critical Thinking and Listening Comprehension Ability of Iranian EFL Learners" *International Journal of Applied Linguistics & English Literature* Vol. 5 No. 2; March 2016 p. 41 2016 p.802

enhance language performance and learning based on critical thinking.<sup>47</sup>

The study from Hassan Soodmand Afshar and Raouf Hamzavi under the title *The Relationship among Reflective Thinking, Listening Anxiety and Listening Comprehension of Iranian EFL Learners: Does Proficiency make a difference?*. The present study investigated the relationship among reflective thinking, listening anxiety, and listening comprehension of Iranian EFL learners with regard to their proficiency level. The participants are 223 (10 intermediate and 117 advanced) adult male and female Iranian EFL learners from a private language institute. The result of this study revealed there was a significant difference between intermediate and advance EFL learners with respect to their reflective thinking and listening anxiety.<sup>48</sup>

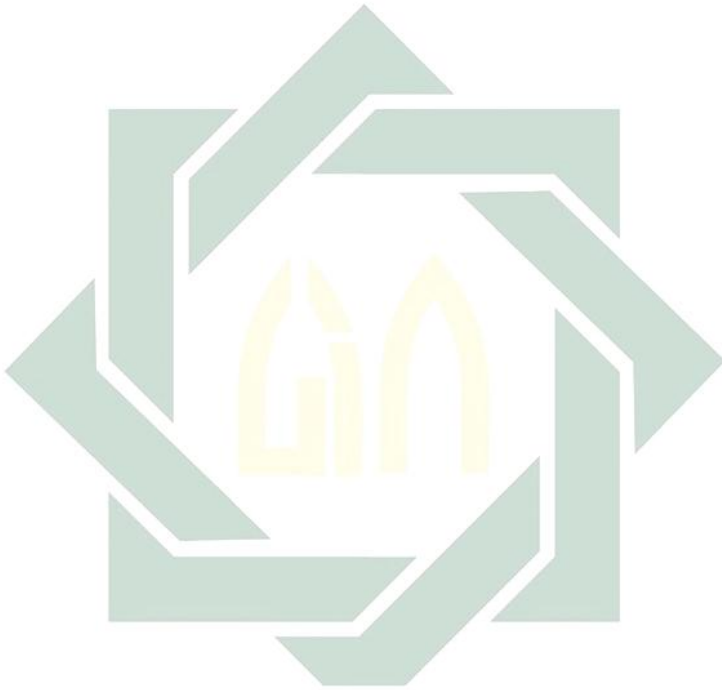
Although the topic of this study and previous studies is the same about critical thinking then the focus is different. The first study focuses on the relationship between critical thinking, reading comprehension and reading strategies. The second previous study focuses on the significant relationship between the critical thinking ability of learners and their performance on reading comprehension. The third previous study focuses on the relationship among the autonomy, critical thinking ability of Iranian EFL Learners. The fourth previous study focuses on exploring the possible bond between learners' way of critical reasoning and their listening comprehension. The fifth previous study focuses on the relationship among reflective thinking, listening anxiety, and listening comprehension. Many of previous

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<sup>47</sup> Zare Mohsen, Fatemeh Behjat, Seyyed Jamal Abdollahimzadeh "Critical Thinking and Iranian EFL Students' Listening Comprehension" *International Journal of Linguistics* Vol. 5, No.6 2013

<sup>48</sup> Soodmand Hassan Afshar, Raouf Hamzani "The Relationship among Reflective Thinking, Listening Anxiety and Listening Comprehension of Iranian EFL Learners: Does Proficiency make a difference?" *The issue in Language Teaching (ILT)*, Vol.3, No.2, December 2014

studies only focusing critical thinking with one skill of English language. Then, this study is conducted by the researcher to make a correlation between critical thinking with two skills of the English language, those are reading and listening skills.





## CHAPTER III

### RESEARCH METHOD

This chapter consists of some components of the research methods used in this research. They are research design, research setting, population and sample, data collection technique, research instrument and data analysis technique.

#### **A. Research Design and Approach**

As the purpose of this study is to find the correlation between students' critical thinking ability reading and listening comprehension, the most suitable design is correlation field study design. The Correlation field study design is aimed to assess the extent of the relationship between independent variables and dependent variables.<sup>49</sup> In this study, correlation study design is to examine the correlation between critical thinking as the independent variable and reading and listening comprehension as the dependent variable. Independent variable is variable that occurs naturally, there is no manipulation over it and the symbol of the independent variable is X, while the dependent variable is variable which is influenced by independent variable and the symbol of the dependent variable is Y.<sup>50</sup> Independent variable of this research is critical thinking while dependents variables are reading and listening comprehension. So, the suitable research design for this research is correlation field study.

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<sup>49</sup> Tharenou Phyllis, Ross Donohue, Brian Coper. *Management Research Method* (New York: Cambridge University Press, 2007), 46.

