



Correlating EFL learners' critical thinking ability and listening comprehension strategies

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ABSTRACT

Even though there have been numerous studies on the use of critical thinking in language learning, research that specifically explores the relationship between critical thinking skills and listening comprehension techniques is still infrequently performed in the context of learning English in Indonesia. This study aims to reveal the correlation between EFL students' listening comprehension strategies and their critical thinking ability. Fifty Indonesian EFL students of both sexes were chosen as the study's participants to accomplish this. They were all advanced students that were chosen through cluster sampling. The Critical Thinking Questionnaire (CTQ) and the Listening Comprehension Strategies Questionnaire were the two tools used (RCSQ). On the first day, the researcher thoroughly explained the instructions for this survey and gave the participants a CTQ to assess the tactics they had used. LCSQ was delivered to them on the second day. All of the questions had to be answered within the allotted time by the participants. Fortunately, none of the students missed any of the gathered data, which will improve the accuracy of the findings. The study's conclusions showed a strong correlation between advanced EFL students' listening comprehension techniques and their capacity for critical thought. Results may be important because they help students overcome any challenges they may have with particular language abilities by identifying the tactics they use.



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1. Introduction

The majority of a person's manner of life, including their education, is influenced by their mentality. Latest improvements in the educational system highlight how important Critical Thinking (CT) abilities are for both academic study and daily living [1]. It is widely acknowledged that one of the most significant goals of the educational environment is teaching students how to think. Due to its potential benefits on language acquisition, academics are beginning to pay closer attention to CT as a teaching strategy in the education sector. Critical thinking development is one of the main objectives of education in the majority of industrialized nations [2]. The expansion and improvement of the educational system are very crucial features of contemporary society [3]. This has emerged as a crucial and delicate topic, especially recently, in emerging nations like Iran. The "thinking" component of the system is the most noticeable and potent character. To enhance students' reasoning skills, CT, one of the new designs in the education sector, is a necessary ability [4]. As a result, people are better able to critically evaluate the system and ponder in-depth on pressing concerns. CT is the most significant of the several elements that may have an impact on one's capacity for listening comprehension [5]. However, the majority of Indonesian EFL students lack adequate familiarity with the concept of critical thinking. As a result, the current study tries to investigate the connection between reading

comprehension techniques and critical thinking skills in advanced EFL learners' papers as well as your current research position among other studies on relevant topics.

The vast majority of the time, Indonesian educational systems only prioritize teaching information-filled sponges rather than analytical thinkers. It is vital for educators in certain developing nations, like Indonesia, to promote students' critical thinking, but there doesn't seem to be enough focus on doing so [6]. Additionally, the education system has not yet completely absorbed the focus on fostering critical thinkers in learners. Additionally, for learners to succeed in the CT procedure, they must critically evaluate and choose the approaches and strategies that will help them achieve their language educational objectives. However, in the early learning phases, learners rely heavily on their educators and try to refrain from utilizing their own opinions since they are inexperienced with the tactics and methods of language learning [6]. Nevertheless, in a modern educational environment, people should investigate freely and more attentively without being forced. Education should primarily serve to transform people into thinking persons, and the result must be the reflecting mind. However, the actual educational system in Indonesia disregarded this obligation and pursued a different course [7] School might be only about memorizing, as evidenced by curriculum design and academic evaluation [8]. Instead of placing focus on students' educational practice during a semester, learning places it on the final evaluation. Many lecturers talk and offer questions that demand abstract explanations for the majority of the lesson, leaving just a few minutes for inquiries that call for serious responses [9]. As a result, students would be discouraged from actively considering the issues raised in the classroom and instead be urged to imitate and passively accept the things being offered.

