

## ABSTRACT

### **Nafilah, Alsa (2026): Implementing English Digital Storytelling To Support Older Young Learners' Intensive Listening Ability**

Listening, particularly intensive listening, remains one of the most challenging skills for English as a Foreign Language (EFL) learners due to limited vocabulary, unfamiliarity with native speech rate, and the lack of engaging, contextual media in conventional instruction. Digital storytelling, which integrates narration, images, and audio, offers a promising multimodal medium to support older young learners in developing intensive listening ability. This study aims to describe how an EFL teacher implements English Digital Storytelling to support older young learners' intensive listening ability and to how students respond to its use during listening.

This study employed a qualitative case study approach conducted at SMP Pasundan 9 Bandung with seventh-grade students. Data were collected through classroom observations across three meetings and semi-structured interviews with one English teacher and six selected students. An observation checklist was used to systematically document the teacher's implementation of English digital storytelling and the students' participation in intensive listening activities during the classroom sessions. In addition, the semi-structured interview with the English teacher was conducted to gain in-depth information regarding the planning, implementation, and rationale for using English digital storytelling in supporting students' intensive listening ability.

The findings show that the teacher implemented English Digital Storytelling through a systematic pre-listening, while-listening, and post-listening framework, incorporating comprehensible input, multimodal presentation, repeated listening, and meaningful follow-up tasks such as answering comprehension questions, identifying vocabulary, and retelling the story. Students demonstrated positive cognitive, behavioral, and affective responses, including active participation, sustained focus, enthusiasm in answering comprehension questions, and improved confidence, with the combination of narration, visuals, and repeated exposure reported as helpful for understanding and remembering the stories.

It is concluded that English Digital Storytelling functions not merely as a digital medium but as a structured listening instruction strategy that meaningfully supports older young learners' intensive listening ability while generating positive engagement and motivation. It is recommended that EFL teachers systematically design pre-, while-, and post-listening stages with adequate scaffolding when using digital storytelling, that students make use of digital story resources beyond the classroom to reinforce their listening skills, and that future researchers extend this study to other educational contexts, grade levels, or language skills, as well as consider mixed-methods or experimental designs to further validate its effectiveness.

**Keywords:** English Digital Storytelling, Intensive Listening Ability, Older Young Learners, Qualitative Case Study