<sup>50</sup> Ibid, 35

## B. Research Setting

To anticipate overlapping data, this study was conducted in English for Islamic Student (EFIS) class in English Teacher Education Department, Faculty of Tarbiyah and Teachers in UIN Sunan Ampel Surabaya. It is located at Ahmad Yani Street, 117, Surabaya. The researcher conducts the test on 21<sup>st</sup>, 24<sup>th</sup>, 25<sup>th</sup>, and 28<sup>th</sup> May 2018.

## C. Population and Sample

According to Cresswell, a population is a large group of people that used as a source of data representing a certain characteristic in a study.<sup>51</sup> The population or the subject of this research is students of English Teacher Education Department of UIN Sunan Ampel Surabaya in the academic years 2017 (second semester) because as the beginner students in English Teacher Department, they need to be tested to know their ability in the English language. So, their lecturer knows students' ability and can give the best stimulus to increase students' ability to be better.

To select the sample, this study used a stratified sampling. Stratified sampling is a method of sampling that involves the division of a population into smaller groups. To calculate the sample for the population, the researcher uses Solvins' formula.

$$n = \frac{N}{1 + N(e)^2}$$

n = Size of sample  
N = Size of population  
e = Limit of Accuracy (0.05)

$$\begin{aligned} n &= \frac{100}{1 + 100(0,05)^2} \\ &= \frac{100}{1 + 0,25} \\ &= 80 \end{aligned}$$

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<sup>51</sup> John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th ed edition (Boston: Pearson, 2012), p. 21.

After calculating data using Solvins' formula, this research needs 80 sample for the participants. So, the researcher take 80 participants from the subjects' number was investigated.

#### **D. Data Collection Technique**

Collecting data is a systematic procedure and standard to get data which is needed. Data collection technique is an important step because data be used to solve the problem to examine hypothesis which has been pattered.<sup>52</sup> In this research, the researcher used Test and Documentation as the data collection technique.

##### **a. Test**

A test is a measurement technique which consists of questions or assignment which need to be answered by the respondent. In this research, a test was used as a data collection technique to collect data on students' critical thinking ability using a standardized test. The standardized test was adopted from the Watson-Glaser Critical Thinking Appraisal -UK-Edition<sup>53</sup>.

##### **b. Documentation**

Documentation is to find out data about something in the form of notes, transcript, newspaper, magazine, etc.<sup>54</sup> Documentation was used by the researcher to collect the data of reading and listening comprehension. The data collected through document study of the students' TOEFL score of university students in the second semester.

#### **E. Research Instrument**

To collect data on students' critical thinking, the researcher uses the test. The test is a set of stimulation which is given by the researcher to the respondent in order to get the answer that can be used as the base for determining the score.<sup>55</sup> A critical thinking test was adapted to Watson-Glaser Critical Thinking Appraisal-UK Edition which is consist of 30 items of the question. In this tests,

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<sup>52</sup> Syofian Siregar, *Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan manual dan Aplikasi SPSS Version 17*, (Jakarta: PT RajaGrafindo Persada, 2014), 130.

<sup>53</sup> Ibid, 15

<sup>54</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2000), 234.

<sup>55</sup> S. Magono, *Metodologi Penelitian Pendidikan*. (Jakarta: PT. Rineka Cipta,1997).p.170

there were 5 different items like Inference, Recognition of Assumption, Deduction, Interpretation, and Drawing Conclusion.

To collect data on students' reading and listening comprehension, the researcher uses the document. Arikunto says the purpose of a documentary is to find out data something in the form of notes, transcript, newspaper, magazine, etc.<sup>56</sup> The data that needed by the researcher is in the form of transcripts' score of TOEFL. The researcher uses those transcripts to get the data of students' reading and listening comprehension. The transcripts' scores are obtained from every lecturer who has been conducted TOEFL for university students in the second semester of English Teacher Education Department.

#### F. Data Analysis Technique

After collecting the data of students' critical thinking, reading and listening comprehension, the researcher will analyze, examine, interprets and conclude the data of the research. The technique of data analysis used by the researcher is the formula of Pearson's Product Moment Correlation to examine whether there is a correlation between students' critical thinking, reading and listening comprehension. In general of the technique of analyzing the data is done by these following steps:

1. The first step is preparation. The researcher checked some important things of checking instrument of critical thinking test and checking the completeness of the transcripts' score.
2. The second step is tabulating. After all of the instruments were clear, the researcher conducted a test of critical thinking. Then, scoring the result of critical thinking test. The last, Putting the score of critical thinking, reading comprehension, and listening comprehension in Excels' table

**Table 3.1 Scoring of Students Critical Thinking, Reading and Listening Comprehension**

No	Respondents	Score		
		Critical thinking	Reading comprehension	Listening comprehension

<sup>56</sup> Suharsimi Arikunto, *Prosedur Penelitian*..... 234

1.				
2.				
3.				
4.				

