

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

Listening is the most crucial skill in language learning. Learners spend most of their time to listen rather than to read, write or speak. Listening is one of receptive skills. It means that listening is the skill to receive something that being spoken. According to Burley and Allen (1995), listening as a method for taking information is used far more than Reading and Writing combined. Yet, it is still misunderstood by people. People tend to assume that listening is similar to hearing. In fact, both of them are different, which hearing is a physical ability and listening itself is a skill.

In the listening process, the listeners not only listen what is being spoken, but also, they are required to understand of what they have listened. The process of understanding the spoken language is often called listening comprehension. Listening comprehension is the ability to listen, process it and understand its meaning.

Richards (2008) defined listening from two different perspectives. First, listening as comprehension. Second, listening as acquisition. According to him, listening as comprehension is facilitating an understanding of spoken discourse.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Another definition of listening comprehension stated by Field (2008) the term listening comprehension refers to all the learners works in listening skills. It means that listening comprehension is all works that required students to understand the language in spoken form.

Buck (2001) also stated that listening comprehension is a very complex process. An active process to construct the meaning by applying knowledge to the incoming sounds. He also argued that the comprehension of the message may be affected by a wide range of variables. Such as the characteristics of the speaker, the situation, or the listener itself.

According to Rost (2011, p.54), comprehension is the experience of understanding what the language heard refers to in one's experience or in the outside world, and sensing how any incoming burst of language enhances or suppresses one's current understanding.

Brown (1990) argued that many courses that supposed to 'teach' listening comprehension, in fact consist of exercises which expose the students to a chunk of the spoken material and ask comprehension questions to know about their understanding. He also stated that this does not seem to much example of 'teaching' listening, instead it was 'testing' listening comprehension. The students do not receive any help to understand the spoken discourse, and it often lead to the students' failure.

Based on those experts, the researcher concludes that listening comprehension is an understanding of spoken discourse which can be assessed by applying knowledge to the incoming sounds. Thus, the teacher

need to help their students during listening process.

2. The Aspects of Listening Comprehension

Listening is the process when listener hear the spoken language and he/she tries to understand the meaning of it. Teaching listening comprehension is very important. It helps the students to bring out their own background knowledge, linguistic knowledge to understand or interpret the meaning. Based on the purpose of listening, Fauzana (2014) mentioned five types of listening, they are:

- a. Discriminative listening: the basic type of listening, whereby the difference between difference sounds is identified.
- b. Comprehensive or active listening: type of listening which focus to understand the spoken discourse.
- c. Therapeutic or emphatic listening: is aimed to not only understand about what speaker said, but also to understand the speaker's feeling.
- d. Critical listening: is about to analyzing, evaluating, judging and forming opinion about what is being said. The listener is required to think critically what they have heard from the speaker. They may show their agreement, denial, suggestion, or other opinion about what the speaker said.
- e. Appreciative listening: is listening to appreciate what the speaker was saying. This type of listening often happen in our daily activities. When listener tend to talk with the same person about their problem or people that he/she is enjoy to spending time with. Because they

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

listen to him/her, they appreciate his/her sharing. That what appreciative listening means, to appreciate others.

According to Nation (2009, p.40), there are two types of listening, as follows:

- a. One way listening: it is typically associated with the transfer of information (transactional listening).
- b. Two way listening: it is typically maintaining social relationship (interactional listening).

Besides that, Nunan (2003, p.31) said there are three types of listening:

- a. Listening for specific information: This usually involves catching concrete information including names, time, specific language forms, etc. It means that, it requires the listeners to know detail information about what they heard.
- b. Gist listening: Students try to understand in general way. Example; students catch the main ideas, nothing sequence of events.
- c. Inference: this is listening for meaning that is implied but not stated directly. The learners try to catch specific or to understand a text generally when they come across information that is not stated directly. Inference is a higher level because it requires listener to think abstractly.

To understand the learners' way of listening, it is the best way to know first about the level of listening. Burley and Allen (1995) divided listening into three levels, as follows:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Level 1: Emphatic listening, the aim for this level is listener show both verbally and non-verbally that she or he is truly listening. It requires listener to listen from the heart that cause an understanding, caring, and empathy.
- b. Level 2: Hearing words, but not really listening. In this level, listener tend to hear what is being said, but less understand about the meaning. It is because they make a little effort to understand the meaning. It may lead to misunderstanding.
- c. Level 3: Listening in spurts. This level of listening makes the listener not willing to hear the speaker say. They tend to stay quiet and not responding to the speaker.

