UNIVERSITY STUDENTS' CRITICAL THINKING ABILITY IN LISTENING SKILL

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Abstract
The present study analysed university students' critical thinking ability on their listening skills. With this purpose in mind, 25 students taking listening subject participated in the study were chosen as the sample of this study. To gather the data, the essay test of critical thinking skill developed by Facione were administered to the participants after they had listened to related audio of conversation and/or monologue. The obtained data were then analysed using holistic critical thinking scoring rubric. The results showed that the core critical thinking skill of interpretation possessed by the students is 61% categorized as low, analysis skill is 65% classified as medium, inference skill holds 68% ranked as medium, evaluation skill gets 56% categorized as low, explanation skill is 54% classified as low, and self-regulation is 68% classified as medium. To add, the total average of students skill related to critical thinking is 62% and is categorized as low. Considering that students in higher education is faced with complex problem and decision making, education practitioner are called to develop critical thinking in language teaching particularly listening skill. Thus, the development of critical thinking in listening would contribute to successful communication.

Keywords: University Students, Critical Thinking, Listening Skill

INTRODUCTION

For EFL students, it is a necessity to understand how a new language works. Taking this into account, EFL learners need to see foreign language beyond verbs, vocabulary, or even daily live conversation in another language. Hughes (2014) points out that the language learners must possess the ability of problem solving and critical thinking to internalize a new language. As 21st century skill, critical thinking in language classroom helps create communicative language task, comprehend meaning from authentic task, and build students' critical literacy such asking critical question. From this view, if language learner possess the ability of such high order thinking skill, it will help them analyse, examine, and express their view with reason which boost their acquisition in language learning.

One of the skills that are crucial to language learning is listening. Mendelson in Yildirim (2016) stated that listening takes 40-50% in communicating. As a consequence,

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listening holds the key to the effective communication. In language classroom listening provides input for the learner, and any learning can simply begin if students comprehensively get that input. Listening involves interpretation and reasoning as the main foundation for making the listener able to fully capture the message. Here is why, listening is not only the process of receiving as the message would be superficial if it stops at this point. Devito (2019) points out that the process of listening is a chain of receiving, understanding, remembering, evaluating, and giving feedback. With those in mind, critical thinking plays significant part in kind of process.

Critical thinking promotes the ability to evaluate information and do reflective reasoning. According to Ennis (2015), the way of thinking critically is actually the process of applying, analysing, synthesizing, which comes from the observation, experience, reflection, reasoning, as a guide to belief and action. This view is supported by Facione (2020) who points out that critical thinking includes judgment resulting in interpretation, analysis, inference, evaluation, explanation, and self-regulation or conceptual considerations upon which the judgment is based. Further, Facione stresses those points into critical thinking cores. The core of critical thinking skills is explained in the table 1.

Table 1. Core Critical Thinking Skill and Sub-skill

Core Critical Thinking Skills		
SKILL	Experts' Consensus Description	Sub-skill
Interpretation	"To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria"	Categorize Decode significance Clarify meaning
Analysis	"To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representations intended to express belief, judgment, experiences, reasons, information, or opinions"	Examine ideas Identify arguments Identify reasons and claims
Inference	"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, opinion, concepts, descriptions, questions, or other forms of representation"	Query evidence Conjecture alternatives Draw logically valid or justified conclusions
Evaluation	"To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, or intended inferential	Assess credibility of claims Assess quality of arguments that were

	relationship among statements, descriptions, questions, or other forms of representation"	made using inductive or deductive reasoning
Explanation	"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"	State results Justify procedures Present arguments
Self-Regulation	"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	Self-monitor Self-correct

Source : APA Report: Expert Consensus Statement on Critical Thinking. (ERIC ED 315-423)

Critical thinking has become an issue in the foreign language teaching particularly in the listening skill. For many reasons, some researcher has brought critical thinking into deep discussion. Hashemi & Reza (2012) attempted to figure out if critical thinking enhances students' receptive skills. After measuring students' critical thinking using test, the study revealed that critical thinking plays crucial part in EFL learners' high proficiency levels. This finding is further confirmed by Mohammadi and Zare (2015) who investigated the relationship between critical thinking and listening comprehension ability of Iranian EFL learners. The study noted that the students with low critical thinking ability tend to have poor performance in their listening comprehension ability and vice versa.