Students' capacity to grasp and comprehend oral words in real-time by utilizing some sources, including phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic information, is known as listening comprehension [10]. Without understanding, students struggle to communicate successfully by expressing themselves and attracting the attention of others. More crucially, almost all L2 learners encounter and struggle with the L2 learning component of listening. Additionally, developing students' critical thinking abilities is one of the essential forms of communication that may be successfully enhanced. The development of other language skills is frequently given precedence in language learning classes, whereas the fundamentals of higher-level thinking are given less consideration [11]. Additionally, he pointed out that although students may have a strong knowledge of the language, but are likely able to properly think well in it. Learners do not seem to be taught how to think critically in Indonesia's educational system [12], which is built on a conventional teaching paradigm. Instead of encouraging the learners to think critically regarding what they are studying, the teacher's job in such a system is large to cover all the educational content. Teachers are regarded as the primary sources of all information and work with students who are docile and well-versed in a variety of subjects [13]. Additionally, learners' opinions are not taken seriously and they are not given the chance to express themselves, which prevents them from ever developing critical thinking abilities. As a result of Indonesian teachers' training in this model, which prevents them from advancing their students above where they are, another generation of passive learners is created. The purpose of the current study was to investigate any potential connections between learners' listening comprehension strategies and their critical thinking skills concerning the aforementioned issues.

In such a developing country like Indonesia, some experts indicated their concerns about students' inability in thinking critically [14]. The primary goal of education should be fostering individuals with the ability to think critically, in other words, a 'mind probing' individual. The importance of critical thinking in the process of learning and cognitive development. The role of critical thinking is emphasized in the domain of language learning, where the reasons behind the success and failure of EFL learners have stimulated some researchers to evaluate different aspects of this process [15]. In addition, improving students' critical thinking ability and leading their ways of thinking, may have a significant effect on learners' overall language learning. Furthermore, enhancing students' autonomy and critical thinking ability in the course of learning may help them to rely on their own decisions and thoughts regarding the strategies and techniques that they would want to use in learning a language. Critical thinking refers to self-directed, personality reasoning that aspires to the greatest standard of valid reasoning [16]. Critical thinkers continually strive to live rationally, sensibly, and compassionately. They are fully conscious of how human thought, when unrestrained, is essentially defective. First introduced by Glaser, critical thinking is the capacity to think critically, which necessitates an understanding of the techniques of logical investigation and reasoning [17].

The phenomena of pupils not engaging in critical thinking throughout a learning process including listening comprehension serve as the empirical data for this study. Additionally, during the listening

comprehension test, this phenomenon takes place. The authors, therefore, assumed that the use of critical thinking and one's capacity for listening comprehension are closely associated. Because of this, the current study may aid in making decisions about how much students interact with an objective review. It could also aid teachers in comprehending the importance of students' critical thinking abilities and teaching them how to use these abilities to prevail in a wide range of educational processes [18]. The importance of such techniques in the process of learning a language will be emphasized more than before. More crucially, it describes how learners use listening comprehension techniques. Either language learners or teachers may find this to be significant and beneficial.

The results can help teachers improve their listening lesson plans and clear up any misconceptions about what their learners are learning. Teaching children suitable strategies may also help them develop more proficiency and competence. Additionally, highlighting students' listening strategies may aid them in addressing any difficulties they might encounter in mastering those abilities. Additionally, it might assist them in enhancing such techniques, which might boost their enthusiasm and autonomy when learning a new ability like listening. Furthermore, by being conscious of and proficient in the appropriate strategies, the student's proficiency and ability in listening comprehension may be improved [19]. Continuously evaluating students' listening comprehension techniques regarding their potential for critical thought may help in pinpointing the various components of their language learning because critical thinking influences learners' decisions and choices of learning techniques during the learning system. It is envisaged that the findings of this study will be able to show a connection between the development of students' listening comprehension abilities and their capacity for critical thought. In other words, before students practice listening comprehension throughout the learning process or when taking a listening comprehension test, teachers are supposed to be able to educate them on how to think critically.