According to Fauzana (2014) there are 8 stages in listening, such as, access to words, parsing, memory process, hearing, attending, understanding, remembering, and evaluation. Here are the explanations below:

- a. Access to words: refers to understanding the words mean.
- b. Parsing: refers to how the mind work out the grammar structure and meaning of sentences when it is being spoken.
- c. Memory process: in which listening comprehension depends on the storing and processing of information by the mind.
- d. Hearing: is about the physical ability. The learners perceiving sounds by their ears.
- e. Attending: refers to attending the non-verbal parts of conversation. Such as, body language, gestures, facial expressions, and eye contact.

In this stage, listeners are required to focus on the message received.

- f. Understanding: in this stage, the listener learns what the speaker truly means, the thoughts, and emotional tone.
- g. Remembering: the result of memory allows the listener to record the information, idea about people, objects, and events.
- h. Evaluation: in this stage, after receiving information, the listener is required to evaluate the information by giving their respond, opinion, or thought about what she/he heard.

All those stages involve in listening process. In which, these stages should be done systematically to get a better comprehending. The most important stage of comprehension is understanding. Because this stage requires the listener to understand the utterances. In addition of emotional tone, body language and the stare of the speaker.

According to Brown and Yule in Nunan (1991, p.24) that there are four clusters of factors which can affect the difficulty of oral language tasks:

- a. The speaker (how many there are, how quickly they speak and what type of accent they have)
- b. The listener (the role of listener: a participant, the level of response required, the individual interest the subject)
- c. The content (grammar, vocabulary, information structure, background knowledge assumed)
- d. Support (whether there are pictures, diagrams and other visual aids to support the text)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In teaching listening comprehension, teacher should aware about these factors. Due to make the learning process become more effective and efficient. Teacher also need to know about the elements that need to include in a listening discourse.

Underwood (1989, p.22) stated that there are at least seven elements that students need to learn:

- a. To be aware of how lexis and lexical sets can indicate topic;
- b. To interpret the use of stress, intonation, loudness, etc;
- c. To recognize transition words and what they indicate (e.g. ‘although’, ‘for instance’, ‘but’, ‘for example’);
- d. To predict what is coming next in an utterance or a conversation, using both their general knowledge and the clues from what they have heard;
- e. To make guesses based on the context, the tone, etc;
- f. To ‘listen between the words’ (the listening equivalent to ‘reading between the lines’) to know what is really meant by speakers who do not always say precisely what they meant;
- g. To distinguish between facts and opinions as they listen, so that they can be critical listeners, not easily persuaded by other people’s clever use of language (e.g. Utterances where ‘spying on’ is used rather than ‘watching’, to suggest that there was something suspicious/sinister about the action).

3. Assessing of Listening Comprehension

According to Brown (2004, p.4) assessment is an ongoing process that

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

encompasses a much wider domain. Different skill has different assessment.

In line with Hughes (2003) there are some techniques that can be used to assess listening comprehension. The techniques are list as follows:

1. Multiple choice
2. Short answer
3. Gap filling
4. Information transfer
5. Note taking
6. Partial dictation
7. Transcription

All those techniques for assessing listening comprehension can help teacher to construct the test to know the students' comprehension in listening.

4. The Concept of Students' Interest

Hidi and Harackiewicz (2000) defined interest as an interactive relation between an individual and certain aspects of his/her environment (objects, events, etc). According to Dewey (1913, p.90) Interest, in the emotional sense of the word, is the evidence of the way in which the self is engaged, occupied, taken up with, concerned in, absorbed by, carried away by, this objective subject-matter. Hidi (1990, p.550) defined interest as Interest can be conceptualized as emerging from an interaction between an energized individual and the external world.

Seifert (2009) also argued that interest is another aspect of intrinsic motivation. Thus, he means interest comes within ourselves such a feeling that

we are motivated to do the things that we interest with. On the other hand, Harackiewicz (2010) defined interest as being interested means we care about it, that it is important to us, and we have mostly a positive feeling toward it.