3. The third step is calculating data. Application of the formula suitable with the approach of the research.
- Determining the coefficient of correlation between students' critical thinking as the independent variable (X) and reading and listening comprehension as the dependent variable ( $Y^1, Y^2$ ).
  - The researcher calculated the data using correlation product moment technique. Correlation product moment is one of the correlation technique which correlates with two variables. This technique is developed by Karl Pearson so it is known as the Pearson Correlation Technique. The formula of Pearson's Product Moment to find the correlation are as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Where

R : The correlation coefficient between Variable X and Y

$\sum^{XY}$  : The sum of the product of X and Y score for each student.

$\sum x$  : The sum of X scores.

$\sum y$  : The sum score of Y score.

$\sum X^2$  : The sum of the square of students' critical thinking.

$\sum Y^2$  : The sum of the square of reading and listening comprehension.

$(\sum X)^2$  : The sum of the squared X scores.

$(\sum Y)^2$  : The sum of the squared Y scores.

N : Total of respondents.

The formula above is very important due to find out whether or not the null hypothesis or alternative hypothesis is accepted in this research.

- c. The researcher used SPSS as the application for this research in order to make the calculation easier and more valid. The result computation indicates whether there is any correlation between critical thinking and reading and listening comprehension. The value of sig from the output of SPSS with the level of significance 0,01 is compared. According to Sugiono, the coefficient correlation is gotten from the formula. It shows the interval of a coefficient and the level of relationship between the variables below:

**Table 3.1**  
**Coefficient Correlation**

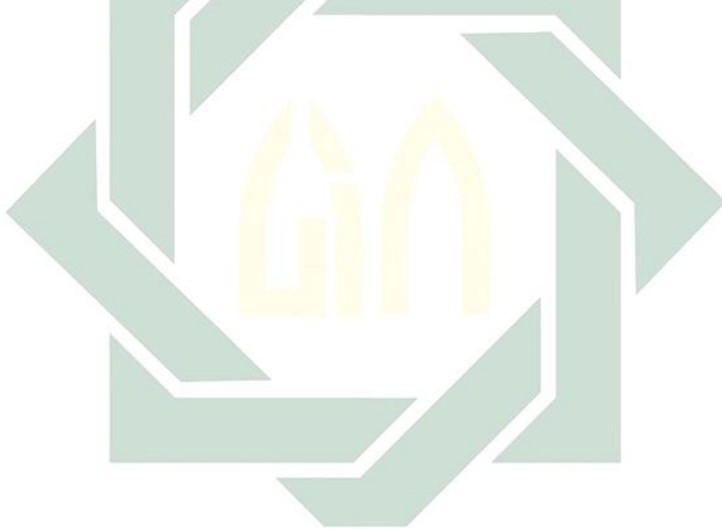
<b>Interval of Coefficient</b>	<b>Relationship Level</b>
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Enough
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The correlation coefficient has some important properties. Mark Belnaves and Peter Caputi explain that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables. The result of calculating data will show range from -1 to +1. If the result of the coefficient closes to +1 or to -1 indicates a strong relationship between variables, while if the coefficient closes to zero indicates there is no relationship

between those variables. The variable is positively related if the coefficient has a positive sign.<sup>57</sup>

#### 4. Examining the signification.

The researcher examines the signification through seeing the result of the significant score. "If significant score is  $\leq$  (less than)  $\alpha$ , it is mean that there is correlation because Null Hypothesis ( $H_0$ ) is refused and Alternative Hypothesis ( $H_a$ ) is accepted, while if significant score is  $\geq$  (more than)  $\alpha$ , it means that there is no correlation because Null Hypothesis ( $H_0$ ) is received and Alternative Hypothesis ( $H_a$ ) is rejected.



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<sup>57</sup> Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods an Investigative Approach*. (London: SAGE Publication Ltd, 2001), 155.

## **CHAPTER IV**

### **RESEARCH FINDING**

Regarding the research question, this chapter presents the research findings and discussion of the study. The researcher describes and analyzes the findings during the research process conducted at the English Teacher Education Department at UIN Sunan Ampel Surabaya. The data obtained from the test and document be analyzed and elaborated in research findings to answer the research problem mentioned in chapter 1. While in the discussion, the researcher integrates and explains more about the findings of research.

#### **A. Research Findings**

The data were collected from all the research instruments including Critical Thinking Test and Document. The researcher has conducted the research from 21<sup>st</sup> – 28<sup>th</sup> May 2018 through the techniques of collecting data as stated in the research method. To gain the objectives of the research, the researcher analyzes the data systematically and accurately. Then, the data were analyzed in order to draw the conclusion about the objective of the study. The purpose of research findings is to answer research question how is the correlation between students' critical thinking ability, reading, and listening comprehension at English Teacher Education Department of UIN Sunan Ampel Surabaya. The result of the data explained as in the following:

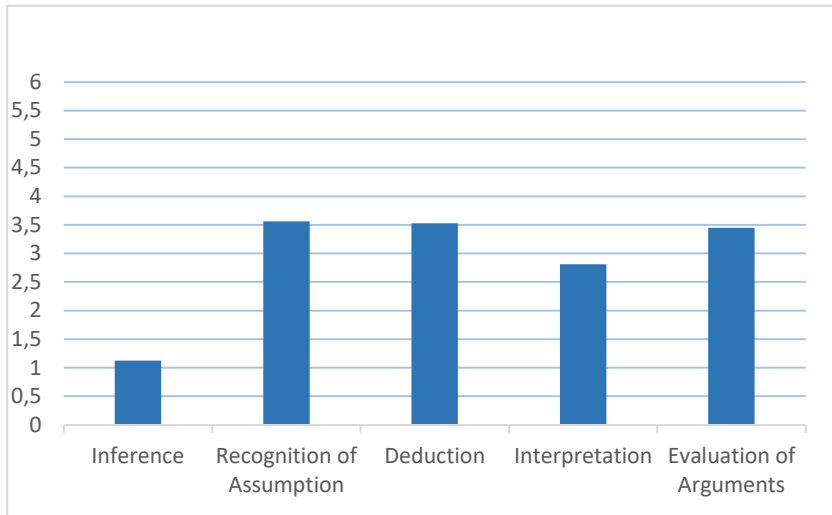
##### **1. The Students' Critical Thinking Score**

After distributing the Critical Thinking Test, the researcher got the results of the test. To anticipate overlapping data, the researcher conducted the test in EFIS (English for Islamic Study) class. EFIS is one of compulsory course which should be taken by university students of English Teacher Education Department in the second semester. So, conducting the test in EFIS class can make researcher easy and clear to take the score of the participants and prevent collection of the overlapping data. The critical thinking test consisted of 30 questions and have 5 different items. They were



*Inference, Recognition of Assumption, Deduction, Interpretation, and Evaluation of*

*Arguments.* The results of students' critical thinking score can be seen in appendix 1 and chart 4.1



**Chart 4.1 The Score of Critical Thinking in every Aspect**

From the table 4.1, the researcher found the highest totals' scores of critical thinking test were 20 and the lowest score was 9. The modus (the score that often appears) of data was 16. There were 2 students who get the lowest score, 3 students who get the highest score. The researcher calculated the mean of those data as the following formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1155}{80}$$

80

= **14.4375** rounded to **14**

**M** = Mean (Average)

$\sum X$  = The sum of scores of all individuals

**N** = Number of individuals in distribution

**Noted for chart 4.1**

1.0 – 2.0 = Low

3.0 – 4.0 = Medium

5.0 – 6.0 = High

After knowing the result of the test, the researcher connected the result of critical thinking test with the theory of the stages of critical thinking. Based on Linda Elder and Richard W. Paul there are six stages of critical thinking. The researcher classified the stages of critical thinking as below:

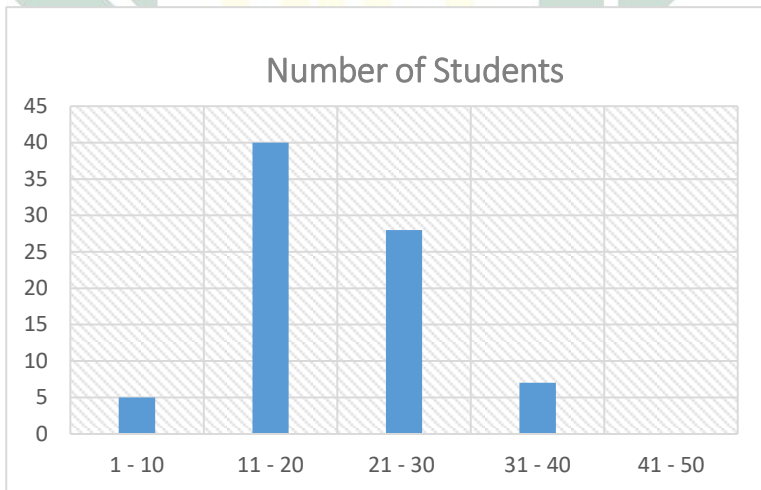
If the score is $1 \leq X = 5$ ,	Unreflective Thinking
If the score is $6 < = X = 10$ ,	Challenged thinking
If the score is $11 < = X = 15$ ,	Beginning thinking
If the score is $16 < = X = 20$ ,	Practicing thinking
If the score is $21 < = X = 25$ ,	Advance thinking
If the score is $26 < = X = 30$ ,	Master thinking

After calculating the data, the researcher found the average of students score was 14. It can be concluded that university students of English Teacher Education Department in the second semester were included in Beginning Thinking. Beginning thinker means the students actively trying to take control of the quality of their thinking in several areas of their lives. Critical thinker on this stage realizes that they sometimes experience difficulty in their reasoning or problem- solving. On this stages, the learners try to improve, but without regular practice to shape their thinking.

