

**THE CORRELATION BETWEEN CRITICAL THINKING AND  
LISTENING COMPREHENSION OF THE SECOND YEAR  
STUDENTS OF MA KAMPAR TIMUR**



**By**

**MARDALENA**

**NIM. 10714000040**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

**THE CORRELATION BETWEEN CRITICAL THINKING AND  
LISTENING COMPREHENSION OF THE SECOND YEAR  
STUDENTS OF MA KAMPAR TIMUR**

A Thesis

Submitted to Fulfill One of the Requirements  
for Bachelor Degree in English Education  
(S.Pd.)



By

**MARDALENA**

**NIM. 10714000040**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## ABSTRAK

**Mardalena (2012):** "Hubungan antara Berpikir Kritis dan Pemahaman Mendengarkan dari Siswa kelas dua MA Kampar Timur".

Berdasarkan penelitian pendahuluan di MA Kampar Timur. Para siswa kelas dua MA Kampar Timur telah belajar mendengarkan selama tiga semester dan guru telah mengajar bahasa Inggris dua kali seminggu. dan berdasarkan KTSP, siswa dapat berkomunikasi baik wrtten dan berbicara dalam bentuk teks deskriptif, naratif, anekdot, eksposisi analitis, dan menegur eksposisi. Di kelas, siswa juga disediakan dengan bahasa inggris karena guru bahasa inggris menggunakan bahasa Inggris selama proses belajar. Berdasarkan uraian di atas, idealnya siswa di MA Kampar Timur harus mampu mendengarkan. Tapi, pada kenyataannya banyak siswa masih mengalami kesulitan dalam mendengarkan.

Tujuan dari penelitian ini adalah untuk mengetahui ada hubungan yang signifikan antara pemikiran kritis dan kemampuan mendengarkan siswa kelas dua MA Kampar Timur. Penelitian ini memiliki satu rumusan masalah yang ada hubungan yang signifikan antara pemikiran kritis dan kemampuan mendengarkan siswa kelas dua MA Kampar Timur.

Penelitian ini dilakukan di MA Kampar Timur. Hal ini dilakukan dari bulan Juni sampai Agustus 2011. Subyek penelitian adalah siswa tahun kedua MA Kampar Timur. Populasi dalam penelitian ini adalah kecil penulis mengambil seluruh populasi sebagai sampel. Jadi, sampel penelitian adalah 64 siswa. Dalam penelitian ini merupakan penelitian korelasional dan akan dianalisis dengan menggunakan r korelasi serial karena data adalah data ordinal dan interval.

Dalam mengumpulkan data, penulis menggunakan kuesioner dan tes. Kuesioner terdiri dari 20 item. Tes terdiri dari 30 item. Kuesioner menjelaskan beberapa pertanyaan untuk responden untuk mengetahui bagaimana berpikir kritis. Tes digunakan untuk pemahaman siswa mendengarkan. Dalam skor dianalisis dengan menggunakan rumus r serial. Skor siswa dibandingkan dengan r-tabel yang dipertimbangkan dengan derajat kebebasan(df).

Dari hasil penelitian dapat disimpulkan bahwa  $H_0$  diterima dan  $H_a$  ditolak. Ini berarti bahwa tidak ada hubungan yang signifikan antara berpikir kritis dan pendengaran siswa kelas dua MA Kampar Timur, dapat dilihat bahwa pemahaman mendengarkan mungkin disebabkan oleh pemikiran kritis mereka.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>LIST OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of the Problem .....	1
B. The Definition of the Term .....	4
C. The Problem .....	5
D. The Objective and the Significance of the Research .....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>9</b>
A. The Theoretical Framework .....	9
B. The Relevant Research.....	28
C. The Operational Concept .....	29
D. The Assumption and Hypothesis .....	30
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>31</b>
A. The Location and Time of the Research .....	31
B. The Subject and the Object of the Research .....	31
C. The Population and Sample of the Research.....	32
D. The Technique of Collecting Data .....	32
E. The Technique of Data Analysis .....	37
<b>CHAPTER IV PRESENTATION AND ANALYSIS</b> .....	<b>39</b>
A. The Data Presentation .....	39
B. The Analysis Data.....	52

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>63</b>
A. Conclusion .....	63
B. Suggestion.....	63

**BIBLIOGRAPHY**

**APPENDIX**

## LIST OF TABLES

Table III.1	The population and sample of the students .....	32
Table III.2	The blue print of critical thinking.....	33
Table III.2	Mean Score of listening comprehension .....	35
Table III.4	The Standard deviation of the listening comprehension test....	36
Table IV.1	Students listen to information carefully before they Interpret it .....	40
Table IV.2	Students find key aspect first before interpret the Falk wisdom .....	40
Table IV.3	Students compare rival positions or options in interpreting personal reflection .....	41
Table IV.4	Students attempt to recall all they know about the topic.....	41
Table IV.5	Students try to collect as much as possible the data that are related to the topic .....	42
Table IV.6	Students are ready to pay attention and concentrate on what they are about to analyze .....	42
Table IV.7	Students have made prediction on what they are about to analyze .....	43
Table IV.8	Students would like to check their own progress from their own mistakes .....	43
Table IV.9	Students try to use the information to confirm something unclear.....	44
Table IV.10	Students revise their predictions accordingly.....	44
Table IV.11	Students evaluate the information concern with what they Understand .....	45
Table IV.12	Students define important terms and theory that appear in the passage .....	45

Table IV.13	Students think the result is an important part in inference Something .....	46
Table IV.14	Students infer the data by using the correct structures or rules .....	46
Table IV.15	Students use some strategies to explain something .....	47
Table IV.16	Students try to describe every part clearly .....	47
Table IV.17	Students try to include the key point in their explanation .....	48
Table IV.18	Students like to understand the content of what they are learning and why they are learning it .....	48
Table IV.19	Students find it easy to stabilize their time effectively when someone helped them .....	49
Table IV.20	Students let their worksheet blank when they do not know the answer .....	49
Table IV.21	Students' critical thinking.....	50
Table IV.22	The score of students Listening Comprehension.....	51
Table IV.23	Graphic of students listening comprehension .....	52
Table IV.24	The categories of students' critical thinking based on the students listening comprehensio.....	55
Table IV.25	The work way serial correlation.....	58
Table IV.26	Table of standard deviation calculation.....	59
Table IV.27	Coefficient correlation interpretation .....	60

## CHAPTER I

### INTRODUCTION

#### A. The Background of the problem

Human communication is based on listening because it is the foundation for effectiveness of interaction. Failure to listen is probably the cause of more interpersonal problems than any other aspects of human behavior. Being able to listen is an important part of communication for everyone but many people get difficulties in listening.

Listening difficulties result from different causes and vary from person to person. According to Nunan there are four factors affecting the difficulty of listening as in following quotations:<sup>1</sup>

“(a) The speaker: the number of the speaker, the speaking speed and the type of accent; (b) The Listener: the roles (participant or eavesdroppers), the level of response required and individual interest on the subject; (c) The Content: grammar, vocabulary, information structure, background knowledge assumed, and (d) Support: pictures, diagrams or other visual aids.”

In other side, categorized the difficulties of listening into three principal categorizes; there are the types of language, the purpose of listening and the context in which the listening takes place<sup>2</sup>. They also found that difficulty of listening influenced by the organization of information, the familiarity of topic, the explicitness and sufficiency of the information, the type of referring expressions used and the texts ‘static’ relationship or ‘dynamic’ relationship.

---

<sup>1</sup>David Nunan. 1995. *Language Teaching Methodology a Textbook for Teachers*: Phoenix ELT: Prentice Hall International, p. 208

<sup>2</sup>*Ibid.* p. 24



Listening is a skill; therefore we cannot obtain it without practice. So, it is necessary to have a good ear for English which can only be obtained by a great deal of practice. In order to get better understanding of the complex process of spoken language, a listener must construct meaning from information presented by speaker.

The second year students of MA Kampar Timur have learnt listening for three semesters and also it is taught four class hours in a week. Based on KTSP, students' are able to communicate both written and spoken in the form of text descriptive, narrative, anecdote, analytical exposition, and hortatory exposition<sup>3</sup>. In the class, the students are also provided with English because the English teachers use English during learning process. They also have learnt about thinking critically in their learning activity. Moreover, listening tasks are provided in senior high school. Here, using critical thinking is essential in order to avoid blank of mind. So, we need critical thinking to influence students' listening ability. Critical thinking is a learned ability that must be taught. The ability to segment and analyze speech accurately and automatically into appropriate units is very important for listening process.