In the higher education, the ability to think critically is an important aspect in the process of learning. Critical thinking can be used to explore information, compare data, and even criticize judgment. For that reason, Critical thinking would affect how students think rationally, independently, and reflectively which help the students observe, interpret, analyze, and explain the information that they get from listening. However, it is important to examine students' critical thinking ability as a first step to measure students' capability in listening skill. In line with that, this study has purpose to analyze students' critical thinking ability in listening. This study is necessarily conducted as an initial input for teachers and education practitioners in order to develop students' critical thinking ability and design a learning process based on critical thinking for listening subject.

RESEARCH METHOD

The study was conducted under the umbrella of descriptive qualitative research. Qualitative research deals with the setting and efforts to explain human's behavior. Moreover, it also explores a problem and develops a detailed understanding of a central phenomenon (Creswell, 2012).

The subjects in this study were the students of Universitas Maritim Raja Ali Haji. There were 25 students selected and they are taking listening subjects at their first semester. The instruments used for collecting data, analyzing data, and drawing the conclusion are test for critical thinking skill and holistic critical thinking scoring rubric.

The test for critical thinking skill involves 6 essay questions adjusted to the indicator of critical thinking skill. The procedures to measure students' critical thinking on listening were (1) playing the audio recording in the form of conversation, monologue, and/or interview; (2) administering the test to students in the form of multiple choice, filling the blank, composing picture, and essay. The researcher only analyzed the question in the form of essay to investigate students' critical thinking in listening. The analysis was based on holistic critical thinking scoring rubric-HTCSR adapted from Facione and Noreen (2011).

Based on the scoring rubric, the level of students' critical thinking ability is then measured to determine whether the students meet the indicator of critical thinking ability or not. The method for calculating percentage values is as follows.

Percentage values = $\dfrac{\text{score obtained}}{\text{maximum score}} \times 100$

The percentage values obtained by the students are then categorized based on the table 2.

Table 2. The Percentage Category of Critical Thinking Skills

Percentage (%)	Category
$81.25 < X \le 100$	Very High
$71.50 < X \le 81.25$	High
$62.50 < X \le 71.50$	Medium
$43.75 < X \le 62.50$	Low
$0 < X \le 43.75$	Poor

RESULT AND DISCUSSION

Result

Based on the data analysis, it is found that the average critical thinking ability of students in listening skill is on the low level. The result was obtained from the students' work on the essay test of critical thinking skill. The average values of students critical thinking skill on listening is displayed in table 3 below.

**Table 3.** The Average Values of Students' Critical Thinking Skill

Core Critical Thinking Skill	Percentage	Category
Interpretation	61 %	Low
Analysis	65 %	Medium
Inference	68%	Medium
Evaluation	56%	Low
Explanation	54%	Low
Self-Regulation	68%	Medium
Total Average Value	62 %	Low

As shown in the table 3, the average values of students' critical thinking skill is 62% categorized as low. The percentage of interpretation skill is 61% which is on low category, analysis aspect holds medium level in 65%, inference aspects is 68% categorized as medium, evaluation aspects is 56% categorized as low, explanation aspect gets 54% classified as low, and self-regulation aspect which has 68% categorized as medium. Each core critical thinking skill possessed by the students would be discussed in reference to the critical thinking theory proposed by experts as follow.