2. Method

The objective of the study is to examine the connection between students' usage of listening comprehension skills and their capacity for critical thought. To understand, predict, and manage a situation, it is used to provide answers to inquiries about relationships among quantifiable factors. Additionally, the questionnaire survey approach is a very efficient quantitative technique since it allows for the quick collection of significant amounts of numerical data. In this investigation, Indonesian EFL learners' critical thinking skills and listening comprehension strategies were measured numerically to show potential relationships between the two factors. Quantitative data, such as questionnaires, were the focus of data analysis. Software called Statistical Package for the Social Sciences (SPSS) was used to examine the data that had been gathered. The responses provided by respondents to the surveys were presented using descriptive statistics, such as frequency, mean, and percentage. Additionally, inferential statistics were used to examine the correlation between the variables, the students' listening comprehension techniques, and their capacity for critical thought. Participants in this study were English as a Foreign Language (EFL) students from Indonesia who were enrolled in Universitas Simalungun's English Education Department. A total of fifty EFL students in all, of both sexes, were chosen to participate in this study. The participants ranged in age from 20 to 24, with 24 men and 26 women. The students had already completed four years of English coursework at the institution. There were no opportunities for them to use English outside of class during the four hours of instruction they got each week. The respondents were all native Indonesian speakers.

Convenience sampling was the method employed to sample this study. In other words, the entire group of senior EFL students was chosen as the study's sample. In other words, 50 English language learners of both sexes who participated in the current experiment and were selected based on cluster sampling were divided into four separate classrooms. First, the learners were homogenized for the data collection process using the Oxford Prep Course. 50 of the 80 participants who took part in the study had language proficiency test results that were within 1 standard deviation of the mean. The Critical Thinking Questionnaire (CTQ) and Listening Comprehension Strategies Questionnaire (LCSQ), two closely related assessments, were then used in the current investigation. Both surveys had two sections: the first portion inquired about the student's age, gender, and several years of learning English; the second part contained some related questions. The surveys didn't need to be translated because every participant was an experienced EFL learner. It needs to be emphasized that the questionnaires' reliability and validity were examined. Expert judgment in the field of linguistic technique was used to verify the content validity of the individual items. An evaluation of the

questionnaire yielded a Cronbach Alpha internal reliability coefficient of 0.87 for the survey's 21 questions. Additionally, the LCSQ with 20 questions' Cronbach Alpha internal reliability coefficient was determined to be 0.85.

2.1. Critical Thinking Questionnaire (CTQ)

To explore the respondents' opinions and beliefs on critical thinking, the Critical Thinking Questionnaire (CTQ) was used. Two sets of questions were included, the first of which asked about the student's gender, age, and some lessons spent studying English at the institution. The second part of the survey has 20 questions, each with five components on a Likert scale: (1) never, (2) seldom, (3) occasionally, (4) usually, and (5) always. After studying the pertinent critical thinking ability literature, the questionnaire was used. The survey tested the participants' ability to infer, deduce, and evaluate.

2.2. Listening Comprehension Strategies Questionnaire (LCSQ)

The study employed a four-point Likert scale questionnaire with response options ranging from "Never" to "Always," which was first combined from two earlier studies on correlation. A variety of listening comprehension techniques used by EFL students in their classes were investigated using the Listening Comprehension Strategies Questionnaire (LCSQ). The questionnaire contained 20 questions covering socio-affective, planning, monitoring, and metacognitive strategies as well as cognitive strategies like inference, elaboration, imaging, translation, transfer, repetition, and note-taking (questioning for clarification, cooperation, lower anxiety, self-encouragement and taking emotional temperature). The questions prompted the participants to consider how they applied each listening comprehension technique when engaging in English-language listening