Critical thinking is an important and vital topic in modern education. The purpose of specifically teaching critical thinking in the sciences or any other discipline is to improve the thinking skills of students and thus better prepare them to succeed in the world. Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to

---

<sup>3</sup>Depdiknas. 2004-2005. *School Based on Curriculum (KTSP) of MA KAMPAR TIMUR*. Unpublished. P. 66

describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through the information, reason logically from the information, and come to reliable and trustworthy conclusions about something.

Critical thinking plays a major role in listening. It can be practiced daily in every interaction. In order to get the message in listening comprehension process the students should analyze, evaluate a speaker's arguments and appropriate the evidence. Listeners apply the principles of sound thinking and reasoning to the messages they hear. Critical thinking is crucial to becoming a close reader, a substantive writer and a better listener. Expressed most generally, critical thinking is a way of taking up the problems we face.

Based on the writer observation at integrated MA Kampar Timur on June 2011, listening is one of the lessons that should be taught and mastered by the students. But in fact, the students' listening is still low and unsuitable for the purpose of curriculum. It can be seen in the following phenomena:

1. Some of the students still make mistakes in rewriting of the words.
2. Some of the students do not understand the meaning of the message.
3. Some of the students still have difficulties in comprehending the meaning of the text.
4. Some of the students are not able to recognize the message that conveyed to them.

5. Some of the students are not able to respond to what they listened.
6. Some of the students do not able to interpret the meaning from something they listen.
7. Some of the students critical thinking are still low.

Based on the phenomena above, the writer is interested in carrying out a research entitled: **“THE CORRELATION BETWEEN CRITICAL THINKING AND LISTENING COMPREHENSION OF THE SECOND YEAR STUDENTS OF MA KAMPAR TIMUR”**

## **B. Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the writer to explain the term used.

### 1. Correlation

Correlation is the relationship between two or more variables, or mutual relationship between two or more things .In addition correlation is a measure of the strength of the relationship between two sets of data<sup>4</sup>. Meaning that, a connection consists of two or some variables. So, in this research, correlation is the relationship between critical thinking and students listening comprehension at MA KAMPAR TIMUR. Critical thinking is as variable X and students listening comprehension at MA KAMPAR TIMUR is as variable Y. Variable X is independent variable and Y is dependent variable.

---

<sup>4</sup>Jack. C. Richards, Jhon Platt, and Heidi Platt. 1992. *Longman Dictionary of Language Teaching and Applied Linguistic*. 2<sup>nd</sup>. Ed.England: Longman. p. 89

## 2. Critical thinking

Critical thinking means making judgment.<sup>5</sup> In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something. According Michael scriven, critical thinking is skilled and active interpretation and evaluation of observations and communications, information and argumentation.<sup>6</sup> In this research, Critical thinking means making reasonable judgments. Basically, it is using criteria to judge the quality of something.

## 3. Listening comprehension

Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.<sup>7</sup> In this research, listening comprehension means that knowing or understanding the meaning of listening.

### C. The Problems

Based on the background of problem above, it is very clear that some of the students at MA KAMPAR TIMUR still encounter many problems in listening. To make clear the problems, we can see about the problems in this research is identified, limited and formulated below:

---

<sup>5</sup>*Ibid.* p. 200

<sup>6</sup>Fisher, Alec. 2001. *Critical Thinking an Introduction*. Cambridge University Press. United Kingdom. p. 10

<sup>7</sup>J.Michael O'Malley. 1998. *Listening Comprehension Strategies in Second Language Acquisition* <http://appliedjournals.org/content/10/4/418.short>.

### **1. The Identification of the Problem**

- a. Why do some of the students still make mistakes in rewriting of the words?
- b. Why do some of the students not understand the meaning of the words?
- c. Why do some of the students still have difficulties to comprehend the meaning of the text?
- d. Why are the students not able to recognize the message that conveyed to them?
- e. Why are the students not able to respond what they listened?
- f. Why do the students not able to interpret the meaning from something they listen?
- g. Why are some of the students' critical thinking still low?
- h. How is the students' ability in listening comprehension?

### **2. The Limitation of the Problems**

The problems of this research only focus on the students' critical thinking and listening comprehension of the second year students' of MA Kampar Timur.

### **3. The Formulation of the Problems**

The problem of this research is formulated in the following questions:

- a. Is there any significant correlation between critical thinking and the students' listening comprehension at the second year of MA Kampar Timur?

#### **D. The Reason for Choosing the Title**

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The problems of this research are very interesting and challenging to be investigated, since it relates to the problem that are faced by students and need the solution, so that they can improve their ability in listening comprehension.
2. The topic is relevant to the students in teaching and learning proses of English.
3. As far as the writer is concerned, this research title has never been investigated by other researchers.

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

##### **1. The Objectives of the Research**

Generally, the objective of this research is to find out the answer of the problems and state purpose clearly. There are objectives to be researched in this research that are:

1. To find out the correlation between critical thinking and students' listening comprehension at the second year of MA Kampar Timur.

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

Theoretically, these research findings are expected to support the existence of the theories regarding with the second or foreign language learning, teaching and acquisition. Practically, these research findings are expected to give the positive contribution and information to the researcher in conducting and increasing her knowledge, especially in the field of educational research is that on English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teacher of English of MA KAMPAR TIMUR, especially with the information of critical thinking and students listening comprehension. Finally, these research findings are also expected to provide the reader or those who are concerned to the process of English language teaching and learning with the information of both the theories and practices.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Critical Thinking

Some experts have given various definitions of critical thinking. Dewey defined critical thinking as active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which supported and the further conclusions to which it tends. In other side, Glaser defines critical thinking as follows:

“The ability to think critically, as conceived in this volume, involves three things:

- a) An attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experiences,
- b) Knowledge of the methods of logical inquiry and reasoning,
- c) Some skill in applying those methods.”

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence or non-existence of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider



experience, and to render accurate judgments about specific things and qualities in everyday life.

According to Ennis critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. McKnight reported that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief or action.<sup>1</sup> Scriven in Fisher said that critical thinking is skill and active interpretation and evaluation of observations and communications, information and argumentation.<sup>2</sup>

It is clear that critical thinking is about being both willing and able to think. Critical thinking is important, because it enables one to analyze, evaluate, explain, and restructure our thinking, decreasing thereby the risk of acting on, or thinking with, a false premise. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it.

Delphi cited in Facione reported critical thinking is the process of purposeful, self regulatory judgment.<sup>3</sup> This process reasoned consideration to evidence, context,

---

<sup>1</sup>Mac Knight ,Carol B. 2000. *Teaching Critical Thinking through Online Discussions*. Educause Quarterly. No. 4. p. 38

*ibid* p. 10

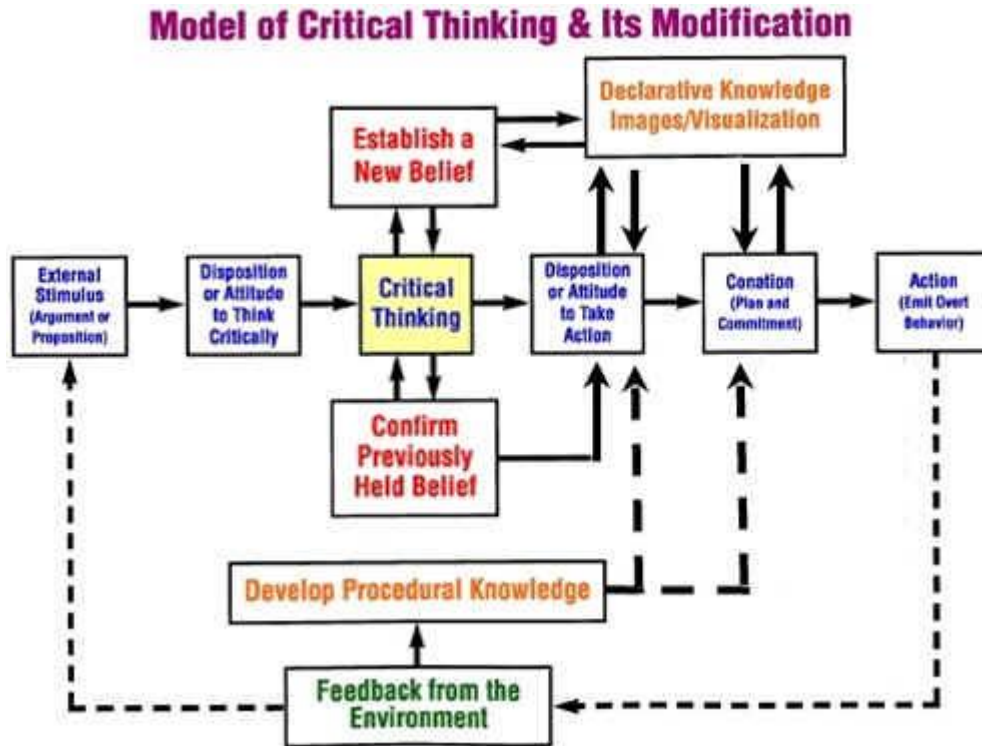
<sup>3</sup>Facione,Peter. 1998. *Critical Thinking:What It Is and Why It Counts*.  
[http://www.insightassessment.com/pdf\\_files/what&why98.pdf](http://www.insightassessment.com/pdf_files/what&why98.pdf)

conceptualizations, methods, and criteria. Beyer defines critical thinking as making reasoned judgments.

