

**EXPLORING VERY YOUNG LEARNERS' LISTENING SKILLS
THROUGH THE USE OF DIGITAL STORYTELLING IN AN ENGLISH
CLASSROOM**

UNDERGRADUATE THESIS

Submitted in partial fulfilment for Bachelor's degree in English Language Study
Program



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Exploring Very Young Learners' Listening Skills Through the Use of Digital Storytelling in an English Classroom

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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APPROVAL PAGE

Undergraduate Thesis

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ABSTRACT

In the contemporary educational landscape, digital storytelling has surfaced as a promising pedagogical paradigm for facilitating the instruction of English as a Foreign Language (EFL). This study scrutinizes young learners' responses to listening activities using digital storytelling. The study was conducted in a private kindergarten in Bandung, where digital storytelling has been implemented by their teacher, involving a class consisting of 10 students aged 5-6 years. This study employed a qualitative inquiry approach and adopted a case study framework. Data were collected from classroom observations and content analysis is used as the tool for data analysis. The findings indicate that the students responded positively to listening activities using digital storytelling. They actively engaged in behaviors such as participating, interacting with teachers and peers, and engaging with the content. They also exhibited heightened cognitive involvement and enjoyment, indicating that digital storytelling enhances their learning experience and emotional engagement. This study demonstrated that digital storytelling is a valuable tool for examining learning experiences, as evidenced by the responses observed during the learning process. Future research is encouraged to delve into its extended effects and suitability across varying age groups, different places, and proficiency levels.

Keywords: *English for young learners, students' responses, digital storytelling, listening skills, kindergarten students*

ABSTRAK

Dalam lanskap pendidikan kontemporer, digital storytelling muncul sebagai paradigma pedagogis yang menjanjikan untuk memfasilitasi pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini bertujuan untuk mengkaji respons anak-anak usia dini dalam kegiatan mendengarkan menggunakan digital storytelling. Penelitian ini dilakukan di sebuah taman kanak-kanak swasta di Bandung, di mana digital storytelling telah diterapkan oleh guru mereka, melibatkan satu kelas yang terdiri dari 10 siswa berusia 5-6 tahun. Penelitian ini menggunakan pendekatan penelitian kualitatif dan mengadopsi kerangka studi kasus. Data didapatkan dari observasi kelas dan analisis konten digunakan sebagai alat untuk analisis data. Temuan menunjukkan bahwa siswa merespons dengan positif terhadap kegiatan mendengarkan menggunakan digital storytelling. Mereka secara aktif terlibat dalam perilaku seperti berpartisipasi, berinteraksi dengan guru dan teman sebaya, serta terlibat dengan konten. Mereka juga menunjukkan keterlibatan kognitif yang meningkat dan rasa gembira, menunjukkan bahwa digital storytelling meningkatkan pengalaman belajar dan keterlibatan emosional mereka. Penelitian ini menunjukkan bahwa digital storytelling adalah alat yang berharga untuk mengeksplorasi pengalaman belajar, sebagaimana dibuktikan oleh respons yang diamati selama proses pembelajaran. Penelitian di masa depan direkomendasikan untuk mendalami efek jangka panjang dan kesesuaiannya di berbagai kelompok usia, tempat, dan tingkat kemahiran yang berbeda.

Kata Kunci: *bahasa Inggris untuk pembelajar muda, respon siswa, digital storytelling, keterampilan mendengarkan, siswa taman kanak-kanak.*

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