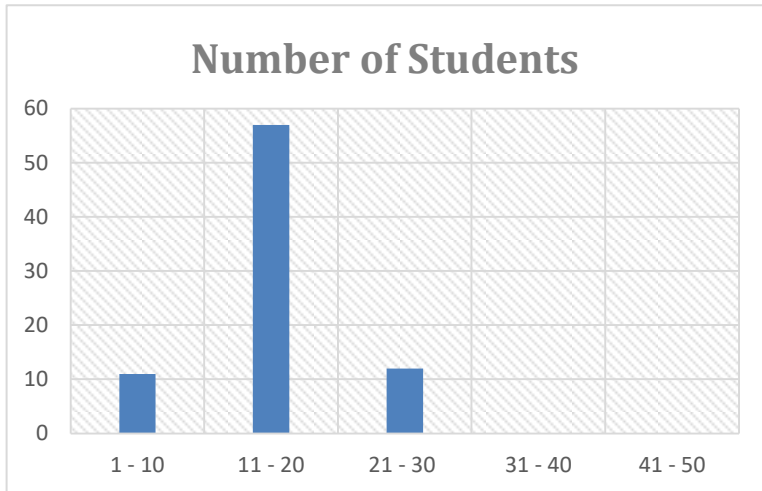
Then, based on chart 4.1, it is shown that the students get Low level in inference aspect. The average of inferences' score was 1.125 rounded to 1. The aspect of Recognition of Assumption is on Medium categorize. The average of recognition of assumption's score was 3.56 rounded to 4. The aspect of Deduction also on Medium categorize. The average of deductions' score was 3.52 rounded to 4. For interpretation, the students' average score was 2.81 rounded to 3. So, students get Medium to categorize on interpretations' aspect. For evaluation of an argument, the score was 3.45 rounded to 3. So, the students also get medium on the evaluation of arguments' aspects.

## 2. The Students' Reading and Listening Comprehension.

The second variables of this research were students' reading and listening comprehension. This variable was collected from the students' TOEFL score in the second semester of university students of English Teacher Education Department in the academic years 2017/2018. The score of students' reading and listening comprehension shown in chart 4.2 and chart 4.3



**Chart 4.2 The Students' Score Range of Reading Comprehension**



**Chart 4.3 The Students' Score Range of Listening Comprehension**

Chart 4.2 shown that there was no student who gets higher score range, the higher score range is 41 – 50. Then, there were 7 students who get score range in 31 – 40. There were 28 students who get score range in 21 – 30. There were 40 students who get score range in 11 – 20. There were 5 students who get score range 1-10. It can be concluded that the mode (modus) of that table is score range in 11-20. The higher score range which can be reached by students is in 31 – 40 score range with the total students are 7 and the lower score range was 1 – 10 with the total students were 5.

Chart 4.3 shown that there was no student who gets score range in 31 – 40 and 41 – 50. There were 12 students who get score range in 21 – 30. There were 57 students who get score range in 11 – 20. There were 11 students who get score range 1-10. Based on the table above, it can be concluded that the mode (modus) of that table was score range in 11 – 20. The higher score range which can be reached by the students is in 21 – 30. The totals students in higher score range were 12. The lower score range was 1 – 10 which totals students were 11 students.

### 3. The Correlation between Students' Critical Thinking, Reading and Listening Comprehension

Based on the data analysis technique in Chapter III, the researcher used SPSS 16.0 as the application to know the correlation between students' critical thinking, reading and listening comprehension. For showing details about the result of the correlation between students' critical thinking, reading and listening comprehension, the researcher calculated the correlation for each variable. The correlation was presented by the following tables 4.1 to 4.3.

**Table 4.1 The Computation of Correlation between Students' Critical Thinking and Reading Comprehension**

		Critical Thinking	Reading Comprehension
Critical Thinking	Pearson Correlation	1	-.041
	Sig. (2-tailed)		.715
	N	80	80
Reading Comprehension	Pearson Correlation	-.041	1
	Sig. (2-tailed)	.715	
	N	80	80

The table above describes the correlation between students' critical thinking and reading comprehension as Pearson Correlation = -0.041 and Sig. (2-tailed) = 0.715. It means that the variables were negatively associated. According to the statistical theory that was mentioned in chapter III, the standard level of significance is 0.05. The table above showed the value of Sig. was higher than 0.05.

Accordingly, there is no significant correlation between students' critical thinking and students' reading comprehension.

**Table 4.2 The Computation of Correlation between Students' Critical Thinking and Listening Comprehension**

		Critical Thinking	Listening Comprehension
Critical Thinking	Pearson Correlation	1	-.055
	Sig. (2-tailed)		.629
	N	80	80
Listening Comprehension	Pearson Correlation	-.055	1
	Sig. (2-tailed)	.629	
	N	80	80

The table above describes the correlation between students' critical thinking and students' listening comprehension as Pearson Correlation = -0.055 and Sig. (2-tailed) = 0.629. The value of Sig. is higher than the standard level of significant (0.05). It assigns no significant correlation between students' critical thinking and student' listening comprehension. It also can be seen from the coefficient correlation that shows the variables are negatively associated.