From these, we can see that critical thinking is a form of judgment, specifically purposeful and reflective judgment. In using critical thinking one makes a decision or solves the problem of judging what to believe or what to do, but does so in a reflective way. Such a state of affairs requires critical thinking, for it is only through an understanding of the underlying structure of information that we can develop rationally supportable alterations and extensions of what we already know. Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality. From these explanations, the writer can conclude that critical thinking is an important thing in solving the problem because critical thinking is a mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.

## 2. The Model of Critical Thinking

Huitt presented the following model of critical thinking:<sup>4</sup>



This model proposes that there are affective, cognitive, and behavioral aspects of critical thinking that must be considered in addition to the cognitive processes involved. This supports the definitions of Mertes, Scriven and Paul, and Ennis that include some component of beliefs and behavior. First, a stimulus presents an argument or proposition that must be evaluated. There is an affective disposition to use critical thinking that must activate the critical thinking processes if it is to take place. As a result of critical thinking a previously held belief is confirmed or a new belief is established. This will be established as a component of declarative memory in its semantic form although there may be episodic information associated with it.

<sup>4</sup>Huitt, W. 1998. *Critical thinking: An overview*. Educational Psychology Interactive. March, <http://chiron.valdosta.edu/whuitt/col/cogsys/critthnk.html>.

There may also be images or visualizations formed or remembered as part of the critical thinking process. There is then an affective disposition to plan and take action in order for the critical thinking to act as a guide to behavior. The cognitive components of goal-setting and self-regulation must be activated in order to develop and implement a plan of action. As action is taken it results in feedback from the environment and a corresponding increase in procedural knowledge.

This new learning is then available as either necessary corrective action is taken to guide action toward the desired goal based on beliefs or a new situation presents itself that requires additional critical thinking. A complete critical thinking program will successfully deal with each of the components in the model. As stated previously, the most appropriate teaching methods are possibly different for each component. For example, if one is the most interested in impacting declarative knowledge as facts, concepts, principles, etc. that are stored in semantic and episodic memory, the most appropriate teaching method is probably some form of didactic, explicit, or direct instruction. On the other hand, if the focus is on procedural knowledge it is likely that modeling and/or personal experience would be more appropriate teaching methods. Likewise, if one were trying to impact the memory of images or visualizations, then modeling, active visualizations, or working with pictures might be more appropriate. Attitudes are probably impacted most directly by socialization and the teaching method of cooperative learning. Learning the process of critical thinking might be best facilitated by a combination of didactic instruction and experience in specific content areas. Impacting conation might best be done

through goal-setting exercises and action learning. Finally, overt behavior and learning to use feedback might best be accomplished using positive reinforcement.

### **3. The Core of Critical Thinking**

Facione suggests six cores of critical thinking, there are as factors: <sup>5</sup>

a. Interpretation.

Interpretation cannot be learnt from a book alone, but only through a combination of study and steady practice. Facione stated that interpretation is to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. Interpretation is the ability to understand and identify problems. Nolan described that interpretation is a nutshell of as conveying understanding<sup>6</sup>. He divided interpretation in to two parts, there are consecutive and simultaneous. Consecutive is standard method. A consecutive interpreter listens to the speaker, takes notes, and then reproduces the speech in the target language. While the simultaneous interpreter usually sitting in the soundproof booth, listen to the speaker through earphones and speaking into microphone reproduces the speech in the target language as it is being delivered in the source language. Simultaneous interpretation has now become the most widely used method.

---

<sup>5</sup>*Ibid* p. 5

<sup>6</sup>Nolan, James. 2010. *Interpretation*. Retrieved on June 14 from <http://books.google.com/books?id=WG8PgHGtjboC&printsec=frontcover&dq=INTERPRETATION#PPA3,M1>

b. Analysis

Analysis is to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. Analysis includes examining Ideas, identifying arguments and analyzing arguments. United States National distinguishes three types of analytical work; there are investigations, research and quick analysis.

c. Evaluation

Facione states that evaluation as meaning to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation. Assessing claims and assessing arguments are required.

We can draw that evaluation is about using monitoring and other information you collect to make judgments about ones project. It is also about using the information to make changes and improvements. Evaluation aims to answer agreed questions and to make a judgment against specific criteria. For a good evaluation, data must be collected and analyzed systematically, and its interpretation considered carefully. Assessing 'value' - or the worth of something - and then taking action makes evaluation distinctive. The results of an evaluation are intended to be used. Dessinger and Moseley conducted four types of evaluation. There are formative,

summative, confirmative and Meta to judge the continuing merit and worth of long-term training process.

d. Inference

There are a great many possible ideas about inference. Each idea is characterized by its own system of primitives and conceptual relationships. Facione explained that inference means to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.

Inference is the ability to formulate hypotheses or draw conclusions based on the evidence. There are six general inference rules to apply; specification, motivation, enablement, results, structure and other events.

e. Explanation

Explanation is an important skill for everyone, no matter what field students decide to pursue. Becoming good at explanation requires practice, as do all skills. Explanation refers to the ability to explain the assumptions that lead to the conclusions reached.

Explanation can define as being able to present in a cogent and coherent way the results of one's reasoning. This means to be able to give someone a full look at the big picture: both to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon

which one's results were based; and to present one's reasoning in the form of cogent arguments.

Explanation is a term that is used in a variety of ways in everyday speech, both in and outside the classroom. We explain how to make or do something, how we solved a problem or arrived at an answer, and/or what the results of a test or process were. Explanation goes beyond mere description; the key aspect is an emphasis on why things happen. In fact, it is common to think of explanation as an attempt to identify the cause of something. Explanation is an argument that the phenomena to be explained were to be expected. Adequate explanation for a phenomenon or event can't be achieved unless the cause has been determined, while explanation was connected to the pursuit of understanding.

Brown suggested three main types of explanation - the interpretative, the descriptive and the reason giving. Interpretative explanations specify the central meaning of a term or statement or clarify an issue.<sup>7</sup> Descriptive explanations describe processes, structures and procedures. Reason giving explanations involve principles or generalizations, motives, obligations or values and include causes.

f. Self-regulation

The experts in Facione define self-regulation to mean self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or

---

<sup>7</sup>Brown, George. 2010. *Lecturing and Explaining*. Retrieved on June 14 from <http://books.google.com/books?id=zPgNAAAAQAAJ&pg=PA60&dq=LECTURER+AND+EXPLAINING#PPA9,M1>



correcting either one's reasoning or one's results. Self examination and self correction are needed here.

Larsen and Prizmic reported six categories of self-regulation, there are active mood management, seeking pleasurable activities and distraction, passive mood management, social support, venting and gratification, direct tension reduction and withdrawal or avoidance.

Day suggested three criteria of critical thinking, there are:<sup>8</sup>

1. Differentiation between fact and opinion

Being able to distinguish between a statement of fact and opinion is an important skill to critical thinking. It involves knowing what can be proven directly, what is a legitimate implication derived from the facts, and what is fair to conclude from the historical record. Critical thinkers must be able to distinguish among these two types of communication. Fact means reports information that can be directly observed or can be verified or checked for accuracy while opinion expresses an evaluation based on a personal judgment or belief which may or may not be verifiable.

2. Examination of assumptions.

Examinations of assumption questions can be devised which promote critical thinking rather than rote memorization.