Discussion

Interpretation
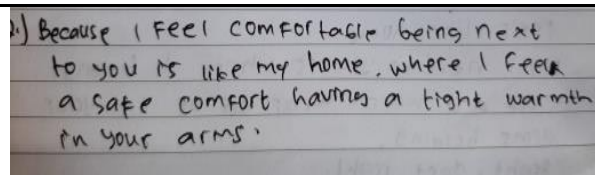
The level of students' critical thinking ability for interpretation is 61%. This percentage is categorized as low. The excerpts of students' answer are presented in the picture 1. To measure the core of critical thinking skill in the aspect of interpretation, a song is played for the students. Having listened to the song, the students were asked to complete the missing lyrics of the song and then assigned to decipher why the writer entitled the song "feels like home".
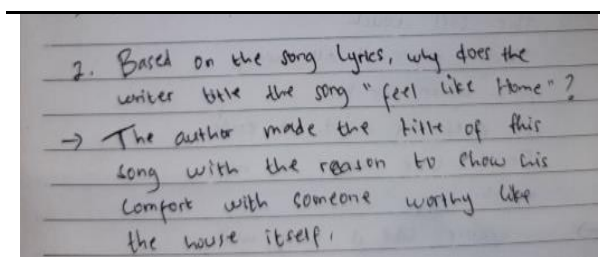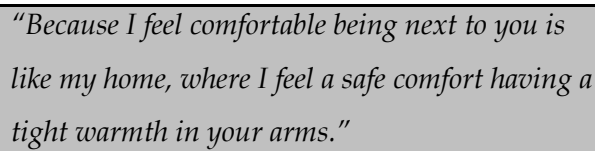

"*The author made the title of this song with the reason to show his comfort with someone worthy like the house itself.*"

Picture 1. Students excerpt 1

Interpretation demands one's comprehension of data, situation, judgment, events, conventions, belief, or procedures (Facione, 2020). It is exemplified with paraphrasing someone's idea, clarifying the sign or graphs, or identifying an author's purpose, theme, or point of view. In essay test of listening skill, the students are expected to explain why the author entitled the song with "feels like home" with their own words. However, based on the answer sheet (excerpt 1), the student failed to give deep interpretation by only writing "someone worthy like the house itself". This view should be supported by the details of what is meant by "worthy like the house"? as the interpretation would be accurate by giving reasons followed by the evidence. Another example of students' answer in interpreting the title of the song is displayed below.

"Because I feel comfortable being next to you is like my home, where I feel a safe comfort having a tight warmth in your arms."

Picture 2. Students' Excerpt 2

As seen in picture 2, the students failed again to give strong interpretation to the song's title. Even worse, the student rewrote the song lyrics instead of deciphering the lyrics into judicious conclusion. From the data presented above, it could be said that the students' critical thinking ability on interpretation is significantly weak.

Analysis

From table 3, the core critical thinking skill of analysis holds 65%. This percentage places the students' ability on analysis as medium level. To figure out students' critical thinking skill of analysis in listening skill, the students are assigned to answer the question of "are you addicted to social media or smartphone? What makes so"? This question was delivered after the students listened to the audio of tech addiction where they were supposed to complete the missing words/ or phrase from the conversation, decide whether the sentence true or false based on the conversation, and finally describe their view if they are addicted to social media and give supporting reason which is in purpose to measure their analysis of critical thinking skill.

"If addicted mean that I always check my phone every two minutes, it's a yes. Same reason as any other teenager around me, social media and smartphone nowadays become life necessities because a lot of information and news is uploaded daily on social media, even that the news haven't been updated on tv. We can't avoid the fact that even kids now who in elementary school has already got a new phone, is more like we take the current of this technology era and it's kinda hard to fight against it. This day not like few years ago like we can only use phone for texting or calling. Now people get more creative making video, interesting content, writing story and making comic when the old days we only can use or buy books. Also lot of information about our school material is on the internet that can help us with homework and tips daily life, funny and interesting content video. People also promote and making money through social media. We don't have to fight against using phone or social media. Maybe we can less use them so it doesn't affect any negative side because there is not always a good content inside the internet. It depends on us how useful we use and take benefits of it. "