3. Results and Discussion

As mentioned before, based on the objectives of this project, two related questionnaires were applied and the results are detailed in the following tables. Analysis of Critical Thinking Questionnaire (CTQ). [Table 1](#) displays descriptive statistics analysis including the frequency and percentage of each item of the critical thinking questionnaire. The questionnaire evaluated 20 items of five-point Likert as (1) never, (2) rarely, (3) sometimes, (4) Often, (5) Always. The frequency and percentage of all the items were shown in [Table 1](#). The data from [Table 2](#) confirm that 34% of the participants say that they generally, 22% occasionally, 20% always, 16% seldom, and 8% never declared as when they confronted a problem, they made an uninformed decision without thinking about it. Afterward, 38% of the respondents said they occasionally realized if a topic was first- or 2nd, and 30% said they did so frequently. Subsequently, a significant portion of the participants (68%) occasionally and frequently made inferences about the matter that had been delivered, and they were able to assess the justifications for these assumptions. 14% of the participants only occasionally agreed, and 8% never did, with the suggested statement. In addition, the majority of EFL instructors (40%) frequently understood inconsistencies in descriptions of the subject. Additionally, 14.7% of them seldom and 29.3% occasionally approved of one point. Often the respondents were capable of recognizing the issues in a situation and characterizing and clarifying them. While 28% were typically able to spot the issues, only 16% of the time. According to data analysis, 33% of EFL teachers typically solve an issue and conclude. On the indicated item, the same percentage of the group (26%) rarely and occasionally agreed. Additionally, the majority of them (41%) could frequently analyze a situation by considering the relevant data, and the small but same percentage (10%) showed their agreement by selecting the "rare" and "always" alternatives. One more time, the same percentage (24%) of the respondents agreed that they can sometimes and rarely improve hypostasis regarding the matter. In addition, most of them (38%) agreed that they could often pass an accurate judgment on the matter, and they could come to a conclusion with my thoughts. 24% of them noted that sometimes, and 14% stated they could always pass an accurate judgment.

Additionally, the majority of the respondents (45%) stated that when they examined a matter, they could comprehend the primary idea and aim of the speaker, while 24% said they did so frequently and 17% said they did it infrequently. The critical thinking questionnaire's components were evaluated, and the results revealed that 36% of the advanced learners could frequently comment and judge situations. 18% of interviewees said they generally made judgments, while 28% said they did so occasionally. Additionally, the majority of EFL students (38% and 32%) reported that they could occasionally and frequently convey their ideas on a subject whenever they met it. Additionally, 32% and 30% of the learners could frequently and occasionally provide a rational and convincing

justification for their opinions. Following that, 28% of the make learners predicted the unknown concepts, and 30.7% of them occasionally did so. Once more, the vast majority of learners (32%) and 29.3% stated they could occasionally discover the conflict between rationale and consequence. While going over the critical thinking questions, 37.3% of the respondents frequently felt that they were able to focus on the subject while it was being taught, while 26% occasionally and 16% always approved. In addition, 38% and 34% claimed they could usually and sometimes develop significant relationships with the topic. One more time 38% of the pupils underlined that when they discovered a matter, they could sometimes think critically, reasoning, and analytically. 32% of them might frequently critically think, among other things. The majority of the pupils with close percentages, 34%, and 33%, could frequently and occasionally image a subject and could believe as though they were the subject's primary character. According to the results, the same number of learners (41%) stated that when they confronted a problem, they might occasionally be more detailed thanks to their thoughts and that their ideas do not lead them astray. While only a small portion of the students (3% & 6%) agreed with the aforementioned points. Unexpectedly, the same amount of them (17%) could seldom be more detailed because their views did not lead them astray.