---

<sup>8</sup>Day, Richard R. 2010. *Teaching Critical Thinking and Discussion.* The Language Teacher,

3. Flexibility and open mindedness whilst looking for explanation, causes and solution to problems. Ideally one develops critical thinking skills and at the same times the disposition to use those skills to solve problems and form good judgments.

#### **4. The Definition of Listening**

There are many definitions of listening. According Mary listening is activity of paying attention to and trying to get meaning from something we hear<sup>9</sup>. Saricoban states that listening is the ability to identify what others are saying<sup>10</sup>.

We can draw that listening is not absence of talking but the presence of attention. Attention refers a process which guides learners with where to place their attention when given auditory input. For proficient listeners, it found that selective attention is a good strategy and generally works if input is at the speed of processing, the number of new or unknown items does not exceed the number of known items, and there are no semantic or syntactic anomalies. Listening is not simply hearing the other person, it understands them. It requires participation, action and effort. Listening is the glue that holds communication. It is the foundation of understanding and is absolutely essential for effective communication.

Listeners need to listen to get the speakers' main ideas and not try to remember every word. When trying to understand what the speakers say, a listener uses too much attention trying to identify words and phrases that the message and meaning get lost. The reason for loss of the message when one cannot segment

---

<sup>9</sup>Mary Underwood. 1989. *Teaching listening*: New York. Longman Inc.

<sup>10</sup>Saricoban, Arif. 1999. The Teaching of Listening. *The Internet TESL Journal*, Vol.V, No. 12, December.

automatically is that the amount of attention each individual has for information processing at any given moment is limited. For listening comprehension to occur, various cognitive tasks must take place in a brief of time, and they all require attention.

Furthermore, Nicholas as quoted by Ariani pointed out the listening is the active process and which the listener plays a very active part in constructing the overall message that is eventually exchange between listener and speaker.<sup>11</sup> Another explanation is given by Gartside in Ariani said that listening is an activity and purposeful process, in which listeners participate and make a positive contribution by bringing their power concentration to hear what they hear.

We can see that listening is actively understanding and retaining the information from the speaker. The listener is required to be more active in absorption the meaning of words and sentences.

From the explanations above, the writer can identify that listening is an important skill. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages. The listener should understand what the speaker said in order to get the information. Successful listening is definitely an active skill which requires involvement.

## **5. The Views of Listening**

Listening views are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening views can be classified by

---

<sup>11</sup> Ariani, Rika. 2007. *The Use of English Songs in Listening Sound Discrimination by the Third Year Students at SMP Negeri 003 Pasir Penyau*. Unpublished. p . 7

how the listener processes the input. There are two views of listening according to Nunan :<sup>12</sup>

1. *Top-down processing views* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences and summarizing. Top-down view suggests that the listener actively constructs or, more accurately, reconstructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context of situation includes such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation as well as to each other and prior events. Top-down processing is very important in listening comprehension. In our native language, we do not listen to the speaker word by word and we are sometimes one step ahead of the speaker. Using top-down activities can quickly help listener to transfer the listener mother tongue listening strategies into English listening. Activating prior knowledge is crucial in top-down processing
2. *Bottom-up processing views* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that

---

<sup>12</sup>David, Nunan. 1999. *Second Language Teaching & Learning*, Heinle & Henle Publishers. Boston. p. 200

creates meaning. Bottom-up strategies include, listening for specific details, recognizing cognates and recognizing word-order patterns. The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts. In other words, the process is a linear one, in which meaning itself is derived as the last step in the process. It is also called listener as tape-recorder view of listening because it assumes that the listener takes in and stores messages sequentially, in much the same way as a tape-recorder, one sound, word, phrase, and utterance at a time.

## **6. The Process of Listening Comprehension**

According to Fang listening comprehension means encouraged the learners to concentrate on active process of listening for meaning, using not only the linguistic cues but also nonlinguistic knowledge as well. Meanwhile, as O'Malley and Chamott explained that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. From the explanations above, we can draw that listening comprehension is a process which involves meaningful interactive activity for an overall understanding of the text. Listening comprehension refers to the way listeners select and interpret information that comes

from auditory and visual clues in order to come to better understanding and comprehension of what speakers say. Listening comprehension views listening to spoken language as an active and a complex process in which listeners focus on hearing input, create meaning and relate what they hear to existing knowledge. Listening comprehension allows listeners to effectively interpret the message being presented. Thompson and Rubin described that listening process is an active process in which listener selects and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process.

Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

Saricoban divided listening process into three stages, there are:<sup>13</sup>

1. Pre-Listening

Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purposes for listening. There are two primary goals of pre-listening activities. There are to bring to consciousness the tools and strategies that good listener use when listening and to provide the necessary context for that specific listening task.

2. During (in while) Listening

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening, teacher can draw activity as listening with visuals. Teachers can also encourage guided imagery when students are listening to presentations that have many visual images, details, or descriptive words. Students can form mental pictures to help them remember while listening. So, the listeners should pay attention attentively to what being said.

---

<sup>13</sup>Saricoban, Arif. 1999. The Teaching of Listening. *The Internet TESL Journal*, Vol.V, No. 12,

### 3. Post-Listening

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post- listening activities are just as important as those before and during. The purpose of the activities serves:

- (1) To check whether the learners have understood what they need to understand and whether they have successfully completed the while-listening task
- (2) To reflect on why some students have failed to understand or missed parts of the message
- (3) To give students the opportunity to consider the attitude and manner of the speakers of the listening text
- (4) To expand on the topic or language of the listening text and transfer what they have learned to another task and context.

### **7. Some Potential Problem in Listening Comprehension**

There are a variety of factors that affect listening comprehension of English. Accordingly there exist many ways to classify these factors. Considering various aspects of listening comprehension, Yagang organizes the major listening problems as follows:

#### 1. The message

Many learners find it more difficult to listen to a taped message than to read the same message on the piece of paper, since the listening passage comes into the



ear in the twinkling of an eye, where as the reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products and situations unfamiliar to the students. Also, in spontaneous conversation speakers frequently change topics. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

## 2. The speaker

Learners tend to be used to their teachers' accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

## 3. The listener

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that the *rosy* often collocates with *cheeks* or to predict the last word will be something like *rage* when they hear the phrase *he was in a lowering*. This is the major problems for students.

Lack of socio cultural, factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

These problems are as being related to learners' different backgrounds, such as their culture and education. She points out that students whose culture and education includes a strong storytelling and oral communication tradition are generally better at listening comprehension than those from a reading and book-based cultural and educational background. Moreover, learners whose native language possesses the stress and intonation features similar to those of English are likely to have less trouble than the learners whose L1 is based on different rhythms and tones.

Underwood detailed that the listener problems come from lack of control over the speed which speakers speak, not being able to get things repeated, the listeners' limited vocabulary, failure to recognize the signals, problems of interpretation, inability to concentrate, and established learning habits.<sup>14</sup>

#### 4. Physical setting

Noises, including both background noises on the recording and environmental noises, can take the listeners' the content of the listening passage.

Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expression makes it more difficult for the listener to understand the speaker's meaning.

---

<sup>14</sup> Opcit. P .16

Unclear sounds resulting from poor quality equipment can interfere with the learner's comprehension.

### **B. The Relevant Research**

1. A journal by Anarudha A. Gokhale (1995) entitled " Collaborative Learning Enhances Critical Thinking ". The conclusion is that there is significantly different in achievement on a test comprised of "critical- thinking" items between students learning individually and students learning collaboratively.
2. A journal by Seyed Ahmad Hashemi (2011) Lamerd Branch, Islamic Azad University, Iran entitled ' The Use of Critical Thinking in Social Science Textbooks of High School " . The result showed that there is a significant effect difference among the use of questioning, analysis and evaluation, and logicality skills in these books.

### **C. The Operational Concept**

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from in this research plans to measure. In this research, it consists of two variables, variable X is the critical thinking at the second year of MA KAMPAR TIMUR, and variable Y is students' listening comprehension at the second year of MA KAMPAR TIMUR .The indicators are operationally conceptualized as follows:

1. The indicator of critical thinking:
  1. Interpretation (Students are able to understand and identify problems).
  2. Analysis (Students are able to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation).
  3. Evaluation (Students are able to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion representation).
  4. Inference (Students are able to formulate hypotheses or draw conclusions based on the evidence).
  5. Explanation (Students are able to explain the assumptions that lead to the conclusions reached).
  6. Self-regulatory (Students are able to mean self-consciously to monitor his/her cognitive activities).
2. The indicator of ability in listening comprehension:
  1. Students are able to fill in the blank space with the rewriting of the correct words.
  2. Students are able to understand the meaning of the message.
  3. Students are able to comprehend the meaning of the text.
  4. Students are able to recognize the message that conveyed to them.
  5. Students are able to respond to what they listen.
  6. students are able to interpret the meaning from something they listen.