Picture 3. Students' Excerpt 3

As displayed in picture 3, the student is able to formulate a clear and precise personal point of view about what makes him/her addicted to his/her smartphone. His/her claim is supported by providing evidence that smartphone assists his/her college life in learning the material. Moreover, the fact that social media can be used to produce money is acceptable. Unfortunately, the statement "maybe we can less use them so it doesn't affect any negative side" enacts misinterpretation. Using social media with little time does not guarantee that the user could always avoid the negative side as what it takes is what kind activity that the user prefer to do, whether it is productive or not.
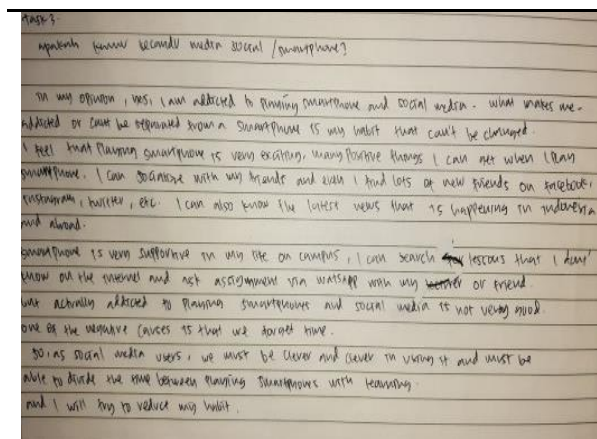
"in my opinion, yes, I am addicted to playing smartphone and social media. What makes me addicted or can't be separated from a smartphone is my habit that can't be changed. I feel that playing smartphone is very exciting, many positive things I can get when I play smartphone. I can socialize with my friends and even I find lots of new friends on facebook, instagram, twitter, etc. I can also know the latest news that is happening in Indonesia and abroad. Smartphone is very supportive in my life on campus. I can search for lessons that I don't know on the internet and ask assignment via whatsapp with my lecturer or friend. But actually addicted to playing smartphones and social media is not very good. One of the negative causes is that we forget time. So as social media users, we must be clever in using it

> *and must be able to divide the time between playing smartphones with learning, and I will try to reduce my habit."*

Picture 4. Students' Excerpt 4

Another discussion is presented in picture 4. As described in picture 4, the student formed his/her judgment by presenting the observable facts that he/she used smartphone to socialize with their friends, get information around the globe, and occupy smartphone as supportive tools in their campus life. Furthermore, his/her claim is followed by relevant arguments in which he/she provides pros and cons about the use of smartphone and in the end, this point of view is closed with compatible conclusion.

Analysis demands the students to understand a case and properly explain reasons and claims (Facione, 2020). This core critical thinking skill of analysis counts examining ideas and/or analyzing arguments. Based on the data presented above, it is revealed that the students were actually able to identify pertinent argument and draw non-fallacious conclusion. However, well-built arguments are needed to establish strong analysis of critical thinking skill. This is why the core critical thinking skill of analysis possessed by the students only reaches to medium level.

Inference

Moving the discussion into other core of critical thinking skill, inference takes 68% ranked as medium level. Inference deals with drawing the conclusion based on the evidence and facts. To figure out students' inference skill in listening skill, the audio recording about Live on Mars was played. The students were then asked to complete the missing words/phrase from the audio transcription and describe their views on the essay test. The essay test was designed in which the students have to form conjecture or hypothesis by presenting their view on "Do you think man will live on mars one day? Explain your reason? The students' answers are shown as follow.

Dec 13, 2019

Human will absolutely be on mars in the future.
Because mars is more Earth-like than any other planet
in solar system. Their a lot of similarities between
Mars and Earh, like the time, martian day (or sol) is
very close in duration to Earth's. A solar day on Mars
is 24 hours, 39 minutes and 35.244 seconds. The
season, Mars has seasons much like Earth, though
on average they last nearly twice as long because the
Martian year is about 1.88 Earth years. Also according
to observations by NASA's Mars Reconnaissance
Orbiter, ESA's Mars Express and NASA's Phoenix Lander
confirm the presence of water ice on Mars. But to live
there we might have some obstacles situation like we
need to wear space suit all the time because weather
on mars is extreme. We have to get used to dust storm,
about every 26 month it's summer on Mars, meaning
prime dust season. The different between monday and
Tuesday could be 170 degrees, the average temperature
is well below zero. The air is also largely carbon
dioxide-- good for planets bad for people. We need to
blast of from Mars and return.
I think human can live in Mars one day, the reason
might because condition of earth.