Table 1. Descriptive Statistics of Critical Thinking Questionnaire

Questionnaire items	F/P	Never	Seldom	Sometimes	Usually	Always
When I have problems, I am prejudiced without thinking	F P	4 8%	8 16%	11 22%	17 34%	10 20%
When I have problems, I realize they come from first-hand to second hand	F P	2 4%	7 14%	19 38%	15 30%	7 14%
I sometimes deduce the state problems and I can explain the deduced problems	F P	4 8%	7 14%	15 30%	19 38%	5 10%
I can understand the problems and obscurities relating to the matter	F P	3 6%	7 14%	15 30%	20 40%	5 10%
I can identify the problem and I can explain them clearly	F P	2 4%	8 16%	20 40%	14 28%	7 14%
I can identify a problem and solve it as well as make deduction	F P	3 6%	13 26%	13 26%	17 34%	4 8%
I can analyze by thinking the data while a matter is being explained	F P	3 6%	5 10%	16 32%	12 24%	4 8%
I can draw schemes relating to matters using my thoughts	F P	4 8%	5 10%	12 24%	19 38%	6 12%
I can make accurate judgments using my thoughts	F P	1 2%	12 24%	12 24%	19 38%	14 28%
I can get the main ideas of texts mentioned by authors	F P	1 2%	9 18%	23 46%	12 24%	6 12%
I cannot comment and judge matters	F P	3 6%	9 18%	24 48%	18 36%	5 10%
I can express my opinions and defend my thoughts regarding matters	F P	5 10%	6 12%	19 38%	16 32%	4 8%
I can convince my thoughts convincingly and logically	F P	4 8%	10 20%	15 30%	16 32%	5 10%
I can make a quick guess on the idea that has never been explained	F P	1 2%	12 24%	15 30%	14 28%	4 8%
From the explanation, I could find some contradictions between the cause and results	F P	4 8%	16 32%	16 32%	15 30%	3 6%
I can concentrate on the problems and connect them to my thoughts	F P	3 6%	7 14%	13 26%	19 38%	8 16%
I can connect some logical relations among events in the matters	F P	3 6%	6 12%	17 34%	19 38%	5 10%
I can think critically and reasonably	F P	3 6%	6 12%	19 38%	16 32%	6 12%
I can visualize some matters in my thoughts	F P	3 6%	7 14%	17 34%	17 34%	6 12%
I can rely on my thought when I have problems	F P	3 6%	9 18%	20 40%	16 32%	2 4%

3.1. Analysis of Listening Comprehension Strategies Questionnaire (LCSQ)

The frequency and percentage of each item on the listening comprehension methods questionnaires are shown in [Table 2's](#) descriptive statistics analysis. Twenty items were rated on a five-point Likert scale as follows: (1) never, (2) seldom, (3) sometimes, (4) usually, and (5) always. The [Table 2](#) that follows lists the frequency and percentage for each item.

Table 2. Descriptive Statistics of Listening Comprehension

Questionnaire items	F/P	Never	Seldom	Sometimes	Usually	Always
To understand a text, I focus on the meanings	F	0	8	16	16	10
	P	0%	16%	32%	32%	20%
I imagine the setting of events to the meanings of dialogue	F	1	8	20	19	2
	P	2%	16%	40%	38%	4%
I think of previous similar texts before listening	F	1	10	17	17	5
	P	2%	20%	34%	34%	10%
I use words that I know to help me predict the words in the text	F	3	5	15	19	8
	P	6%	10%	30%	38%	16%
I always pay attention to the main ideas of a text while listening	F	2	6	20	19	3
	P	4%	6%	40%	38%	6%
I use my knowledge and comprehension to understand texts	F	2	7	15	19	5
	P	4%	14%	30%	38%	10%
I make a comparison between what I know and what I listen to	F	3	5	16	12	4
	P	6%	10%	32%	24%	8%
I had a plan before I start the listening activity	F	2	11	13	15	9
	P	4%	22%	26%	30%	18%
I translate when I listen to texts	F	1	8	15	19	7
	P	2%	16%	30%	38%	14%
While listening, I adjust my understanding if something is not correct	F	2	11	12	15	9
	P	4%	22%	24%	30%	18%
I ask myself if my answer is not correct	F	4	9	16	11	9
	P	8%	18%	32%	22%	18%
I try to relax while listening	F	3	7	15	15	10
	P	6%	14%	30%	30%	20%
When listening to English texts, I try not to be nervous	F	2	10	17	17	5
	P	4%	20%	34%	34%	10%
While listening, I always have intention in my mind	F	4	3	15	19	8
	P	8%	6%	30%	38%	16%
I get rid of my worry if I do not know something	F	6	6	20	19	2
	P	12%	12%	40%	38%	4%
I always consider my guess while listening	F	4	7	15	19	10
	P	8%	14%	30%	38%	20%
Listening is an enjoyable activity for me	F	3	7	15	20	5
	P	6%	14%	30%	40%	10%
I always plan for improvement for further listening	F	4	9	14	18	5
	P	8%	18%	28%	36%	10%
I make more effort when I have trouble comprehending	F	5	6	19	16	4
	P	10%	12%	38%	32%	8%
Listening to English is a challenging activity for me.	F	4	6	19	16	10
	P	8%	12%	38%	32%	20%