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

Based on the limitation of the problem, the writer assumes that the higher critical thinking, the lower students' listening comprehension at the second year students of MA Kampar Timur in 2010/2011 academic year.

### **2. The Hypothesis**

#### **1. The Alternative hypothesis (Ha)**

There is a significant correlation between students' critical thinking and their listening comprehension at the second year of MA Kampar Timur.

#### **2. The Null Hypothesis (Ho)**

There is no significant correlation between students' critical thinking and their listening comprehension at the second year of MA Kampar Timur.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Method of the Research**

This is a correlational research. According to Jhon well correlational research is a statistical test to describe and measure the degree of association ( or relationship) between two variable or more variable and sets of scores <sup>1</sup>. Method that will be used in this research is quantitative research. because This research is correlational research, so is the research that has purpose to find the correlational between variable X and variabel Y, include to find the contribution two variabels. It will be analyzed by using r serial correlation coefficient because the data of the students' critical thinking is ordinal data and their ability in listening comprehension is interval data.

#### **1. The Time and Location of the Research**

This research was conducted at MA KAMPAR TIMUR which was located in Kampar regency. It was conducted on June to august 2011.

#### **2. The Subject and Object of the Research**

The subject of this research was the second year students of MA KAMPAR TIMUR register 2010/2011 academic year. The object of this research was the correlation between critical thinking and students' listening comprehension.

---

<sup>1</sup> John E well. 2008. *Educational research* . New Jersey: Merrill Prentice all. p. 356

### 3. The Population and Sample of the Research

**TABLE III.1**  
**POPULATION AND SAMPLING OF THE SECOND YEAR**  
**STUDENTS OF MA KAMPAR TIMUR**

NO	CLASS	POPULATION		
		Male	Female	Total
1	XI Science	11	16	27
2	XI Social	28	9	37
<b>TOTAL</b>		<b>39</b>	<b>25</b>	<b>64</b>

The population of this research was the second year students of MA Kampar Timur. The total population of second year students of MA Kampar Timur was 64 students which consisted of two classes: one class of natural science and one class of social. According to Arikunto, if population is less than 100 respondents, we can take all of students as a sample.<sup>2</sup>

#### **B. The Techniques of Data Collection**

To collect data from sample on this research, the writer will use some techniques such as:

1. Questionnaire

---

<sup>2</sup>Suharsimi, Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rhineka Cipta. P. 134

It is used to find out how is critical thinking at the second year of MA Kampar Timur. This questionnaire describes some questions for the respondents to know how is critical thinking is at the second year of MA Kampar Timur.

**TABLE III. 2**  
**The Blue Print of Critical Thinking**

NO	Indicators	Number of items	Item number
1	Interpretation	3	1-3
2	Analysis	4	4-7
3	Evaluation	4	8-11
4	Inference	3	12-14
5	Explanation	3	15-17
6	Self-regulatory	3	18-20

## 2. Test.

To find out how is the students' listening comprehension ,the writer used test. The test used to students listening comprehension. Before test, the writer explains the procedure for 15 minutes and continued gave the test. The writer gave 30 questions for the students to answer.

### 2.1 Validity

Validity is the degree to which a test measured what it is supposed to be measured. In this research, instrument validity includes content validity, construct validity, and item analysis. Content validity is the degree to which



test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test item are relevant to the intended content area and sampling validity is concerned with how well the test sample represent the total content area.

## 2.2 Reliability

Before get the data of the test, the writer analyzed the reliability of the test. Reliability is a necessary characteristic of any good the test. According Heaton reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this important factor in deciding reliability.

To know reliability, the writer gives try out for the students with 30 question about listening comprehension.

The reliability of the test can be estimated by using the formula:

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{m(N-m)}{Nx^2} \right] \text{ Where: } r_{ii} = \text{The Reliability}$$

N = the number item of the test  
 M = the mean score of the test  
 X = the standard deviation of the test<sup>3</sup>

The category of the test reliability is as follows:

---

<sup>3</sup>Mercy. 2007. “ *The Correlation Between The Second year Students’ Simple Tenses Mastery and Their Ability in Writing Simple Paragraph at Senior High School 1 Kampar*”. Unpublished Undergraduate Thesis. Pekanbaru: UIN SUSKA.

0.0- 0.20 : reliability is low

0.21- 0.40: reliability is sufficient

0.41- 0.70: reliability is high

0.71- 1.0: reliability is very high.

A. Finding of the mean score of the test

The following step can be seen by using table

**TABLE III.3**  
**Mean Score of listening comprehension**

<b>X</b>	<b>F</b>	<b>Fx</b>
<b>72</b>	<b>6</b>	<b>432</b>
<b>70</b>	<b>6</b>	<b>420</b>
<b>63</b>	<b>8</b>	<b>504</b>
<b>60</b>	<b>10</b>	<b>600</b>
<b>58</b>	<b>10</b>	<b>580</b>
<b>54</b>	<b>8</b>	<b>432</b>
<b>52</b>	<b>16</b>	<b>832</b>
<b>N=64</b>		<b><i>fx=3800</i></b>

From the table above,we know that:

$N = 64$  and  $fx = 3800$

To find out the mean score of listening comprehension test, the writer substituted the numbers above into the formula of the mean score bellows:

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

$$M = 3800/64$$

$$M = 59,37$$

B. Finding of the standard deviation test

**TABLE III.4**

**The Standard Deviation of the Listening Comprehension Test**

<b>X</b>	<b>F</b>	<b>x</b>	<b><math>\frac{x^2}{f}</math></b>
<b>72</b>	<b>6</b>	<b>12,63</b>	<b>159,51</b>
<b>70</b>	<b>6</b>	<b>10,63</b>	<b>112,99</b>
<b>63</b>	<b>8</b>	<b>3,63</b>	<b>13,17</b>
<b>60</b>	<b>10</b>	<b>0,63</b>	<b>0,39</b>
<b>58</b>	<b>10</b>	<b>-1,37</b>	<b>1,87</b>
<b>54</b>	<b>8</b>	<b>-5,37</b>	<b>28,83</b>
<b>52</b>	<b>16</b>	<b>-7,37</b>	<b>54,31</b>
			<b><math>\Sigma x^2 = 371,07</math></b>

To find the standard deviation of listening comprehension test, the writer substituted the score into the formula below:

$$SD = \sqrt{\sum \frac{x^2}{N}}$$

$$SD = \frac{371,07}{64}$$

$$SD = 2,4$$

The reliability of the test is

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{m(N-m)}{Nx^2} \right]$$

$$r_{ii} = \frac{64}{64-1} \left[ 1 - \frac{59,37(64-59,37)}{64(2,4)^2} \right]$$

$$r_{ii} = \frac{64}{64-1} \left[ 1 - \frac{59,37(4,63)}{368,64} \right]$$

$$= 1,01 \left[ 1 - \frac{274,88}{368,64} \right]$$

$$= 1,01[1-0,74]$$

$$= 1,01[0,25]$$

$$= 0,25$$

Then, the score obtained 0,25 compare to the category of the test reliability, where 0.21- 0.40 the score obtained is sufficient, in other words, this question can be used because the score obtained is sufficient.

### C. The Techniques of Data Analysis

After the data for this research are obtained, it is necessary to analyze by using statistical analysis techniques in order to identify the contribution score of variable X and variable Y.

Measuring students' critical thinking is variable X; the alternative Option of the intended data on students' critical thinking level will be scored:

- a. Alternative option "Always" is scored=5
- b. Alternative option "Often" is scored=4
- c. Alternative option "Sometime" is scored=3
- d. Alternative option "Seldom" is scored=2

Alternative option "Never" is scored=1

The technique of data analysis used in this research is serial correlation that has formula as follow:

$$r_{sel} = \frac{\sum\{(0_r - 0_t)(M)\}}{SD_{tot} \sum\left\{\left(\frac{0_r - 0_t}{p}\right)\right\}}$$

$r_{sel}$  = Serial Coefficient Correlation

$0_r$  = Lower ordinate

$0_t$  = Higher ordinate

M = Mean

$SD_{tot}$  = Total deviation standard

P = Individual Propotional in group<sup>4</sup>

---

<sup>4</sup> Hartono. 2008. *Statistik untuk penelitian*. Yogyakarta: Zanafa. p . 78

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Data Presentation**

##### **1. The Description of Research Variable**

This research consists of two variables. They are independent variable symbolized by “X” and dependent variable symbolized by “Y”.