"Human will absolutely be on mars in the future. Because Mars is more Earth-like than any other planet in solar system. There are a lot of similarities between Mars and Earth, like the time, martian day (or sol) is very close in duration to Earth's. A day on Mars is 24 hours, 39 minutes and 35.244 seconds. The season, Mars has seasons much like Earth, though on average they last nearly twice as long because the Martian year is about 1.88 Earth years. Also according to observations by NASA's Mars Reconnaissance Orbiter, ESA's Mars Express and NASA's Phoenix Lander confirm the presence of water ice on Mars. But to live there we might have some obstacles situation like we need to wear space suit all the time because weather on mars is extreme. We have to acclimate to dust storm, about every 26 month it's summer on Mars, meaning prime dust season. The different between day and nights could reach 170 degrees, the average temperature is below zero. The air is also largely carbon dioxide-- good for planets bad for people. We need to blast from Mars and return. I think human can live in Mars one day, the reason might because condition of earth."
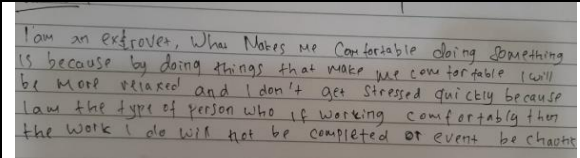
Picture 5. Students' Excerpt 5

In excerpt 5, the student accurately interprets the difference and similarity between planet earth and mars. She/he starts by comparing time, weather, water existence, temperatures which are the factors supporting life. She/he also comes to reasonable conclusion that based on the presented data. Actually, the students identifies all the main issues that is crucial to promote life on mars but not summarize the issues clearly enough.

According to Norvig (2009), an inference is defined to be any assertion in which anyone who receives the information (in this case listener or reader) comes to believe to be true as a result of listening/reading the texts. In line with critical thinking skill, inference means to identify elements needed to make conclusion, to form hypothesis, and to disclose the consequences flowing from data, statements, judgments, belief, etc. From the students' excerpt, it is found that the student formulates a clear personal point of view concerning the life possibility on mars, and seriously discuses weakness as well as its strength. Unfortunately, the students fail to provide new data or information for consideration. It seems that she/he just repeated some information input from the monologue about Live on Mars.

Evaluation

Evaluation holds 56% and is categorized as low. Facione (2020) points out that the purpose of evaluation is 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. To rate students' critical thinking of evaluation, the monologue about Personality (introvert and extrovert) is played. The students were then charged to answer some question based on the audio and were also required to give answer on question of "Are you more of an extrovert or an introvert? What makes you comfortable to fit in in doing something?" This question would stimulate the students to make judgment if the evidences presented supported their claim referring to the core critical thinking skill on evaluation.
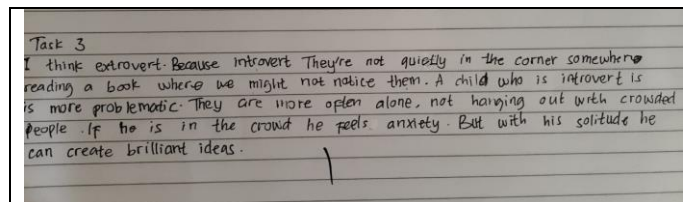

"I am an extrovert. What makes me comfortable doing something is because by doing things that make me comfortable I will be more relaxed and I don't get started quickly

> *because I am the type of person who if working comfortably then the work I do will not be completed or even chaotic."*

Picture 6. Students' Excerpt 6

As seen in picture 6, the students claimed that she/he is a type of introvert person. However, the claim made was not provided by strong evidence that supports her/his statement. The reasons are also not explained nor justified that makes this as poor evaluation of critical thinking skill. Evaluation is action of judging if an argument's conclusion follows with certainty from its premises (Facione, 2020). In reference to this, the lack of conception put on in the answer of essay test build hostility to reason and makes the claim fragile. Another excerpt is displayed in picture 7.