**Table 4.3 The Result of Correlation between Students' Critical Thinking, Reading and Listening Comprehension**

		Critical Thinking	Reading Comprehension	Listening Comprehension
Critical Thinking	Pearson Correlation	1	-.041	-.055
	Sig. (2-tailed)		.715	.629
	N	80	80	80
Reading Comprehension	Pearson Correlation	-.041	1	.403**
	Sig. (2-tailed)	.715		.000
	N	80	80	80
Listening Comprehension	Pearson Correlation	-.055	.403**	1
	Sig. (2-tailed)	.629	.000	
	N	80	80	80

\*\* . Correlation is significant at the 0.01 level (2 tailed).

The analysis of table 4.3 above, the table suggest that critical thinking ability did not show any correlation between students' reading and listening comprehension. The significant of reading comprehension is (Sign. = 0.715) and Pearson Correlation = -0.041. It means that the variable was negatively correlate. While for listening comprehension show the significant of correlation is (Sign

= 0.629) and Pearson Correlation = - 0.055. It means that there was no correlation between students critical thinking ability, reading and listening comprehension because both of the significant value is higher than the standard level of significant (0.05) of this research.

**Table 4.4 The Computation of Correlation between Students' Reading and Listening Comprehens**

	Reading	Listening
Pearson Correlation	1	.403**
Sig. (2-tailed)		.000
Reading N	80	80
Pearson Correlation	.403**	1
Sig. (2-tailed)	.000	
Listening N	80	80

\*\* . Correlation is significant at the 0.01 level (2 tailed).

The analysis of table 4.3 and 4.4 above suggest that critical thinking ability did not show any correlation between students' reading comprehension and listening comprehension while there was a correlation between reading and listening comprehension.

The correlation between students' critical thinking and reading comprehension was not significant (Sign. = 0.715) and Pearson Correlation = -0.041. It means that the variable was



negatively correlated. Consequently, there was no significant correlation between students' critical thinking and students' reading comprehension.

The correlation between students' critical thinking and listening comprehension was not significant (Sign. = 0.629) and Pearson Correlation = - 0.055. It means that the variable was negatively correlated. Consequently, there was no significant correlation between students' critical thinking and students' listening comprehension.

The correlation between students' reading comprehension and listening comprehension was significant (Sign. = 0.000) and Pearson Correlation = 0.403. It means that the variable was positively correlated. Consequently, there was a significant correlation between students' reading and listening comprehension but the correlation was very weak.

So, based on those explanations, it can be inferred that the null hypothesis ( $H_0$ ) is received and the alternative ( $H_a$ ) is rejected. It means that there is no correlation between students' critical thinking with reading and listening comprehension.

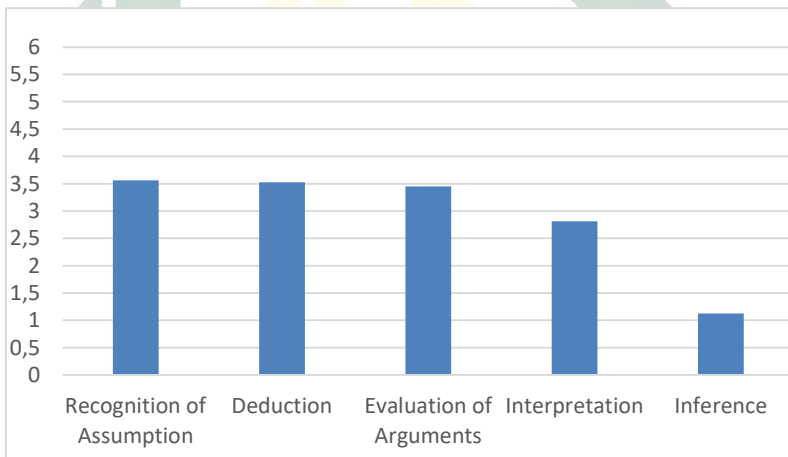
## **B. Discussion**

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The researcher focuses on students' critical thinking ability and the correlation between students' critical thinking ability, reading and listening comprehension of English Teacher Education Department of UIN Sunan Ampel Surabaya.

The result of a critical thinking test shown that the average of students' score of critical thinking test was 14. It concluded that university students of English Teacher Education Department in UIN Sunan Ampel Surabaya in the second semester were included on Beginning Thinker. The score range of beginning thinker was around  $11 \leq X \leq 15$ . The beginning thinker is trying to take control of the quality of their thinking actively in several areas of their lives. They are who include on this stage realize that they sometimes feel difficulty in their reasoning toward their arguments or finding the problem-

solving for their problem. They also get difficult to support their argumentation with strong proof.