The independent variable is a variable that influences another variable is “students critical thinking “, while the dependent variable is a variable which is affected by the independent variable namely “students’ listening comprehension”.

The researcher used the test and questionnaire in obtaining the data. The independent variable was investigated by questionnaire. There were 20 items, which was measured by using Likert scale (always, often, sometimes, seldom, never) with range of 5, 4, 3, 2, 1 for each. The dependent variable was known by conducting a test to the second year students of MA KAMPAR TIMUR. The test consists of 30 items.

## 2. The Data Presentation of students' critical thinking.

**TABLE IV.1**  
**Students listen to information carefully before they interpret it**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	10	16%
2	Often	14	22%
3	Sometime	25	39%
4	Seldom	9	14%
5.	Never	6	9%
	<b>Total</b>	64	100% %

Based on the table above 39% of the students choose option C and 22% of the students choose option B. It indicates that some of the students listen to information carefully before they interpret it.

**TABLE IV.2**  
**Students find key aspect first before interpret the Falk wisdom**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	2	3%
2	Often	2	3%
3	Sometime	3	5%
4	Seldom	47	73%
5.	never	10	16%
	<b>Total</b>	64	100%

The table above show that 73% of the students choose option D and 3% of the students choose option A. It indicates that students seldom find key aspect first before interpret the Falk wisdom.

**TABLE IV.3**  
**Students compare rival positions or options in interpreting personal reflection**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	4	6%
2	Often	8	12, %
3	Sometime	10	16%
4	Seldom	32	50%
5.	never	10	16%
	<b>Total</b>	64	100%

Based on the table above 50% of the students choose option D and 4% of the students choose option. It indicates that only a few of the students compare rival positions or options in interpreting personal reflection.

**TABLE IV.4**  
**Students attempt to recall all they know about the topic**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	5	8%
2	Often	10	16%
3	Sometime	10	16%
4	Seldom	24	37%
5.	never	15	23%
	<b>Total</b>	64	100%

Based on the table above 37% of the students choose option D and 8% of the students choose option A. It indicates that only a few of the students attempt to recall all they know about the topic.



**TABLE IV.5**  
**Students try to collect as much as possible the data that are related to the topic**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	9	14%
2	Often	14	22%
3	Sometime	11	17%
4	Seldom	25	39%
5.	never	5	8%
	<b>Total</b>	64	100%

Based on the table above that 39% of the students choose D and 17% of the students choose B. It indicates that some of the students try to collect as much as possible the data that are related to the topic.

**TABLE IV.6**  
**Students are ready to pay attention and concentrate on what they are about to analyze**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	4	6%
2	Often	30	47%
3	Sometime	12	19%
4	Seldom	10	16%
5.	never	8	12%
	<b>Total</b>	64	100%

The table above shows that 47% of the students choose option B and 12% of the students choose option E. It indicates that most of the students are ready to pay attention and concentrate on what they are about to analyze.

**TABLE IV.7**  
**Students have made prediction on what they are about to analyze**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	3	5%
2	Often	12	19%
3	Sometime	32	50%
4	Seldom	15	23%
5.	never	2	3%
	<b>Total</b>	64	100%

Based on the table above 50% of the students choose option C and 3% of the students choose option E. It indicates that sometime students have made prediction on what they are about to analyze.

**TABLE IV.8**  
**Students would like to check their own progress from their own mistakes**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	2	3%
2	Often	9	14%
3	Sometime	21	33%
4	Seldom	20	31%
5.	Never	12	19%
	<b>Total</b>	64	100%

Based on the table above 33% of the students choose option C and 31% of the students choose option D. It indicates that sometime Students would like to check their own progress from their own mistakes.

**TABLE IV.9**  
**Students try to use the information to confirm something unclear**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	9	14%
2	Often	12	19%
3	Sometime	27	42%
4	Seldom	10	16%
5.	never	6	9%
	<b>Total</b>	64	100%

Based on the table above 42% of the students choose option C and 16% of the students choose option D. It indicates that sometime students try to use the information to confirm something unclear.

**TABLE IV.10**  
**Students revise their predictions accordingly**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	8	12%
2	Often	15	23%
3	Sometime	26	41%
4	Seldom	10	16%
5.	never	5	8%
	<b>Total</b>	64	100%

Based on the table above 41% of the students choose option C and 23% of the students choose option B. It indicates that some of the students revise their predictions accordingly.

**TABLE IV.11**  
**Students evaluate the information concern with what they understand**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	2	3%
2	Often	2	3%
3	Sometime	3	5%
4	Seldom	47	73%
5.	never	10	16%
	<b>Total</b>	64	100%

Based on the table above 73% of the students choose option D and 3% of the students choose option A. It indicates that only a few of the students evaluate the information concern with what they understand.

**TABLE IV.12**  
**Students define important terms and theory that appear in the passage**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	2	3%
2	Often	4	7%
3	Sometime	20	31%
4	Seldom	29	45%
5.	never	9	14%
	<b>Total</b>	64	100%

Based on the table above 45% of the students choose option D and 3% of the students choose option A. It indicates that only a few of the students define important terms and theory that appear in the passage.

**TABLE IV.13**  
**Students think the result is an important part in inference something**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	5	8%
2	Often	7	11%
3	Sometime	17	26%
4	Seldom	30	47%
5.	never	5	8%
	<b>Total</b>	64	100%

Based on the table above 47% of the students choose option D and 8% of the students choose option A. It indicates that only a few of the students think the result is an important part in inference something.

**TABLE IV.14**  
**Students infer the data by using the correct structures or rules**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	9	14%
2	Often	10	16%
3	Sometime	20	31%
4	Seldom	18	28%
5.	never	7	11%
	<b>Total</b>	64	100%

The table above shows that 31% of the students choose option C and 28% of the students choose option D. It indicates that sometime students infer the data by using the correct structures or rules.

**TABLE IV.15**  
**Students use some strategies to explain something**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	2	3%
2	Often	5	8%
3	Sometime	41	64%
4	Seldom	16	25%
5.	never	2	3%
	<b>Total</b>	64	100%

Based on the table above 64% of the students choose option C and 25% of the students choose option D. It indicates that sometime Students use some strategies to explain something.

**TABLE IV.16**  
**Students try to describe every part clearly**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	4	6%
2	Often	6	9%
3	Sometime	35	55%
4	Seldom	16	25%
5.	never	3	5%
	<b>Total</b>	64	100%

Based on the table above 55% of the students choose option C and 25% of the students choose option D. It indicates that sometime students try to describe every part clearly.

**TABLE IV.17**  
**Students try to include the key point in their explanation**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	-	-
2	Often	5	8%
3	Sometime	5	8%
4	Seldom	45	70%
5.	never	9	14%
	<b>Total</b>	64	100%

Based on the table above 70% of the students choose option D and 8% of the students choose option B. It indicates that only a few of the students try to include the key point in their explanation.

**TABLE IV.18**  
**Students like to understand the content of what they are learning and why they are learning it**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	1	2%
2	Often	2	3%
3	Sometime	40	63%
4	Seldom	15	23%
5.	never	6	9%
	<b>Total</b>	64	100%

Based on the table above 63% of the students choose option C and 2% of the students choose option A. It indicates that only a few of the students like to understand the content of what they are learning and why they are learning it.

**TABLE IV.19**

**Students find it easy to stabilize their time effectively when someone helped them**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	4	6%
2	Often	14	22%
3	Sometime	30	47%
4	Seldom	12	19%
5.	never	4	6%
	<b>Total</b>	64	100%

Based on the table above 22% of the students choose option B and 47% of the students choose option C. It indicates that sometime students find it easy to stabilize their time effectively when someone helped them.

**TABLE IV.20**

**Students let their worksheet blank when they do not know the answer**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Always	11	17%
2	Often	14	22%
3	Sometime	24	37%
4	Seldom	10	16%
5.	never	5	8%
	<b>Total</b>	64	100%

Based on the table above 37% of the students choose option C and 22% of the students choose option B. It indicates that sometime of the students let their worksheet blank when they do not know the answer.