By those statements above, the researcher come with conclusion that interest is another aspects of intrinsic motivation which attracted and motivated the learners to learn about something that they are being interested with. Students who are interested in learning tend to enjoy in their studying than the others who are not. Teachers should know how to improve their students interest in learning to achieve the goals. Since, interest can influence the effectiveness of learning.

Schiefele (1991, p.301-302) described the concept of interest that has the following features, which are:

- a. Interest is a content-specific concept. It is always related to specific topics, tasks, or activities.
- b. Interest is a directive force. It is able to explain students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation.
- c. Interest plays an important role as an explanatory factor in the subjective theories of teachers and educators.
- d. Interest consists of valences attached to a topic or activity (this is discussed later). It may be either enduring or short lived, and either general (involving many similar areas) or specific. Interest is not a personality trait like other motives of behavior (e.g., achievement

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motive).

- e. When understood as a content-specific concept, interest fits well with modern cognitive theories of knowledge acquisition, in that new information is always acquired in particular domains. The use of specific cognitive factors, such as prior knowledge or domain-specific learning strategies, should be supplemented by the inclusion of equally specific motivational factors.
- f. Subject-matter-specific interest is probably more amenable to instructional influence than are general motives or motivational orientations.

On the other hand, according to Harackiewicz (2010) interest theorists have divided interest into two components: Individual and situational interest. Seifert (2009, p.117), described the two components, as follows:

1. Situational interests are ones that are triggered temporarily by features of the immediate situation. Unusual sights, sounds, or words can stimulate situational interest.
2. Personal interests are relatively permanent preferences of the student, and are usually expressed in a variety of situations.

Hidi (1990, p.551) also described that Personal, individual interest develops slowly over time and tends to have long-lasting effects on a person's knowledge and values. Situational interest, on the other hand, tends to be evoked more suddenly by something in the environment and may have only a short-term effect, marginally influencing an individual's knowledge

and values. While the focus of individual interest is the person and the focus of situational interest is the environment, person/environment interaction is a crucial aspect of both.

Those components of interest have a major role in language learning. Whereas the individual interest dealing with the learners' preference to engage in a task or activity over time, on the other hand situational interest has a major role to influence the learning. Thus, both components cannot be separated in language learning since they enhanced the students' motivation.

5. Assessing Interest

In order to assess the students' interest, there are many kinds of method that can be applied. In line with Schunk, et al (2012), to assess the students' interest, many researchers have used some methods. Such as, Questionnaire in Rating's scale, Observation, Experience Sampling Method (ESM), Interview, Computer Based Method, and On-Line Motivation Questionnaire (OMQ).

Those kinds of method are used based on the indicators of interest. The indicators can be different according to what kind of interest that the researcher or teacher want to assess. Thus, teacher should know first the indicators and what kind of method that teacher wants to used.

6. The Use of Animation Video

According to Zhen (2016) using multimedia in forms of animation for teaching English has many advantages. Such as, arousing the students' interest, improving students' self-learning ability, improving students' innovative ability, cultivating students' communicative skills, and increasing classroom

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

capacity.

On the other hand, an article by Amjad Desai also stated that animation has two main roles in learning. First, to fulfill a cognitive function. In this role, the animation is intended to support students' cognitive processes that ultimately result in them understanding the subject matter. Secondly, as an effective learning tool that attracts attention, engages the learner, and sustains motivation aspect. Such effective Animation Training is not focused on facilitating comprehension of any academic subject matter itself and often portrays activities that are interactive, creative, fun and motivational.

Based on those statements, it can be seen that animation is good for learning. Teacher can use animation as a tool or media in learning, and for the student, they can use animation to improve their listening and others skills too.

7. The Relationship between Students' Watching English Animation Interest and Listening Comprehension

According to Alderman (2004), interest whether the material or the activity, is very crucial, since it influences attention, persistence, and acquisition of knowledge by students. Thus, interest play a major role to influence the acquisition of knowledge by students. In which students who learn something by getting interest they acquire more knowledge than the others who are not.

In learning of listening, students tend to prefer the material that let them enjoy and without having so much effort. Thus, they are more interested to listen English songs, watching movie or animation. Students who are

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

interested in watching animation will invest their time and effort to watch and are highly motivated to learn the listening. In relation to the watching English animation as a strategy in language learning, the students will also get the advantages from watching English animation, since they do it by their own will, without any forced by their teacher.