> *"I think extrovert. Because introvert, they're not quietly in the corner somewhere reading a book where we might not notice them. A child who is introvert is more problematic. They are more often alone, not hanging out with crowded people. If he is in the crowd he feels anxiety, but with his solitude he can create brilliant ideas."*

Picture 7. Students' Excerpt 7

In the excerpt 7, the students misjudged the target questions. She/he fails to explain the claim made and argues using unwarranted claim. The purpose of evaluation is to judge if an argument is relevant or has the implication for the situation at hand. Unfortunately, the purpose of this core of critical thinking skill is not achieved by the students by misleading the answer too far.
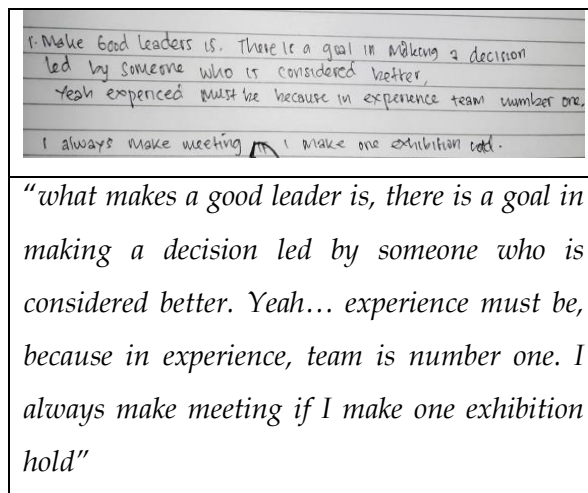
After interpreting, analyzing, doing inference, and evaluating, there are two more of critical thinking core. They are explanation and self-regulation. The data from both cores are analyzed as follow.

Explanation

Anderson; Krathwohl (2010) points out that explanation is about reason of a happened occurrence. Explanation insists students to have a competence to explain what
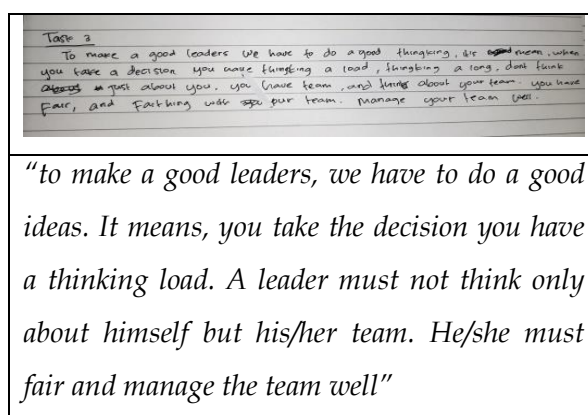
they think and how they get into that conclusion. In this type of skill, the students have to explain about what makes good or bad leaders. This essay test is completed after they listened to a monologue about talking about rumor and then were assigned to complete the missing words/phrase and decide true or false sentences based on the audio.

As displayed in the table 3, the core critical thinking skill of explanation gets 54 %. This places the explanation skill in low level. It means the students offers biased interpretation of evidence, statements, information, or point of view. The students' excerpts are provided in picture 8 and picture 9 below.

"what makes a good leader is, there is a goal in making a decision led by someone who is considered better. Yeah… experience must be, because in experience, team is number one. I always make meeting if I make one exhibition hold"

Picture 8. Students' Excerpt 8

In doing the explanation, the students must present arguments so the others could get a full look at the big picture. However, this purpose is deficiently achieved by the students. As seen in students' excerpt 8, the students defines what is so called as good leader as someone who is considered better and has goal in making decision. This statement tends to be bias as they are not followed by the evidence/data. Besides, the terms "someone better" can refer to any different perception. The information indicating good or bad leaders must be presented to make the explanation clear.