**TABLE IV.21**  
**Students' critical thinking**

TABLE	OPTIONS									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
<b>1</b>	10	16%	14	22%	25	39%	9	14%	6	9%
<b>2</b>	2	3%	2	3%	3	5%	47	73%	10	16%
<b>3</b>	4	6%	8	12%	10	16%	32	50%	10	16%
<b>4</b>	5	8%	10	16%	10	16%	24	37%	15	23%
<b>5</b>	9	14%	14	22%	11	17%	25	39%	5	8%
<b>6</b>	4	6%	30	47%	12	19%	10	16%	8	12%
<b>7</b>	3	5%	12	19%	32	50%	15	23%	2	3%
<b>8</b>	2	3%	9	14%	21	33%	20	31%	12	19%
<b>9</b>	9	14%	12	19%	27	42%	10	16%	6	9%
<b>10</b>	8	12%	15	23%	26	41%	10	16%	5	8%
<b>11</b>	2	3%	2	3%	3	5%	47	73%	10	16%
<b>12</b>	2	3%	4	7%	20	31%	29	45%	9	14%
<b>13</b>	5	8%	7	11%	17	26%	30	47%	5	8%
<b>14</b>	9	14%	10	16%	20	31%	18	28%	7	11%
<b>15</b>	2	3%	5	8%	41	64%	16	25%	2	3%
<b>16</b>	4	6%	6	9%	35	55%	16	25%	3	5%
<b>17</b>	-	-	5	8%	5	8%	45	70%	9	14%
<b>18</b>	1	2%	2	3%	40	63%	15	23%	6	9%
<b>19</b>	4	6%	14	22%	30	47%	12	19%	4	6%
<b>20</b>	11	17%	14	22%	24	37%	10	16%	5	8%
<b>TOTAL</b>	<b>96</b>		<b>195</b>		<b>410</b>		<b>440</b>		<b>139</b>	

From the table above describe that option “always” has 96 respondents. The option “often” has 195 respondents. The option “sometimes” has 410 respondents. The option “seldom” has 440 respondents. The option “never” has 139 respondents.

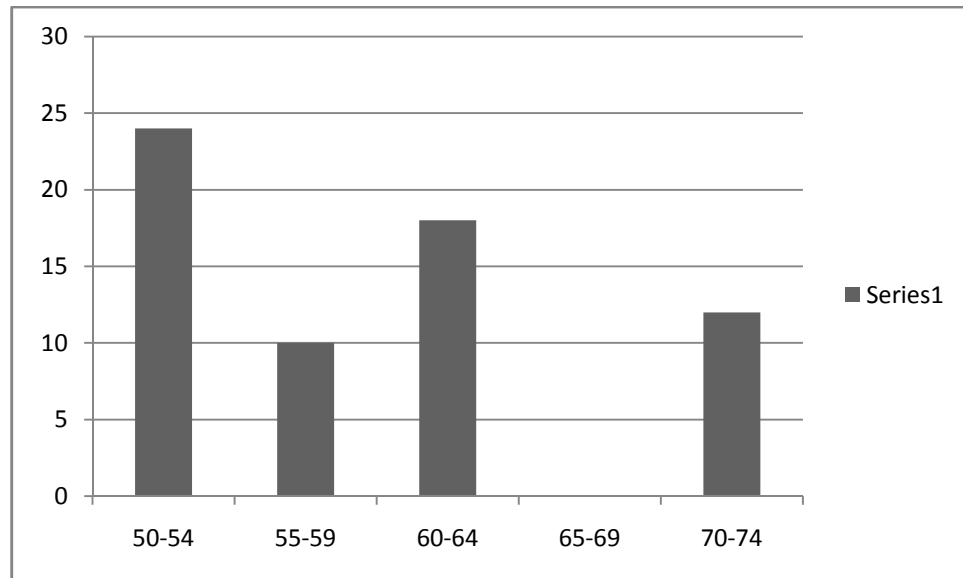
### 3. Data Presentation of Students Listening Comprehension

**TABLE IV.22**  
**THE SCORES OF THE STUDENTS LISTENING COMPREHENSION OF**  
**THE SECOND YEAR STUDENTS OF MA KAMPAR TIMUR**

<b>Interval</b>	<b>F</b>	<b>P(%)</b>
<b>50-54</b>	<b>24</b>	<b>37,5%</b>
<b>55-59</b>	<b>10</b>	<b>15,62%</b>
<b>60-64</b>	<b>18</b>	<b>28,12%</b>
<b>65-69</b>	<b>-</b>	<b>-</b>
<b>70-74</b>	<b>12</b>	<b>18,75%</b>
<b>TOTAL</b>	<b>64</b>	<b>100%</b>

The table shows that 24 students categorized “50-54” (37,5%), 10 students are categorized “55-59” (15,62%), 18 students are categorized “60-64” (28,12%), 12 students are categorized “70-74” (18,75%).

**TABLE IV.23**  
**GRAPHIC OF STUDENTS LISTENING COMPREHENSION**



## B. Data Analysis

### 1. The analysis of students critical thinking

To know the students critical thinking, the writer uses the technique analysis of qualitative description with percentage and also to find out the level of the students critical thinking, the writer uses category of measurement:

<b>Score</b>	<b>Categorized</b>
81-100	Very good
61-80	Good
41-60	Fair
21-40	Bad
0-20	Very bad

The first step in getting qualitative analysis result is by collecting and classifying each item of questionnaire based on each option multiplied them by standard score which have been determined before.

Analyzing the total percentage of the students' level in critical thinking is based on respondents in answering questionnaires. It can be seen as follows:

Always	96	x	5	=	480
Often	195	x	4	=	780
Sometime	410	x	3	=	1230
Seldom	440	x	2	=	880
Never	139	x	1	=	139

The totality:  $96 + 195 + 410 + 440 + 139 = 1280$  (N)

$480 + 780 + 1230 + 880 + 139 = 3509$  (F)

It can be calculated by using this formula as bellow:

$$P = \frac{F}{N} \times 100 : 5$$

$$P = \frac{3509}{1280} \times 100 : 5 = 54,82\%$$

The percentage optioned for the students critical thinking is 54,82%. It means that the level of the students critical thinking at the second year students' of MA Kampar Timur is categorized "fair". It found in the level of percentage (41-60%).

## **2. Analysis of the students listening comprehension based on their critical thinking.**

To know the students listening comprehension, the writer uses technique analysis of qualitative description with percentage, the formula is as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Total number

Based on the table above, the writer present the score of each students ability in listening comprehension and their critical thinking that are categorized good, enough, bad, it can be seen as follows:

- 1 The students' score that is categorized" good"

72, 63, 72, 72, 63, 72, 72, 72, 63, 70, 70, 63, 70, 70, 63, 70, 70, 63, 63,63.

- 2 The students' score that is categorized" enough"

60, 60, 60, 60, 60, 60, 60, 60, 60, 60, 60, 52, 52, 52, 52, 58 ,58, 58 ,58 ,58, 52, 52,  
52 ,52, 52, 52, 52, 52, 52, 52, 52, 52, 58, 58, 58,58, 58,54 ,54 ,54 54, 54,54,  
54, 54

- 3 The students' score that categorized" bad"

0

Then total of the five categories is:

$$1 + 2 + 3 + 4 + 5 = N$$

$$0 + 1356 + 2444 + 0 + 0 = 3800$$

Then, it is calculation to five:

$$3800 \times 5 = 19000$$

$$(0 \times 5) + (1356 \times 4) + (2444 \times 3) + (0 \times 2) + (0 \times 1) = 12756$$

Where:

$$N = 19000$$

$$F = 12756$$

As the result, the average percentage of the category calculation above is:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{12756}{19000} \times 100$$

$$P = 67,13\%$$

The total analysis on the students' listening comprehension is 67,13%, it is found and the level of percentage (61-80%). It means the category of the students' listening comprehension at the second year students' of MA Kampar Timur is categorized "good".