Based on the finding the result of data test of critical thinking that was researcher obtained from the students to know the level of their thinking shown that the higher aspect which can be reached by students was Recognition of Assumptions' aspects with score 3.56 rounded to 4. Then, it was followed by Deductions' aspect with score 3.52 rounded to 4. Next, there was Evaluation of Arguments' aspect with score 3.45 rounded to 3 then followed by Interpretations' aspect with score 2.81 rounded to 3. The last, there was inference with score 1.125 rounded to 1. In fact, based on the result of those data indicate that the students got difficult in inference aspect. The illustration of arrangement the score of critical thinking aspects like as following chart:



**Chart 4.4 The Arrangement of Critical Thinking Score**

Based on chart 4.4, it shows that the students get low ability in inference. As Watsons' explanation about the part of critical thinking, there are three part of critical thinking: recognition assumption, evaluate arguments, and drawing

conclusion. Inference is part of drawing conclusion. So, it can be concluded that the students still weak on drawing conclusion. The students got difficult to find the evidence which had stated on the text.

Based on the result of the correlation between students critical thinking with reading and listening comprehension in table 4.2 and 4.3, it can be seen that for reading comprehension has significance (Sign. = 0.715) and Pearson Correlation = -0.041. It means that between critical thinking and reading comprehension does not correlate with one each other. Then, listening comprehension also shows the same result. The significance of listening comprehension is (Sign. = 0.629) and Pearson Correlation = -0.055. It means that between critical thinking and listening comprehension does not correlate with one each other. The possibility which make critical thinking ability, reading and listening comprehension does not correlate is on the timing even collecting the score of TOEFL and Critical thinking. The students did TOEFL first then followed by critical thinking score. It should be the students did critical thinking first then did TOEFL. The other possibility also there is any possibility that TOEFL may not assess critical thinking or because the data that I used was only documentation.

This research has a different result with previous studies. In the previous studies that investigated the relationship between critical thinking and reading comprehension by Effat Hosseini, a significant correlation was found between critical thinking and reading comprehension. The cognitive and affective strategies along with critical thinking ability act as the best predictors of reading comprehension. The previous research that investigated the relationship between critical thinking and listening comprehension by Mohsen Zare shows that there is a significant correlation between critical thinking and listening comprehension. There is considerable implication to enhance language performances and learning based on critical thinking.

The result is different from previous studies, it can be caused by some factors. The first is the participants between this study and previous studies are different. Previous studies take participants in Iranian EFL students which have accustomed to learning English because for Iranians' students, English includes

on a compulsory course. The other factor which can affect the result of the correlation between students' critical thinking with reading and listening comprehension is the lecturers' treatments. Actually, for students' reading and listening comprehension, the students are given some treatments and announcement by the lecturers before they do TOEFL (Test of English Foreign Language). So, the students can prepare themselves well to raise good score in that test. While for the critical thinking test, the students directly do it without some treatments and announcement before. So, the students have not any preparation to do the test. Consequently, the score of students' reading comprehension and listening comprehension is good and higher than their score in the critical thinking test.

Based on table 4.4 show that there was a correlation between students' reading and listening comprehension. The correlation appears between both of them because of some factors. Between reading and listening comprehension have some similarities inside of those skills. The similarities such as both are receptive language process, both use internal conceptualization of information and both require short-term memory processing.<sup>58</sup> Felbinger stated that the listening and reading processes are both the same and different. They are the same in that both are language comprehension processes with the same set of strategies available. They differ in the cognitive demands imposed by text characteristics, situational factors, and the cognitive skills and sensory modality available. So, although between reading and listening is different, there is an interrelationship between them. The objective of them is to develop meaning.

The score of reading comprehension is higher than listening comprehension. It can be seen from chart 4.2 and 4.3. Chart 4.2 shown that the higher score which can be reached by the student on reading comprehension is in score range 31 – 40 while chart 4.3 shown that the higher score which can be reached by the students on listening comprehension is in score range 21 – 30. The students were difficult on answering the part of the listening test.

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<sup>58</sup> Palmer. Monica, Doctoral Dissertation: "A Comparative Study of Listening and Reading Comprehension in Children of Different Age-Groups" (Pretoria: University of Pretoria, 1997) 22.

Doing listening is not easy because the auditory of the students transform sound into sentences then into a phrase to create meaning which can be understood and responded by students' self.<sup>59</sup>

Actually, the students have great capacity in their thinking but they only lack awareness toward their capacity in thinking. Based on Linda and Richard statement, they state that learners sometimes get difficulties on their reasoning in problem- solving and the teacher should direct them the steps how to thinking well to produce good problem- solving.<sup>60</sup> In fact, the students can raise high score in a critical thinking test if they get direction or treatments from the teacher. They also can practice doing critical thinking by their self but most of them only stuck and undeveloped because there is no treatment and habit to think critically in every time before. To have good critical thinking, the students need to improve the way their thinking and practice think critically. So, having critical thinking is difficult to be raised without regular practice and commit to taking improvement in every step of thinking. Development in thinking is a gradual process which requires a highland area of learning and plain hard work.

The finding result shows that the students in English Teacher Education Department are included on Beginning Thinker supported by Richards' statements. He states that improvement in critical thinking is like improvement in basketball and ballet. It is unlikely to take place in the absence of a conscious commitment to learning.<sup>61</sup> The students are included in Beginning Thinker because before they do critical thinking test, the students have not any treatment or preparation before. So, the score of students' critical thinking test is lower than students' score of reading and listening comprehension.