"to make a good leaders, we have to do a good ideas. It means, you take the decision you have a thinking load. A leader must not think only about himself but his/her team. He/she must fair and manage the team well"

Picture 9. Picture Excerpt 9

In students' excerpt 9, another unwarranted view contributes to poor students' explanation skill. The explanation would be strong by thoughtfully analyzing and evaluating major alternatives point of view. Unfortunately, there were no analysis or evaluation provided in the students' explanation. The students need to pour the views of 'good idea' or 'fair' in concrete example to avoid views based on self-interest or preconception.

Self-Regulation

The last core of critical thinking skill is self-regulation. Facione (2020) argues that self-regulation means self-consciously to monitor how well someone seem to understand or comprehend what they are reading or experiencing. By the same token, self-regulation is reconsidering our own interpretation or judgment based on the further analysis of facts.

To analyze the core critical thinking of self-regulation, the students were asked to listen to the conversation about Diversity. There were some tasks that they have to complete. Firstly, guessing the missing words/phrases based on the audio that they hear. Secondly, choosing the true or false sentences. Thirdly, circling the best answer of multiple choices based on the conversation. And finally, they have to answer the question "how diverse is your environment? How can diversity benefit yourself?". This last activity provided data to be analyzed which is in purpose to find out students critical thinking of self-regulation.

As seen in the table 3, self-regulation gets 68%. This means that students' ability relating the core critical thinking skill of self-regulation is on medium level. In picture 10, students present testimony to describe the diversity of her/environment from the difference of tribe to religion. She/he furthers explain the benefits of diversity to herself/himself by identifying relevant argument in which all the difference actually makes her/him respect the diverse of her/his environment.

Diversities in my Village
The people in my village have much diversity, I can see ethnicities, religions, and also how they think And it's also how they think about each other's lives. Diversity in my village can be seen when their culture emerges as to the bataknese and Javanese like when they talk one another, bataknese it sounds like they're rude in speaking but it's not like that and Javanese, they're subtle in speech. And in religions, they do respect how their own religion do the worship of Gods. Christian and Chatolic go to church, Moeslim go to mosque. The diversities in my village have many benefits in myself. For example when bataknese respect their traditions in a wedding party, help them to do their traditions, etc. Javanese also do the same things. The differences that happen in my village, make me realize to respect other Cultures, the unique tradition we have made. That shows that we are rich in Cultures that must continue to our generations so, all of that will not go away."
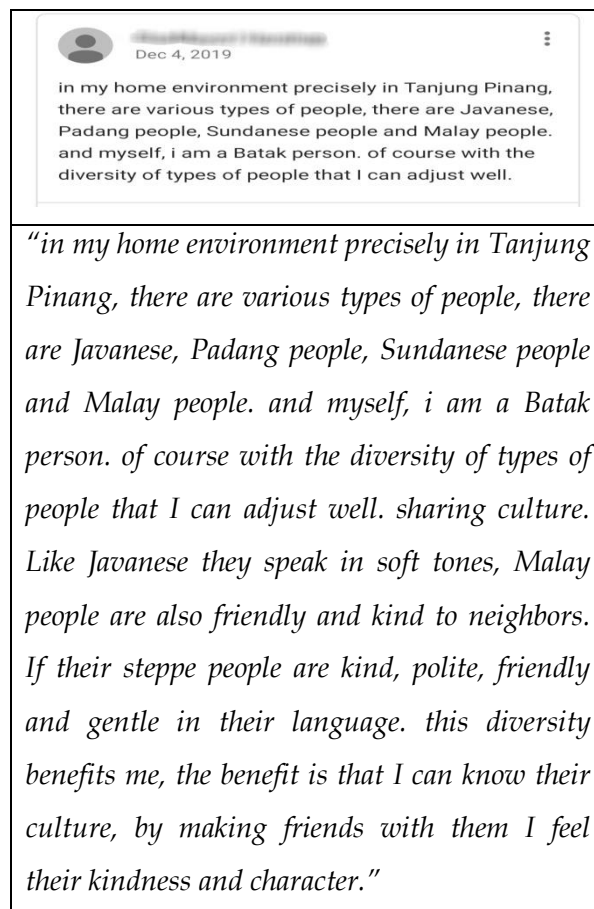
Picture 10. Students' Excerpt 10

In the end of the argument, she/he also comes to the conclusion that the people as community should keep preserving the culture as the wealth that we must protect. Even though the arguments presented not strong enough as the interpretation made not supported by salient argument, the claim is still acceptable.