**TABLE IV.25**  
**THE WORK WAY SERIAL CORRELATION**

Categories	N	P	O	(Or-Ot)	(Or-Ot) <sup>2</sup>	$\frac{(Or - Ot)^2}{p}$	M	(Or-Ot)(M)
very good								
Good	9	0,14	0,22238	+0,22238	0,04945	0,35321	68,1	15,14407
Fair	51	0,78	0,14867	-0,07371	0,00543	0,00696	51,2	3,77395
Bad	4	0,07	0,02665	-0,07496	0,00561	0,08014	47	3,52312
Very bad			0,02665	-0,04831	0,00233			
Total	64					0,44031		22,4411

In determining total standard deviation, the writer prepares a table of calculation standard deviation as follows:

**TABLE IV.26**  
**TABLE OF STANDARD DEVIATION CALCULATION**

X	F	FX	FX <sup>2</sup>
45	2	90	8100
48	2	96	9216
49	1	49	2401
50	11	550	302500
51	4	204	41616
52	1	52	2704
53	10	530	280900
54	12	648	419904
55	9	495	245025



<b>56</b>	<b>1</b>	<b>56</b>	<b>3136</b>
<b>57</b>	<b>1</b>	<b>57</b>	<b>3249</b>
<b>58</b>	<b>1</b>	<b>58</b>	<b>3364</b>
<b>61</b>	<b>2</b>	<b>122</b>	<b>14884</b>
<b>66</b>	<b>2</b>	<b>132</b>	<b>17424</b>
<b>68</b>	<b>1</b>	<b>68</b>	<b>4624</b>
<b>71</b>	<b>1</b>	<b>71</b>	<b>5041</b>
<b>72</b>	<b>1</b>	<b>72</b>	<b>5184</b>
<b>74</b>	<b>2</b>	<b>148</b>	<b>21904</b>
<b>TOTAL</b>	<b>N=64</b>	<b>3498</b>	<b>1.391.176</b>

Based on the following step, we come to find out the SD tot :

$$\begin{aligned}
 SD_{\text{tot}} &= \sqrt{\frac{\sum Fx^2}{N} - \left(\frac{\sum Fx}{N}\right)^2} \\
 &= \sqrt{\frac{1.391.176}{64} - \left(\frac{3498}{64}\right)^2} \\
 &= \sqrt{21737 - (54,6)} \\
 &= \sqrt{21737 - 2981} \\
 &= \sqrt{18756} \\
 &= 136,95
 \end{aligned}$$

After finding the result of the total of standard deviation, we know that:

$$\frac{(Or-Ot)^2}{p} : 0,44031$$

$$(Or-Ot)(M) : 22,4411$$

$$SD_{\text{tot}} : 136,95$$

To find out serial correlation, the writer uses the formula:

$$\begin{aligned}
 r_{Sel} &= \frac{\sum\{(0_r - 0_t)(M)\}}{SD_{tot} \sum\left\{\left(\frac{0_r - 0_t}{p}\right)\right\}} \\
 &= \frac{22,4411}{136,95 \times 0,44031} \\
 &= \frac{22,4411}{60,3} \\
 &= 0,37
 \end{aligned}$$

To determine the significant serial correlation it will be analyzed by using formula "r" chotomisation as follows:

$$\begin{aligned}
 r_{ch} &= r_{ser} \sqrt{\sum\left\{\frac{(Or - Ot)_2}{P}\right\}} \\
 &= 0,37 \sqrt{0,44031} \\
 &= 0,37 \times 0,6635 \\
 &= 0,245
 \end{aligned}$$

Because the  $r_{ch} = 0,245$  with category 3, so that correlation factors is 1,106, it is calculated with  $r_{ch} = 0,245$  the result is  $0,245 \times 1,106 = 0,270$ . Then, it should be interpreted by using the table critic of "r" product moment df (degree of freedom):

Based on the table of product moment:

$$\begin{aligned}
 df &= N - r \\
 &= 64 - 2 \\
 &= 62
 \end{aligned}$$

Based on the table critic of “r” product moment where  $df = 62$  is 60 the level as follows:

1. A significant standard at 5%
2. A significant standard at 1%

So, the score obtained is higher than “r” table wheter in the level  $5\% = 0,250$  or in level  $1\% = 0,325$ . It can be formulated that  $0,250 < 0,270 > 0,325$ . From this valve, the alternative hypotesis ( $H_a$ ) is accepted and null hypotesis ( $H_o$ ) is rejected. To interpret the coefficient correlation obtained, it is necessary to consult the value with coefficient correlation. The degree of relationship can be seen in the following table:

**TABLE IV.27**

**COEFFICIENT CORRELATION INTERPRETATION**

<b>INTERVAL</b>	<b>CATEGORY</b>
<b>0.00 – 0.199</b>	<b>Very low</b>
<b>0.20 – 0.399</b>	<b>Low</b>
<b>0.40 – 0.599</b>	<b>Mediocre</b>
<b>0.60 – 0.799</b>	<b>Strong</b>
<b>0.80 – 1.00</b>	<b>Very Strong</b>

*Source:* Hartono

From the explanation above, seen the variable of correlation coefficient of the in students’ critical thinking and their listening comprehension = 0.245, the interpretation is as follows:

1. The score of correlation coefficient obtained is 0.245 which is in the interval of 0.20 – 0.399. Thus, the relationship based on Hatono is categorized into

low. The value is higher than the value at both significance level 5% (0.250) and smaller than 1% (0.325) and hypothesis alternative is accepted and hypothesis null is rejected. It means that , there is significant correlation between critical thinking and listening comprehension of the second year students of MA Kampar Timur. It can be seen that listening comprehension might be caused by their critical thinking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' critical thinking is categorized into fair level.
2. The students' ability in listening comprehension is categorized into good level.
3. Based on the analysis of  $r$  serial formula, it can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant correlation between critical thinking and listening comprehension of the second year students of MA Kampar Timur.

#### B. Suggestion

The writer gives some suggestion for the researcher, students, teacher, and also as follow:

1. For the researcher

The researcher need more time to introduce critical thinking in order that the students are able to comprehend they listeing.

2. For the students

- a. The students should improve their listening comprehension.
- b. The students should do more pratice especially in listening skill.

3. For the teacher

- a. The teacher should invite the students to enjoy in following the listening class.

- b. The teacher should socialize critical thinking as well as possible to their student to improve their listening comprehension.

## BIBLIOGRAPHY

- Creswell, John. *Educational Research*. United state of America : University of Nebraska. 2008.
- Day, Richard R. *Teaching Critical Thinking and Discussion*. The Language Teacher, July. 2003
- Depag. RI. *Standar Penilaian Kelas*: Jakarta. 2005
- Depdiknas. *School based on curriculum(KTSP) of MA Kampar Timur*. Unpublished. 2004-2005
- Facione, Peter A. *Critical Thinking: What It Is and Why It Counts*. 1998. [http://www.insightassessment.com/pdf\\_files/what&why98.pdf](http://www.insightassessment.com/pdf_files/what&why98.pdf)
- Fisher, Alec. *Critical Thinking an Introduction*. Cambridge University Press: United Kingdom. 2004
- Hartono. *Statistik Untuk Penelitian*. Pekanbaru: Pustaka Pelajar Offset. 2004
- Hasibuan, kalayo et al. *Teaching English as foreign language (TEFL) II* pekanbaru: UIN suska press. 2006
- Hornby, A.S. *Oxford Advanced Learner's Dictionary*. Oxford University Press: Oxford. 2000
- Henning, Grant. *A Guide to Language Testing: Development, Evaluation, Research*. Cambridge Massachusetts: Newburry House Publishers. 1987
- Huitt, W. *Critical thinking: An overview*. Educational Psychology Interactive. 1993. March,. <http://chiron.valdosta.edu/whuitt/col/cogsys/critthnk.html>.
- Mercy. “ *The Correlation Between The Second year Students’ Simple Tenses Mastery and Their Ability in Writing Simple Paragraph at Senior High School I Kampar*”. Unpublished Undergraduate Thesis. Pekanbaru: UIN SUSKA. 2007
- Nunan, David. *Language Teaching Methodology A Textbook for Teachers*. Prentice Hall International: Phoenix ELT. (Great Britain). 1995

Paulston, Christina Bratt. *Teaching English as Second Language: Techniques and Procedure*: Cambridge. Winthrop publisher. 1976

Rika Ariani. *The Use of English Songs in Listening Sound Discrimination by the Third Year Students at SMP Negeri 003 Pasir Penyau*. Unpublished Undergraduate Thesis. Pekanbaru: UNRI. 2007

Saricoban, Arif. *The Teaching of Listening*. The Internet TESL Journal, Vol.V, No. 12, December. 1999

S, M Syafi'i. *A Writing of English for Academic Purposes*. Pekanbaru: LBSI. 2007

Sudarwati, Th. M and Eudia Grace. *Look A Head Book 2*. Jakarta: Erlangga. 2007

Suharsimi Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rhineka Cipta.

Underwood, Mary. *Teaching Listening*. New York: Longman Inc. 1989