Rost (2011, p.152) argued that using multimedia involving visuals and audio, and with multiple modes of presentation (e.g. video with subtitles), will increase context, reduce cognitive load, and improve comprehension. The effect of listening and watching video as teaching media had better performance on students' ability in listening comprehension. The process gives information to improve comprehension and retention of the material. It means that animation videos can help students to be able to comprehend when they are conducting in listening activity.

Thus, it can be seen that students who are interested in watching English animation will get a better comprehension. As the interest affect the performance and the learners' comprehension in listening. All of the explanations above show that there is a correlation between students' watching English animation interest and their listening comprehension.

B. The Relevant Research

According to Syafi'i (2007, p.103), relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research. It means in order to conduct the research; the researcher need to take and observe some relevant research. Syafi'i (2007)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

also stated that the relevant research will guide the researcher to select and determine the fix designs of the research

In 2013, Zara Firsty Meutia wrote a journal entitled “A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill”. The study was aimed to find out the correlation between habit in listening to English songs, vocabulary mastery, and listening skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013; both partially and simultaneously.

She used a test and a questionnaire. The population of the study was all of the tenth grade students while the sample is 30 students taken by cluster random sampling technique. The techniques used to analyze the data were simple and multiple correlation and regression by using SPSS 17. The results of the study showed that there is a positive correlation between habit in listening to English songs and vocabulary mastery toward listening skill, both partially and simultaneously. The positive correlation indicates that habit in listening to English songs and vocabulary mastery tend to go up or to go down together with the student’s listening skill.

A journal written by Intan Meita in 2014 entitled “The Correlation Between Students’ Interest in Watching English Music Program on Television and Their Listening Skill”. The research was conducted to find out whether there is a correlation between students’ interest in watching English music program on television and their listening skill. In collecting the data, the researcher gave a questionnaire to obtain the students’ interest in watching

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

English music program on television, and then she gave a TOEIC listening test to measure their listening skill. The research population was the fourth semester students of English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University. 30 students were taken as the sample.

She used correlation method and Ex Post Facto Design. After gaining the data, she calculated them using Pearson Product Moment correlation coefficient. The result of the research showed that the correlation between students' interest in watching English music program on television and their listening skill is low (0.272). Based on the table of critical value of Pearson Product Moment, the value of r_{xy} is lower than the value of r table with df 28 at significant level 0.05 is 0.374 and at 0.01 is 0.478. It showed that the alternative hypothesis (H_a) is rejected. It means that there is no correlation between students' interest in watching English music program on television and their listening skill.

The previous studies above explained the correlation between Students' interest, habit and listening comprehension. In this research, the researcher also examined the relationship between students' interest which is in watching English animation and listening comprehension. The difference between this research and the previous research which conducted by Zara Firsty Meutia is on the variable x . In which the researcher only have one variable x . Other difference comes between this research and the previous research which conducted by Intan Meita, whereas both differ on the specification of variable

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

x.

C. The Operational Concept

In carrying out this research, it is very necessary to clarify the variables used in this research. This research consists of two variables; those are independent variable (X) and dependent variables (Y). Variable X refers to watching English animation interest, and variable Y refers to students' listening comprehension.

1. The Indicator of Variable X (Students' Interest)

Schunk, et al (2012) stated the indicators of students' interest. Which are:

- a. The students are attracted and pay attention on content of the activities
- b. The students participate on activities they are interested with.
- c. The students contribute on activities they are interested with.
- d. The students have knowledge about the activities.

2. The Indicator of Variable Y (Listening Comprehension)

Hughes (1989) stated that there are four indicators for listening comprehension. Which are:

- a. The students are able to listen for specific information.
- b. The students are able to obtain gist of what is being said.
- c. The students are able to interpret of intonation patterns (such as recognition of sarcasm, etc).
- d. The students are able to recognize of function of structures (such as interrogative as request).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D. The Assumptions and The Hypotheses

1. The Assumptions

- a. The students' watching English animation interest and their listening comprehension are various.
- b. Many factors that may influence students' watching English animation interest and their listening comprehension.
- c. The better students' watching English animation interest, the better students' listening comprehension will be.

2. The Hypotheses

H_0 : There is no significant relationship between students' watching English animation interest and their listening comprehension of the second year at SMAN 6 Pekanbaru.

H_a : There is a significant relationship between students' watching English animation interest and their listening comprehension of the second year at SMAN 6 Pekanbaru.