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<sup>59</sup> Ibid, 16

<sup>60</sup> Ibid, 47

<sup>61</sup> Paul W Richard – Linda Elder, *Critical Thinking Tool for Charge of Your Professional and Personal Life* Pearson Education: Financial Times Prentice Hall, 2002, p.4

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and the suggestion from the researcher for the teacher, students, and future researcher. The result of the finding and discussion can be concluded as the following representation.

#### A. Conclusion

Based on the data obtained in finding and the research hypothesis in the previous chapter, it shows that there is no significant correlation between students' critical thinking ability with reading and listening comprehension. From reading and listening comprehension, there is no one of them which positively correlated with students' critical thinking ability. Reading and listening comprehension are negatively correlated with students' critical thinking means that the TOEFLs' score may not assess critical thinking ability or the data that researcher used was only documentation.

The result of calculating data of students' reading comprehension and listening comprehension using Pearson Correlation shows that Pearson Correlation = 0.000 and Sig. (2-tailed) = 0.403. It means that the variable is positively associated. The standard level of significant (0.05). Accordingly, there is a significant correlation between students' reading comprehension and listening comprehension.

The correlation appears between both of them because they have some similarities inside of those skills. The similarities such as both are receptive language process, both use internal conceptualization of information and both require short-term memory processing. So, although between reading and listening is different, there is an interrelationship between them. The objective of them is to develop meaning.

#### B. Suggestion

Based on the conclusion of the study, the researcher gives some suggestion for the students, lecturers, and further researcher.

### 1. Suggestion for the students

From the data finding, it shows the score of students' critical thinking is lower than the score of students' reading and listening comprehension. The score of students' reading and listening are higher than a score in critical thinking because of some factors. One of the factors are the treatments before students do TOEFL. The factors are not only because the treatment which had been given by the lecturer but also the awareness of students toward their critical thinking is less. The researcher suggests for the students, they need to realize that critical thinking is not about cleverness that only owned by clever students. Every student has a chance to become a critical thinker. It only depends on the intention, how far they do improvement and try to practice thinking critically many times. If they know how the important critical thinking is, automatically they will fight to improve their skill to do critical thinking.

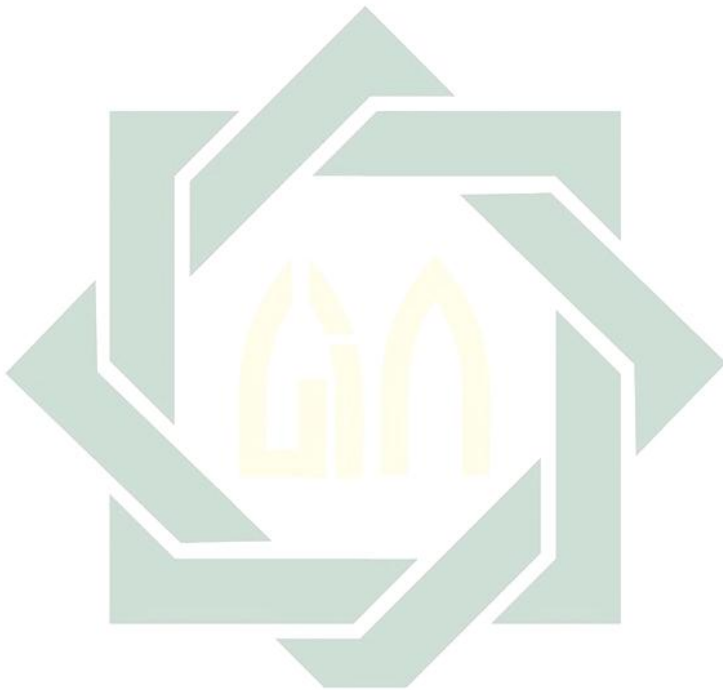
### 2. Suggestion for the lecturers

Based on the result of data found, the students are included in Beginning Thinker. Beginning thinker has sequence 3<sup>rd</sup> of six categories in critical thinking. Beginning thinker are actually they aware that they need to practice many times to shape their thinking. So, the lectures expected to provide activities to make students practice thinking critically and help the students to improve their thinking be better. The lecturers should support and always give motivation to the students. So, they will more enthusiasm to practice thinking critically many times and they can go up to the next level of critical thinking.

### 3. Further Researcher

This present study is carried out to identify the correlation between critical thinking ability with reading and listening comprehension. The researcher takes all of the participants male and female students. For the further research, the researcher is expected to find the correlation between students' critical thinking ability with reading and listening comprehension using differences between genders' participants. Since by doing more specific, probably the finding will explain about factors that can effect towards critical thinking ability. Then, the researcher also expected for further researcher to find is there any possibility that

TOEFL may not assess critical thinking ability or because it is documentation.





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