According to a careful review, the same amount (32%) occasionally and always concentrated on the definition of each word to comprehend the entire text. Meanwhile, 20% of them agreed with the assertion always, and 16% disagreed just occasionally. Additionally, roughly 41% occasionally and 37% frequently attempted to visualize the context of the dialogue to comprehend what the speakers were discussing. The same proportion (approximately 33%) once more considers the previous listening of writings that are identical to the one they are just about to begin. Additionally, the majority of the participants (68%) frequently or occasionally used words they understood to assist them to deduce the meaning of phrases they did not. A small percentage (12%) seldom agree on this item, while between 41% and 37% occasionally and frequently used the main idea of the text to help them estimate the meaning of the terms they didn't know. As shown in Table 2, a significant portion of students (42%) frequently and 30% seldom used prior knowledge and personal experience to better comprehend the subject. Once more, the majority of EFL students (44%) frequently and 32% occasionally contrasted what they heard with what they already knew about the subject. Furthermore, approximately 68% of the learners interpreted in their heads while listening occasionally or regularly, and 30.7% of them changed their interpretation if they realized it was inaccurate as they were listening. According to the findings of the above table, more than half of the students (56%) occasionally and frequently questioned their level of understanding, while a similar amount (17.3%) seldom and always relied on the specified item. Following that, exactly 60% of the respondents made an effort to unwind while listening, and the same number (33.3%) made an effort to just not feel anxious while listening to English.

Additionally, 68% of the EFL students had a goal in mind as they were listening, and exactly 79% of the students said they attempted not to be concerned about things excessively when they didn't fully understand them. And again, the data analysis revealed that 68% of the EFL students occasionally and frequently agreed that they considered all others they had learned before making their guesses about a word's meaning to see whether they made sense. Additionally, the majority of EFL students (40%) sought to keep listening frequently, while roughly 30% did so occasionally. In addition, 64% of the respondents said that they frequently or occasionally considered how they had listened and what they would have done in the future. Additionally, 70% of the students paid closer attention to the material when they were having problems understanding it, both frequently and occasionally. The final questionnaire item revealed that the majority of research participants (68%) thought it was difficult for them to listen to English sometimes and frequently. Examination of Correlation Test Data A correlation test was utilized to examine the data collected from the two questionnaires and discover any potential connections between the variables, critical thinking, and listening comprehension techniques. The study particularly looked at any correlations that might exist between the critical thinking skills and listening strategies of EFL learners.

3.2. Correlation between Listening Strategies and Critical Thinking

This section looked into any potential connections between the student's critical thinking in English classes and their listening strategies. Table 3 shows Sig. or the p-value is less than 0.05 and is determined to be 0.01. If the Sig. value is significant, the Pearson test has value. P-value is below 0.05. Additionally, the correlation coefficient between listening comprehension and critical thinking strategies is 0.73, demonstrating the relationship between the two variables. The number 1, on the other hand, indicates a favorable correlation between the two given factors. It means that if the level of one variable is raised, so will the level of the other. As a result, it may be concluded that there is a correlation between learners' critical thinking and their listening skills. The objectives of this research were about to measure students' listening comprehension strategies and critical thinking, and then determine whether there was any relationship between the two. Three study topics were assessed and fully addressed by the quantitatively obtained data.