Another students' excerpt is displayed in picture 11. The students started the reasoning by describing the culture diversity in her/his environment such the diversity in culture and how the culture affects the people's character. However, how this diversity brings benefit to her/him personally is not deeply analyzed by the students. Moreover, there is no drawn conclusion from the statements.

"in my home environment precisely in Tanjung Pinang, there are various types of people, there are Javanese, Padang people, Sundanese people and Malay people. and myself, i am a Batak person. of course with the diversity of types of people that I can adjust well. sharing culture. Like Javanese they speak in soft tones, Malay people are also friendly and kind to neighbors. If their steppe people are kind, polite, friendly and gentle in their language. this diversity benefits me, the benefit is that I can know their culture, by making friends with them I feel their kindness and character."

Picture 11. Students' Excerpt 11

Self-regulation concerns with self-correction (Facione, 2020). Asking question like "how well did I follow it?" or "what am I missing?" is a form of self-consciously that resembles the good quality of thinking. The students' ability in self-regulation is one of the pieces indicating the critical thinking skills. Hence, the medium level of self-regulation possessed by the students is an early signs to build this core skill to improve students' critical thinking skill.

The six core of critical thinking skill started from interpretation, analysis, inference, evaluation, explanation, to self-regulation have been presented and analyzed. It is then revealed that the average student's ability of critical thinking skill holds only 62% and is classified as low. This means that the students only justified few results, seldom explained reasons, failed to identify strong arguments, and misinterpreted the evidence or statements.

Critical thinking skill is fundamental needs in the higher education. This skill allows individuals to understand the problem, find solution to the problem, and be able to choose the most effective solution (Casiraghi, 2017). This way of thinking promotes the competence to think actively and independently, view situations from different perspective, identify relevant idea, and support the arguments with facts. Likewise, critical thinking is life skill that assist student for wise decision-making and problem solving. Higher education is a place where the students are prepared for professional which also means requiring the students to manage complex problem that may occur in the process of learning.

As one of the important skill in language learning, listening has been long neglected compared to speaking, reading, and writing (Gilakjani and Narjes, 2016). This situation makes it harder for EFL learners to comprehend listening. Listening is not limited to the process of receiving or taking input. In contrast, what someone is presenting depends on what input she/he absorbs before. By this means, paying attention to listening would affect other language skill improvement.

Critical thinking and listening skills are a set related to each other. Critical thinking develops students' reflective thinking in deciding what to do and how to do it without any misconception. To that end, the ability to think critically can be used to understand and assess the information given in the listening to draw logical connections between ideas. Thus, if this is achieved, successful communication would be a reward.

CONCLUSION

Critical thinking is the act of reasoning. What makes students good as critical thinker is based on the quality of the reasoning itself. In 21st century, students at higher education are obliged to possess critical thinking skill. This would prepare them to solve complex problems and wisely take decision. Listening is a domain where the students could get many input or information. How well they absorbed the input will be determined by how well they present or express the information received. Certainly, the output does not go only that way. There are complex process occurs starting from receiving, understanding,

evaluating, remembering, and responding. Accordingly, critical thinking is required along with that process to produce successful communication.

The poor critical thinking possessed by the students is an alarm for the education practitioner to put the eyes on critical thinking development. Critical thinking can and should be learned. Thus, it is necessary to develop learning material for listening skill integrated with critical thinking to enable the students make logical deductions helping them strengthen their arguments and acquire knowledge which is crucial in the higher education.

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