Table 3. The Correlation between Listening Strategies and Critical Thinking

The Variables	Measurement	Listening Strategies	Critical Thinking
Listening Comprehension strategies	Pearson Correlation	1	0.73
	Sig./P-value (1 -tailed)		0.001
	N	50	50
Critical Thinking	Pearson Correlation	1	0.73
	Sig./P-value (1 -tailed)		0.02
	N	50	50

3.3. The description of critical thinking practice applied by Indonesian EFL learners

Based on data analysis of the critical thinking questionnaires, more than half of the Indonesian university students frequently evaluated a thing with predisposition before thinking, comprehending whether the subject is from the first hand or second hand, and then resolving a conundrum and drawing conclusions. Additionally, more than half of them occasionally could comment, assess the situation, and comprehend the author's main point and goal. Additionally, more than half of the participants could occasionally focus on the task at hand, anticipate the ideas, and analyze analytically and critically and issues can be clarified as a mismatch between cause and effect. Analyzing the critical thinking questionnaire's components revealed that the majority of EFL students frequently inferred the truth, assessed the justifications for their inferences, and comprehended ambiguities and faint truths from responses. Additionally, most of them could identify, clarify, examine, and characterize difficulties. Again, the majority of the participants concurred that they could frequently, occasionally, offer an informed judgment on the subject, communicate their thoughts, come to a decision with them, and clarify their views. To this end, the majority of the study's participants occasionally pictured a subject that felt like the subject's major character and was more extensive because of their ideas, which did not lead them astray. Careful analysis revealed that most of the students' replies to the critical thinking survey items frequently or occasionally concurred.

3.4. The Deployment of EFL learners employ listening comprehension strategies

To understand the full text, intermediate EFL learners' listening strategies were examined. The findings showed that more than half of the students focused on the meaning of each word and considered other texts they may have listened to. Additionally, more than half of them commonly

inferred the meaning of the phrases they didn't understand by utilizing the words they did know. They also assessed their level of comprehension and updated their interpretation based on the same percentage they mentally interpreted while listening. More than half of the participants also made an effort to unwind, not become anxious, appreciate, and have a purpose in mind as they listened. The majority of the EFL study participants sometimes concentrated more intently on the text when they were having trouble interpreting and attempted to visualize the context of the conversation to comprehend what the speakers were talking about, according to data analysis of listening strategies. Additionally, they guessed the meaning based on the text's core premise, used prior information and firsthand experience to better comprehend the subject, and made comparisons between what they comprehended and prior previous knowledge of the subject. In addition, the majority of students frequently/occasionally attempted not to worry when they can't comprehend anything and instead reviewed everything else they had learned to see if their assumption made sense. Moreover, the majority of them frequently/occasionally thought that understanding what was being said in English was difficult for them, thus they worked much more to understand the content. A large percentage of the EFL advanced students frequently and occasionally agreed on the statements connected to the listening comprehension strategies, according to the average of the proposed items, which was derived from the information that was obtained.

3.5. The correlation between Indonesian EFL learners' listening comprehension strategies and their critical thinking skills

A correlation test was done to determine whether there might be a connection between the variables, critical thinking, and listening comprehension strategies concerning the aforementioned question. The Sig. or p-value calculated as 0.01 in the associated table (3) is less than 0.05. The Pearson test is considered valid if the Sig./P-value is less than 0.05, it should be stated. Additionally, the relationship between listening comprehension and critical thinking skills is 0.72, demonstrating the relationship between the two variables. The value of 1 at the opposite location indicates a favorable correlation between the two factors when one variable's level is raised, the other one will follow suit. As a result, it can be said that the critical thinking skills of students and their listening comprehension tactics are positively correlated. The research was designed to look at the correlation between the critical thinking skills and listening comprehension strategies of Indonesian students. The results showed a considerable difference between the two factors during the investigation. Given the results, it is still thought that critical thinking skills should be taught in today's schools [20]. While critical thinking gives students the tools they need to successfully navigate the quick changes in the modern technology world. Learners need to expand their attention beyond textbook knowledge and acquire the intellectual capabilities needed to form reliable judgments, compelling cases, and objective assessments to improve this capability [21]. Furthermore, critical thinking is regarded as crucial in a community because sensible judgments should be made daily, not just for students to perform in school or higher education [22]. The results of this research are consistent with those of some earlier researchers [23][24][25]. The findings from these studies showed a strong connection between students' critical thinking skills and various linguistic learning outcomes. In addition, looking into the connection between the usage of direct and indirect listening comprehension and critical thinking. The findings demonstrated a statistically significant connection between indirect language acquisition techniques and critical thinking. Previous studies discovered that employing language learning techniques might enhance students' cognitive abilities; as a result, critical thinking should indeed be incorporated into language learning courses [26]. Researchers from multiple universities conducted a study to determine the connection between vocabulary knowledge, vocabulary methods, and critical thinking skills in teaching and learning.

The findings showed a positive correlation between learners' CT and their application of concentration, memory, cognitive, and metacognitive methods. This shows that critical thinkers concentrate more on their skills and act more autonomously when making decisions and addressing problems. In other words, critical thinkers seem to be more inventive when coming up with fresh solutions to issues and applying such solutions to pertinent jobs. The findings of this study demonstrate the association between using critical thinking as a learning approach to enhance listening comprehension abilities. Teachers are expected to be able to teach students how to think critically during the learning process, especially in listening comprehension activities, keeping in mind the strong correlation between critical thinking skills and listening comprehension skills. This is due to the importance of using critical thinking strategies in listening comprehension.

4. Conclusion

The results of this study reveal that there is a strong correlation between the application of critical thinking strategies and improving listening comprehension skills with a correlation value of 0.72. From this phenomenon, it was required to examine EFL students' views about listening comprehension techniques and measure their capacity for critical thought to determine any potential relationships concerning the research variables. Based on students' thoughts on listening strategies and critical thinking, those who participated in using listening techniques in EFL classes frequently considered listening comprehension strategies as they were listening. Additionally, the research's EFL participants had impressive critical thinking skills. Most significantly, this study demonstrated a good association between Indonesian EFL learners' critical thinking skills and listening comprehension techniques. The results of this analysis are important because they can help students overcome any challenges they may face with their language abilities and enhance the tactics that help them stay motivated and progress to become autonomous thinkers. As critical thinking primarily influences judgments and selections of learning techniques during the learning process, examining students' language learning strategies concerning their thinking capacity aids in the realization of various parts of their language learning. This research may highlight the crucial role that critical thinking plays in helping students become more autonomous in controlling their learning process and may also highlight the critical part that language teachers play in providing opportunities for students to actively take part in activities that foster their critical thinking abilities. Various education environments should offer EFL students specialized courses in various types of strategy training including the practice of critical thinking when it comes to language skills techniques. It is also advisable for students to become comfortable with the notion, different sorts of tactics, and how to use them when listening. Additionally, it would be very advantageous for students if teachers could cover both the theory and application of listening comprehension techniques. In conclusion, this study may demonstrate the significance of listening techniques by outlining the rationale behind learners' selections of specific tactics that they consider crucial to improving their listening abilities. Consequently, language teachers should give students the tools they need to acquire a language and assist them in taking more responsibility for their learning. Besides the advantages and usefulness of these findings for related parties, of course, the results of this study still have some limitations. These limitations are related to the simple research method and design, the limited selection of respondents, and the choice of research objects. Therefore, future research is expected to complement other aspects of critical thinking to find a clear picture of the relationship between critical thinking and listening comprehension.

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